



Positive Relationship and Behaviour Policy

The Positive Impact Group

Effective Date

June 2026

Review Date

June 2027



Introduction

At Positive Impact Primary Academy, we believe that the adult-child/young person relationship is vital when developing the child/young person's social and emotional skills, which are essential for life and learning. We strive to demonstrate a relational approach to support social and emotional development and behaviour based on the following six principles:

- We understand that behaviour communicates unmet needs, and we can separate the child/young person from their behaviour.
- We understand that each developmental stage has a range of typical behaviours, which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
- We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
- We encourage children/young people at our setting to become accountable for their actions and realise the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
- We keep in mind that we are the adults and the children/young people are still growing, learning and developing.
- We seek to restore relationships and change behaviours rather than punish the actions a child/young person may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

Policy Aims

This policy aims to:

- Share the approach the school takes to promote good behaviour and relationships, ensuring that children and young people are in a calm, safe and supportive environment.
- Share how the school community is committed to promoting and supporting positive behaviour and relationships across the school.
- Provide guidance to staff in their role of supporting positive behaviour and relationships.

- Provide information on what support and training opportunities are on offer for staff, parents and carers.

Whole-School Approach

We ensure that our school has a culture, ethos and practice that strengthens relational approaches and inclusion, recognising the importance of psychological safety. Our school implements Thrive, a trauma-informed whole-school approach to improving the mental health and wellbeing of children and young people.

Our school embeds Thrive into our curriculum, where children and young people are taught to:

- Develop their stress-regulation system.
- Recognise and verbalise a range of feelings and emotions.
- Build their emotional resilience so they can effectively manage stress.
- Keep themselves safe.
- Develop healthy coping strategies and regulation skills.

All staff are committed to supporting and promoting positive behaviour and healthy relationships. All staff will:

- Take the time to recognise and record positive behaviours and attitudes and reward success.
- Try to catch children and young people doing the right thing and enhance this.
- Engage in establishing the non-negotiable and negotiable rules at the start of the academic year, and revisiting these regularly and at least half-termly.
- Focus on the values, rights and responsibilities of the school when establishing boundaries with children and young people.
- Remind children and young people that their actions impact on others and that they have a responsibility to safeguard others' rights.
- Seek both resolution and learning when dealing with incidents.
- Consider how our actions and words help and give children/young people time and space to resolve the situation.
- Keep in mind that children and young people benefit from a clear structure (containment) within which to learn.
- Use sanctions only as a form of appropriate, proportionate and positive intervention.

- Keep in mind that any sanction used is to resolve rather than escalate a situation while preserving the dignity of all involved.
- Keep in mind that sanctions must be applied compassionately in a fair and consistent way.
- Be supported closely by the SENDCo regarding any pupils with additional needs, to ensure pupils' behaviour is appropriately supported.

Alongside the above, we also use the stance of PACE and the communication skills of the Vital Relational Functions (VRFs) to support children and young people.

PACE is the acronym used by psychologist Dan Hughes to describe the optimal adult stance when working with children to reduce stress, enhance connection, promote safety and engender the learning of new social and emotional skills. PACE stands for:

- **Playfulness**
Sensitive and appropriate playfulness helps the child feel safe and promotes positivity.
- **Acceptance**
Unconditionally accepting the child makes them feel safe, secure and loved.
- **Curiosity**
Genuine and non-judgemental interest in the child helps them become aware of their inner life.
- **Empathy**
Demonstrating compassion for the child and their feelings supports the child's sense of self-worth.

The VRFs represent the key techniques that we consciously apply in relationship. The VRFs include:

- **Attunement**
Matching the energy of the child with non-verbal, prosodic, energetic and behavioural communication.
- **Validation**
Acknowledging the validity of the child's feelings and experiences.

- **Containment**

Predictability, routine and experiencing safety and security, both relationally and environmentally.

- **Regulation**

Transforms what was too much to bear alone into an experience that can be tolerated together.

Special Educational Needs and Disabilities (SEND)

We recognise the important role of positive relationships with our children who have SEND. Our staff have an instrumental knowledge of the children and their needs. Our Positive Relationships Policy is tailored around the needs of our children, as we recognise that our approach must be adapted to each child.

Our relationships with our families are fundamental, and we pride ourselves on the level of support that we offer. Often, our families can also have additional needs, and we endeavour to make reasonable adaptations to make them feel comfortable and ensure their needs are also met.

Due to rising special educational needs, school refusers are a priority in the holistic care that we provide. We work closely with families to ensure that children are making academic progress while meeting SEMH milestones.

Positive Rewards

To promote intrinsic motivation, rewards will be given for the process of learning (behaviours for learning) rather than the output of an activity, which may promote extrinsic motivation.

Our classroom awards and certificates are designed to recognise children/young people doing the right thing, including:

- Students earn 'Stars' daily, which students can then choose an item out of the reward box every Friday, depending on how many stars they have earned that week.

