



Holy Trinity C of E (C) Primary School

Behaviour Policy 2026-2027

Be Curious, Be Inspired, Belong.

At Holy Trinity, we want every pupil to grow into a curious thinker, an inspired learner, and a valued member of our school community. Our children will know they are seen, loved, and supported to thrive. They develop the character and confidence to show kindness, courage, respect, responsibility, perseverance, and togetherness. Through exploring new ideas and contributing positively to school life, our pupils flourish academically, socially, and spiritually as they prepare for life in today's Britain.

Matthew 19:14 - "Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."

Our School Values

- Kindness
- Courage
- Respect
- Responsibility
- Perseverance
- Togetherness

Policy owner	Headteacher
Approved by	Governing Board
Effective from	1st September 2026
Review cycle	Annual, or sooner following relevant statutory/guidance changes
Next scheduled review	September 2027
Status	Draft for governing board approval

1. Purpose and Legal Framework

Holy Trinity C of E (C) Primary School is committed to creating a calm, safe, supportive and inclusive environment in which every pupil can learn, flourish and belong. High standards of behaviour are an essential part of safeguarding, effective teaching and learning, equality and wellbeing.

The Governing Board fulfils its safeguarding duty under section 175 of the Education Act 2002 and its responsibilities in relation to behaviour under sections 88 and 89 of the Education and Inspections Act 2006. The Headteacher determines measures to promote good behaviour, self-discipline and respect; prevent bullying; secure acceptable standards of conduct; and regulate pupils' conduct in accordance with the Governing Board's statement of behaviour principles.

This policy has been revised with regard to the Department for Education's Behaviour in Schools: Advice for headteachers and school staff (February 2024), Keeping Children Safe in Education 2026 (1 September 2026), Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (effective from 26 July 2026), and Searching, Screening and Confiscation: Advice for schools (July 2022).

KCSIE 2026 is central to this policy. Safeguarding is everyone's responsibility. Staff must maintain a child-centred approach, consider what is in the best interests of the child and act promptly where behaviour may indicate harm, abuse, neglect, exploitation or unmet need.

2. Aims

- Maintain a calm, safe and supportive environment in which pupils can learn without disruption.
- Teach pupils explicitly what positive behaviour looks like through clear routines, modelling and reinforcement.
- Promote the school's Christian values of kindness, courage, respect, responsibility, perseverance and togetherness.
- Respond to behaviour promptly, predictably, fairly and proportionately.
- Use protective consequences where immediate safety must be secured and educational consequences to support reflection, repair and improvement.
- Recognise that behaviour can communicate unmet educational, pastoral, SEND, mental health or safeguarding needs.
- Prevent and respond effectively to bullying, unlawful discrimination, harassment, victimisation, child-on-child abuse and harmful sexual behaviour.
- Make reasonable adjustments for disabled pupils and provide appropriate support for pupils with SEND while maintaining high expectations.
- Work constructively with parents/carers, Family Help services, children's social care and other agencies where appropriate.
- Monitor behaviour information to identify patterns, disproportionality, emerging risks and the effectiveness of support.

3. Scope

This policy applies to pupils, staff, governors, parents/carers, volunteers, contractors and other users of the school site as relevant to their role. It applies during the school day, on school visits and activities, and to behaviour beyond the school gate where the school has a lawful and reasonable basis to respond.

The policy should be read alongside the Safeguarding and Child Protection Policy, Anti-Bullying Policy, SEND Policy, Equality Policy, Attendance Policy, Online Safety Policy, Suspension and Permanent Exclusion procedures, Preventing Extremism and Radicalisation Policy, and the school's procedure for searching, confiscation and reasonable force.

4. Roles and Responsibilities

4.1 Governing Board

- Sets the school's statement of behaviour principles and holds leaders to account for implementation.
- Ensures the policy supports safeguarding, equality and SEND duties.
- Reviews behaviour, bullying, removal, suspension and exclusion information, including patterns affecting vulnerable groups.
- Ensures staff receive appropriate training and that the policy is reviewed at least annually.

