



Every behaviour has a message.
Our job is to understand it and respond
in a way that helps.

Connection before correction. Curiosity before judgment.
Empathy before consequence.

REMEMBER

- ✓ Behaviour is communication.
- ✓ Find the message behind it.
- ✓ Respond, don't react.
- ✓ Build relationships.
- ✓ Teach and support.
- ✓ Everyone deserves to be understood.

WHAT IS BEHAVIOUR TELLING US?

Behaviours are an attempt to meet a need
or communicate how someone is feeling.



I NEED SOMETHING

I may need help, attention,
connection, or a break.



I AM FEELING SOMETHING

I may be worried, anxious, sad,
angry, overwhelmed or tired.



I AM STRUGGLING WITH SOMETHING

I may find this hard, be confused,
or not have the skills yet.



I AM TRYING TO PROTECT MYSELF

I may feel unsafe, uncomfortable
or overwhelmed.



I WANT TO CONNECT

I may be seeking relationship,
belonging or understanding.

POSSIBLE MESSAGES BEHIND BEHAVIOUR

BEHAVIOUR YOU MIGHT SEE	WHAT IT MIGHT BE COMMUNICATING
 Shouting, swearing, aggression	➔ I feel angry, scared, or frustrated and don't know how else to express it.
 Running away, leaving the room	➔ I feel overwhelmed and need space or a break.
 Refusing, shutting down, not engaging	➔ I feel worried, anxious, or don't understand what is expected.
 Attention seeking, interrupting	➔ I need connection, help, or reassurance.
 Low mood, withdrawal, isolating	➔ I feel sad, hopeless, or struggling emotionally.
 Fidgeting, disruption, can't focus	➔ I am finding it hard to cope, concentrate or stay regulated.

OUR RESPONSE MAKES THE DIFFERENCE



BE CURIOUS

Ask: "What might this behaviour
be telling me?"



STAY CALM & CONNECTED

Regulate first. Your calm helps
them feel safe.



LISTEN & OBSERVE

Listen to words, tone and body
language. Look for patterns.



EMPATHISE

Show you care. Validate their
feelings.



TEACH & SUPPORT

Help them learn new ways to
express needs.



COLLABORATE

Work together to find solutions
that meet their needs.

THE SUPPORTIVE APPROACH

1. NOTICE



Notice the behaviour
without judgment.

"I see what's happening."

2. INTERPRET



Think about what the
behaviour might be
communicating.

"I wonder what you need."

3. CONNECT



Build connection and
show you are there
to help.

"I'm here for you."

4. SUPPORT



Offer support, choice
and teaching.

"Let's find a way
through this together."

5. REVIEW



Reflect together and
celebrate progress.

"What helped? What
can we try next time?"

WHAT TO AVOID



Assuming they are
"doing it on purpose"



Reacting with anger
or frustration



Publicly shaming
or labelling



Using consequences
as the first response

CREATE THE CONDITIONS FOR POSITIVE COMMUNICATION



Safe environment

Physical and
emotional safety
comes first.



Strong relationships

Connection is
the foundation
of behaviour.



Clear expectations

Predictable routines
and boundaries
help everyone.



Choice & voice

Having a say
builds trust and
engagement.



Regulation support

Teach tools to
manage feelings
and stress.

SENTENCE STEMS THAT HELP



I can see this is hard for you right now.



Help me understand what you need.



What can I do to help?



You are important. Let's work this out together.



REMEMBER

When we listen to the message behind the behaviour,
we build trust, reduce stress and help every pupil
feel understood, supported and able to succeed.



BEHAVIOUR IS A MESSAGE.
OUR RESPONSE IS THE RELATIONSHIP.
OUR SUPPORT IS THE DIFFERENCE.



Inclusion is everyone's
responsibility.



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