- 'Caught being kind' postcards
- THRIVE Postcards
- Phonecalls home
- Certificates of Recognition, based on our POSITIVE values:
 - Persevere
 - Optimistic
 - Safe
 - Inclusive
 - Teamwork
 - Inspire
 - Valued
 - Empathetic

Sanctions and Consequences

When an incident occurs, we understand that this will cause a rupture in relationships and we seek to repair this rupture. We describe the behaviour as 'distressed' rather than 'challenging', because we understand that the behaviour is communicating a level of need within the child/young person.

At Positive Impact Primary Academy, our sanctions are designed to support children/young people to be accountable for their actions, encouraging them to develop skills to change their behaviour rather than to punish the actions taken by the child. For example:

- Help to rectify something they have done, for example, help to tidy up the mess they have made, turn the chairs back up if they have been tipped over, etc.
- Use sanctions to help the pupil and others learn from mistakes and recognise how they can improve behaviour.
- Hold restorative sessions between students following an incident, encouraging both accountability and empathy.
- Use the Thrive assessment tool to help gain a better understanding of the child or young person's social and emotional needs.
- Hold Thrive one-to-one or group sessions to help promote positive behaviour and develop regulation techniques

Partnership with Parents and Carers

At Positive Impact Primary Academy, we work as a team to support the children/young people in our setting as they grow and develop socially and emotionally. We actively promote a partnership with parents/carers and other agencies, where appropriate.

We believe that clear and open communication is key to ensuring that we all work together as a team to meet the needs of the child/young person. We make sure parents/carers are supported to understand and help children/young people to be accountable for their actions. We encourage rejoicing in the positives and developing skills to change unacceptable behaviour rather than to punish the actions taken by the child.

Our school is committed to supporting parents, carers and families with their child or young person's behaviour. We aim to do this by:

- Communicating with parents, to update parents and carers with messages and news, throughout the week.
- Encouraging parents and carers to inform the school if they have any concerns regarding their, or another child's behaviour.
- Discussing any behaviour concerns we have with parents and carers.
- Keeping parents and carers well-informed regarding where they can seek support through the school website, social media pages, posters in the main entrance, letters home, etc.
- Providing Thrive home action plans so that parents and carers can support their child/young person at home.
- Holding regular review meetings with parents and carers, school and professionals.
- Holding drop-in sessions each term.
- Hosting parent/carer coffee mornings

Supporting Staff

At Positive Impact Primary Academy, we provide high-quality training and ongoing continual professional development for staff in relation to behaviour and relationships to support the school's implementation of the Thrive Approach, which helps with children and young people's social, emotional and mental health.

All staff will be given training so that they:

- Understand what children/young people's mental health needs are.
- Understand how to promote good mental health and wellbeing.
- Know how to recognise warning signs of poor mental health.
- Have a clear process and know what to do if they identify a child or young person in need of support.
- Understand the impact of SEND upon young people's social and emotional development.

Staff are provided with a range of ongoing support when supporting children and young people with their mental health and wellbeing. This includes the following:

- Access to Thrive-Online for all colleagues, which enables all staff to profile classes and groups, ensuring that pupils' social and emotional skills are on track.
- 'Introduction to Thrive' training module for all colleagues, which includes an overview of the Thrive Approach, basic theory and how to use Thrive-Online to profile a class or group.
- Regular social media updates to provide support and guidance for staff.
- Training and tailored support delivered and provided by our SENDCo.

Some key staff will receive additional training to provide them with the skills and knowledge to support children, young people, families and staff with their mental health and wellbeing:

- Thrive Licensed Practitioner training
- Mental Health Lead training (DfE quality assured)

We recognise that dealing with a child demonstrating distressed behaviour can be upsetting, therefore at our school we ensure support for staff is available if they have had to support a child or young person who is dysregulated.

Roles and Responsibilities

All staff in school are responsible for:

- promoting positive behaviour
- role-modelling positive behaviour and relationships
- supporting children and young people who may be displaying distressed behaviours

There are key adults who have the responsibility for overseeing and managing behaviour within the school:

Name	Role	Contact Details
Amelia Goodhew	Head, SENDCo and DSL (Senior Leadership Team)	amelia.goodhew@positive-impactuk.com 07857668332
Gemma Lish	Deputy DSL and Licensed THRIVE Practitioner	gemma.lish@positive-impactuk.com 07857668292
Daisy Jones	Education Mentor and Licensed THRIVE Practitioner	daisy.jones@positive-impactuk.com

Our setting may use other professionals to draw upon their expertise, make referrals or carry out further assessments. This list of professionals may include the following:

- Educational Psychologists
- Child and Adolescent Mental Health Services
- Speech and Language Therapists
- Doctor/GP
- Family Connect

This policy is reviewed annually.

Overall responsibility lies with the Director, who liaises with the Senior Leadership Team to ensure a robust and sustainable model of Leadership.

Signed by Director



James Armson