4.2 Headteacher and Senior Leaders

- Lead and model the school's behaviour culture and ensure expectations are taught and applied consistently.
- Ensure staff are supported, trained and confident in de-escalation, safeguarding, SEND, child-on-child abuse, reasonable force and searching where relevant.
- Ensure serious or persistent incidents receive appropriate pastoral, safeguarding and/or disciplinary response.
- Ensure removal, suspension and permanent exclusion are used lawfully and appropriately.
- Only the Headteacher may suspend or permanently exclude a pupil.

4.3 All Staff

- Model calm, respectful and predictable behaviour.
- Teach, remind and reinforce routines and expectations.
- Use praise and proportionate responses consistently, while exercising professional judgement.
- Consider safeguarding, SEND, disability, age, development, context and reasonable adjustments.
- Record incidents in accordance with section 14 of this policy.
- Report safeguarding concerns immediately through the school's safeguarding procedures.
- Read Part One of KCSIE 2026 in full and follow the school's safeguarding procedures.

4.4 Pupils

- Follow reasonable instructions and school routines.
- Treat others with dignity, kindness and respect.
- Take responsibility for choices and engage with reflection and repair where appropriate.
- Tell a trusted adult about bullying, unsafe behaviour or anything that makes them or another child feel unsafe.

4.5 Parents and Carers

- Support the school's expectations and Home-School Agreement.
- Share relevant information that may help the school understand or support their child.
- Work in partnership with staff where concerns arise.
- Raise concerns respectfully through the school's published procedures.

4. Teaching Positive Behaviour

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Positive behaviour is taught, not assumed. Staff explicitly teach and revisit routines, expectations and social norms, including after holidays, at transition points and when pupils need additional support.

- Classroom Promises are agreed and displayed each autumn term and revisited regularly.
- PSHE, Collective Worship and the wider curriculum promote mutual respect, self-discipline, healthy relationships and social responsibility.
- Staff use clear routines, calm language, predictable responses and positive modelling.
- Transitions, less-structured times and changes of routine are planned carefully.
- Pupil voice is used to understand pupils' experience of behaviour, safety and belonging, including the experiences of vulnerable groups.

6. Praise and Recognition

Staff prioritise specific, purposeful praise and recognition. Rewards support positive habits and belonging without replacing the development of intrinsic motivation.

- Specific verbal and non-verbal praise.
- Team points and class recognition.
- Headteacher stickers and leadership recognition.
- Star of the week certificates and pupil of the half-term awards
- Appropriate responsibilities and opportunities to contribute to school life.
- Positive communication with parents/carers.

7. Responding to Behaviour

Responses to behaviour serve three purposes: deterrence, protection and improvement. Staff use professional judgement and consider the pupil's age and development, context, frequency, intent and impact, SEND/disability, reasonable adjustments, safeguarding concerns, previous support and the needs and safety of others.

Protective consequences are measures required to secure immediate safety or restore calm.

Educational consequences help pupils understand impact, repair harm where appropriate and learn alternative strategies.

A protective response may be followed by an educational response, but safeguarding action always takes priority where a safeguarding concern is present.

- Verbal reminder or re-teaching of the expectation.
- Supported reflection or RESET conversation.
- Temporary change of seat or supervised workspace.
- Completion of missed learning at an appropriate time.
- Loss of a relevant privilege where proportionate.
- Behaviour monitoring, check-ins or a Positive Support Plan.
- Parent/carer discussion or meeting.
- Targeted pastoral, SEND or Family Help support.
- Suspension or permanent exclusion where the statutory threshold and procedures are met.

8. Time In, Regulation and RESET

Holy Trinity uses 'Time In' as a supportive, regulation strategy. A pupil may spend time with a supportive adult to regulate and recover from distress or crisis, for example through walking, drawing, reading, sensory support or quiet reflection. Time In is not disciplinary removal from the classroom.

When the pupil is regulated and it is appropriate, a RESET conversation may explore:

- Tell the story: What happened? What were you thinking or feeling? Are you calm enough to talk?
- Understand the impact: Who has been affected? What was the impact? Was the situation safe, fair and respectful?
- Fix the harm: What could help put things right? What can be learned? What could be done differently next time?
- Check in: What support is needed? When will progress be reviewed?

Restorative conversations are never automatic following child-on-child abuse, sexual harassment, sexual violence or other serious safeguarding incidents. Any restorative intervention in such cases requires DSL oversight, an assessment that it is safe and appropriate, and proper regard to the wishes, welfare and safety of the child who has been harmed.

9. Removal

Removal is a response in which a pupil is required to spend a limited time out of the classroom at the instruction of a member of staff. It is distinct from Time In, sensory or nurture provision, internal pastoral support and circumstances where a pupil leaves a lesson for non-disciplinary reasons.

Removal may be used following serious misbehaviour, or where repeated behaviour has not responded to classroom strategies and allowing the pupil to remain would significantly disrupt learning or pose a risk. It will be used for the minimum time necessary.

- The pupil will be supervised in a suitable space and provided with meaningful education as soon as practicable.
- The reason, duration and outcome will be recorded where removal meets the school's recording threshold.
- Parents/carers will be informed on the same day where a pupil has been removed for a significant incident or repeated disruption.
- Reintegration will focus on successful return to learning and any necessary support or reasonable adjustment.
- Leaders will monitor frequency, duration and patterns of removal, including disproportionality by SEND, disability, disadvantage, sex, race and other relevant protected characteristics.
- Removal will never be used as a substitute for responding to a safeguarding concern.

10. Detention and Missed Learning

The school does not use after-school detention as a sanction.

Where appropriate, pupils may be required to spend a reasonable and proportionate amount of time during break or lunchtime completing missed learning, reflecting on their behaviour, undertaking community service within the school, or participating in restorative activities.

Any such action will be appropriate and proportionate, taking account of the pupil's age, SEND/disability, health, safeguarding circumstances and individual needs. Pupils will always be given reasonable time to eat, drink, use the toilet and have an appropriate break.

Pupils will not routinely miss lessons or their curriculum entitlement as a behavioural sanction. The school prioritises restorative approaches that support pupils to take responsibility, repair harm, contribute positively to the school community and re-engage with learning.

11. SEND, Disability and Additional Needs

The school maintains high expectations for all pupils while recognising that some pupils require additional teaching, support or reasonable adjustments to meet those expectations. Staff do not assume that all behaviour by a pupil with SEND is caused by SEND; equally, they do not ignore the possibility that disability, communication, sensory processing, trauma or another unmet need is relevant.

The school will meet its duties under the Equality Act 2010 and Children and Families Act 2014, including making reasonable adjustments for disabled pupils, using best endeavours to meet SEND needs and securing provision specified in an Education, Health and Care Plan.

- Anticipate and reduce known triggers where reasonably possible.

- Use the assess-plan-do-review cycle for identified SEND needs.
- Adapt instructions, reflection activities and restorative approaches to communication and developmental needs.
- Consider sensory, movement, seating, communication or uniform adjustments where appropriate.
- Review whether repeated incidents indicate that provision, risk assessment or support should change.
- Involve the SENDCo, parents/carers and external agencies where appropriate.

Disciplinary action and additional support are not mutually exclusive. The school may apply a proportionate consequence while also putting support in place.

12. Safeguarding and Behaviour

Behaviour may be the presenting feature of a safeguarding concern. Staff must consider whether a child is suffering, or is likely to suffer, harm and must follow the Safeguarding and Child Protection Policy where there is a concern. Safeguarding concerns are referred to the DSL or deputy without delay and recorded on the school's safeguarding recording system.

The school recognises that safeguarding concerns can include abuse, neglect, exploitation, domestic abuse, criminal or sexual exploitation, online harm, radicalisation, mental health concerns linked to harm, and child-on-child abuse. Staff will seek the right help at the right time, including Family Help, children's social care, police or other agencies as appropriate.

12.1 Child-on-Child Abuse and Harmful Sexual Behaviour

All child-on-child abuse is unacceptable and will be taken seriously. It can occur inside or outside school and online. The absence of a report does not mean it is not happening. Staff must not dismiss sexual harassment, sexual violence, harmful sexual behaviour, bullying or abusive conduct as 'banter', 'just having a laugh', 'part of growing up' or similar.

Any behaviour which may constitute child-on-child abuse, harmful sexual behaviour, sexual harassment or sexual violence must be referred promptly to the DSL/deputy and managed under the Safeguarding and Child Protection Policy and KCSIE 2026. Safeguarding and disciplinary responses may take place alongside one another.

- The immediate safety and wellbeing of all children involved will be considered.
- The child who has been harmed will be listened to, supported and kept informed in an age-appropriate way.
- The needs, safety and safeguarding of the child alleged to have caused harm will also be considered.
- Risk assessment and safety planning will be used where appropriate.
- Decisions about disciplinary action will be case-specific and proportionate.
- Restorative work will only be considered where the DSL is satisfied it is safe and appropriate and it will never be a condition of receiving support or returning to school.

12.2 Reporting Concerns

Pupils are encouraged to use the school's 'Trusted 5' approach and may speak to any trusted adult. Pupils will be reassured that concerns will be taken seriously, that they should not feel ashamed or responsible for reporting, and that staff will explain what needs to happen next.

Where confidentiality cannot be maintained because information must be shared to keep a child safe, this will be explained sensitively.

13. Bullying, Discrimination and Derogatory Language

Bullying, prejudice-based incidents, unlawful discrimination, harassment, victimisation, racism, homophobia, biphobia, transphobia, disablism, misogyny and other derogatory or threatening language are not tolerated. Incidents will be addressed promptly, recorded appropriately and considered for safeguarding implications. Patterns will be monitored and used to inform curriculum, pastoral and leadership action.

14. Recording, Information Sharing and Monitoring

Not every routine reminder requires a formal behaviour record. Staff record incidents that meet the school's agreed threshold, including persistent disruption, aggression, bullying, discriminatory incidents, significant unsafe online behaviour, removal, serious/dangerous behaviour and other incidents where a record is needed to support monitoring or follow-up.

- Behaviour records are entered on Arbor in accordance with school procedures.
- Safeguarding concerns are recorded on the school's safeguarding recording system and referred to the DSL/deputy. A safeguarding concern must not be recorded only as a behaviour incident.
- Where the same incident requires both behaviour and safeguarding records, the records should be cross-referenced appropriately without unnecessary duplication of sensitive information.
- Records should be factual, timely and distinguish observation from opinion.
- Leaders analyse patterns over time, including repeat incidents, locations, times, removals, bullying, discrimination, suspension/exclusion and relevant pupil groups.
- Governors receive appropriate anonymised/aggregated information to fulfil oversight duties.

15. Searching, Screening and Confiscation

Searching, screening and confiscation will be carried out in accordance with the DfE's Searching, Screening and Confiscation: Advice for schools (July 2022) and the school's safeguarding procedures. Safeguarding is the first consideration when deciding whether and how to search a pupil.

Prohibited items include:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco, cigarette papers, vaping devices and related accessories.
- Fireworks.
- Pornographic images.
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage property.

The school may also identify additional items banned under school rules. Any such items must be clearly communicated to pupils and parents/carers.

- Only staff with the lawful authority to search will do so.
- The pupil's age, needs, communication, SEND, trauma history and safeguarding circumstances will be considered.
- Searches will be conducted with dignity and privacy and in accordance with statutory requirements about the sex of the searcher and witnesses.
- Strip searching is a police power and is not carried out by school staff. If police involvement is contemplated, the school will follow the DfE guidance and safeguarding procedures, including consideration of an appropriate adult and the child's welfare.
- Searches, confiscation and disposal/return of items will be recorded and parents informed where required or appropriate under the guidance.
- Where a search reveals a safeguarding concern, the DSL/deputy will be informed without delay.

16. Reasonable Force and Positive Handling

Staff may use reasonable force only in circumstances permitted by law, for example to prevent a pupil committing an offence, injuring themselves or others, damaging property or prejudicing the maintenance of good order and discipline. Force must never be used as a punishment.

The decision to use force is based on the circumstances and the minimum force necessary. Staff should use de-escalation where practicable and consider the particular vulnerabilities of pupils with SEND, disabilities, medical needs or safeguarding histories. Significant incidents involving force will be recorded, reviewed and communicated to parents/carers in accordance with school procedures, unless doing so would create a safeguarding risk.

17. Mobile Phones and Smart Devices

Holy Trinity is a mobile-phone-free environment for pupils throughout the school day, including break and lunchtime, unless the Headteacher has authorised an individual exception or reasonable adjustment.

- Where a pupil needs to bring a phone to school for travel or safeguarding reasons, it must remain switched off and stored in accordance with school arrangements.
- Smart watches or other connected devices must not be used for messaging, recording, photography, internet access or other communication during the school day.
- Unauthorised use may result in confiscation in accordance with school rules and DfE guidance, with return arrangements communicated to the pupil/parent.
- Reasonable adjustments or individual arrangements may be made for disability, medical or safeguarding reasons.

18. Behaviour Beyond the School Gate and Online

The school may respond to misbehaviour outside school to the extent that it is reasonable and lawful, including where a pupil is taking part in a school activity, travelling to or from school, wearing school uniform or otherwise identifiable as a pupil, or where behaviour could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, or could adversely affect the school community.

Online behaviour will be considered in the same way. Where online conduct may constitute bullying, child-on-child abuse, sexual harassment, exploitation or another safeguarding concern, safeguarding procedures take priority.

19. Suspension, Permanent Exclusion and Pupil Movement

Suspension and permanent exclusion are used in accordance with the DfE statutory guidance effective from 26 July 2026 and Staffordshire procedures. They are legitimate behaviour-management and safeguarding measures where the relevant threshold is met; they are not used unlawfully or informally.

- Only the Headteacher may suspend or permanently exclude a pupil.
- A permanent exclusion may be considered in response to a serious breach or persistent breaches of the behaviour policy and where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others.
- The Headteacher will consider relevant circumstances, evidence, safeguarding, SEND/disability and reasonable adjustments before making a decision.
- Parents/carers and the Governing Board/local authority will be notified in accordance with statutory requirements.
- The school will meet its duties concerning education during suspension and exclusion.

19.1 Reintegration

Following suspension, the school will use a reintegration strategy focused on successful return, belonging, safety and future behaviour. This will normally be discussed with the pupil and parent/carer at or before return. A parent's inability or unwillingness to attend a reintegration meeting will not prevent the pupil from returning to school at the end of the suspension.

19.2 Off-site Direction and Managed Moves

Where lawful and appropriate, off-site direction may be used as a temporary intervention to improve future behaviour and support a pupil; it will not be used as a punishment. Any managed move will be voluntary, planned in the pupil's best interests and carried out in accordance with current statutory guidance and local procedures. Neither arrangement will be used to circumvent the statutory exclusion process.

20. Allegations or Concerns About Staff

Concerns and allegations about staff, including low-level concerns, are managed under the Safeguarding and Child Protection Policy and KCSIE 2026, not through the pupil behaviour process alone.

An allegation that is unsubstantiated, unfounded or false is not automatically malicious. Only where there is evidence that an allegation was deliberately invented or malicious will the Headteacher consider whether a proportionate response under this behaviour policy is appropriate. The school will also consider whether the pupil who made the allegation needs safeguarding or pastoral support.

21. Partnership with Parents and Carers

The school values open, respectful partnership with families. Parents/carers will be informed of significant or persistent concerns in a sensitive and constructive way and invited to contribute to support planning. The school will seek to understand relevant contextual factors without lowering expectations for safety and respect.

22. Home-School Agreement: Pupil Commitments

- Listen to adults and show respect to others.
- Make choices that support my own learning and the learning of others.
- Move calmly and safely around school.
- Care for my belongings, classroom and school environment.
- Take pride in wearing my school uniform.
- Take responsibility for my actions and choices.
- Be willing to learn from mistakes and repair harm where appropriate.
- Show kindness and understanding.
- Live out our values of Kindness, Courage, Respect, Responsibility, Perseverance and Togetherness.

23. Behaviour Response Framework

The framework below supports consistency but does not replace professional judgement, safeguarding procedures or reasonable adjustments. A single incident may require a higher-level response because of risk or impact; repeated lower-level incidents may indicate a need for additional assessment or support.

Level	Illustrative behaviour	Possible response
1 Living Our School Values	Excellent behaviour; demonstrating school values; positive support of others; consistent effort; being a positive role model.	Specific praise; certificates; Collective Worship recognition; responsibility; SLT/parent recognition.
2 Ready and Positive	Following routines; supporting others; engaging positively with learning; showing respect and making positive choices.	Praise; team points; stickers; notes home; class or weekly recognition.
3 A Reminder and Reset	Taking out of turn; minor unkindness; loss of focus; difficulty following routines or expectations.	Reminder and re-teaching; low-level RESET/restorative conversation; reasonable adjustments or support where needed. Record if repeated or recording threshold is met.
4 Repeated Behaviour: Support Needed	Repeated difficulty following reasonable instructions or routines; continued disruption to learning; repeated minor dishonesty or unkindness.	SLT discussion; RESET; behaviour monitoring; consideration of triggers and unmet needs; parent/carers discussion; SEND/pastoral support where appropriate; record on Arbor where required.
5 Behaviour Causing Concern	Behaviour having a significant impact on the pupil or others; repeated unkindness; aggression; significant disruption to learning; unsafe behaviour, including online behaviour.	Immediate support to maintain safety; SLT involvement; Positive Support Plan/ABC analysis where appropriate; parent/carers meeting; proportionate consequence; targeted intervention; consideration of SEND, pastoral, safeguarding or Family Help needs. Incident, actions taken and follow-up recorded on CPOMS.
6 Serious or Unsafe Behaviour	Serious violence or aggression; serious bullying or discriminatory behaviour; significant damage to property; possession or use of prohibited items; behaviour presenting a serious risk to the pupil or others.	Immediate action to maintain safety and SLT involvement; safeguarding response where appropriate; risk assessment; formal support planning; external agency involvement where appropriate. Suspension or permanent exclusion may be considered in line with statutory guidance. Incident, actions taken and follow-up recorded on CPOMS.
Safeguarding Concern - override	Any behaviour or information that raises a safeguarding concern or suggests that a pupil may be at risk of harm.	Immediate referral to the DSL/deputy and recording on CPOMS in line with the school's safeguarding procedures. Any behaviour response will be considered alongside safeguarding needs, with the safety and wellbeing of those involved taking priority.

24. Monitoring, Evaluation and Review

The Headteacher and Governing Board will monitor the implementation and effectiveness of this policy. Leaders will review quantitative and qualitative information, including pupil and

staff voice, and will examine whether behaviour responses are effective, proportionate and equitable.

- Patterns in bullying, discrimination, child-on-child abuse and unsafe online behaviour.
- Use and duration of removal.
- Suspensions and permanent exclusions.
- Repeat incidents and pupils requiring additional support.
- Patterns by SEND/disability, disadvantage, sex, race and other relevant protected characteristics.
- The impact of reasonable adjustments, pastoral interventions and Family Help/multi-agency support.
- Staff training needs and consistency of implementation.

The policy will be reviewed annually and sooner where legislation, statutory guidance, local safeguarding arrangements or school practice changes.

25. Key References

- Department for Education, Behaviour in Schools: Advice for headteachers and school staff, February 2024.
- Department for Education, Keeping Children Safe in Education 2026, effective 1 September 2026.
- Department for Education, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, effective 26 July 2026.
- Department for Education, Searching, Screening and Confiscation: Advice for schools, July 2022.
- Education Act 2002, section 175.
- Education and Inspections Act 2006, sections 88-91.
- Equality Act 2010.
- Children and Families Act 2014.
- SEND Code of Practice: 0 to 25 years.
- Relevant Staffordshire County Council safeguarding, inclusion and exclusion procedures.

Appendix A – RESET Conversation Prompts

RESET conversations should be calm, proportionate and appropriate to the pupil's age, communication needs and level of regulation. The prompts below are a guide rather than a script; not every question needs to be asked.

1. Regulate and reconnect

- Are you ready to talk about what happened?
- What do you need to help you feel calm and ready?
- Is there anything you need before we begin?

2. Understand what happened

- Tell me what happened from your point of view.
- What was happening for you at the time?
- What happened next?

3. Explore the impact

- Who has been affected by what happened?
- How have they been affected?
- What needs to happen so everyone can feel safe and ready to move forward?

4. Repair and reset

- What could help put things right?
- Is there anything that needs to be repaired, restored or made better?
- What could you do differently if something like this happens again?

5. Support and return

- What would help you be successful next time?
- Is there anything you need from an adult?
- Who can help you?
- Are you ready to return to learning?
- When should we check in again?

