'Fulfilling potential and growing in God.'

ALWAYS

Acceptance,   Love, Wisdom, Accountability, Youthfulness, Service

Our Vision

At St. Aidan's we want every child and adult to discover and develop their unique, God-given talents so that they may flourish as individuals and build strong foundations for a bright future.

'I came that they may have life and live it to the full' John 10.10

THRIVE Relational Policy
'Behaviour is everybody's responsibility'

Updated: September 2025
Review Date: September 2026

This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedures.

Introduction

This policy has been written in compliance with Section 89 of the Education & Inspection Act 2006. Please also see our Anti-bullying Policy.

We actively promote our ALWAYS Christian values and seek to foster an environment of spirituality, creativity and respect where everyone is valued and each child can achieve their full potential. We also share responsibility for the children in our care with parents.

Love and Service

The Christian value of love, particularly "agape" or selfless, unconditional love, is central to the Thrive approach. Thrive aims to create a safe and caring environment where children feel supported, valued, and that they matter. This focus on nurturing relationships is seen as fundamental to a child's development. The approach views meeting a child's needs through compassion and understanding as a form of service, reflecting the Christian call to "love thy neighbour".

Acceptance and Accountability

Thrive promotes acceptance by recognising that all behaviour is a communication of social and emotional needs. Instead of simply punishing a child's behaviour, the approach encourages adults to be "curious and compassionate" to understand the feelings behind it. This aligns with a Christian understanding of grace and empathy. However, it also incorporates accountability. The **Thinking** developmental strand focuses on a child's ability to understand cause and effect, take responsibility for their actions, and ask for help when needed. This links to the Christian value of accountability, which is often framed as a loving process that encourages growth and positive change.

Wisdom

The Thrive approach fosters wisdom by helping children to "think for themselves" and "make sense of their experience and the world about them". A child who is **Thinking** well can understand rules and boundaries. This aligns with the Christian value of wisdom, which is about more than just knowledge;

it is about using that knowledge to make good choices and to live a life of purpose. Thrive's goal of helping children feel empowered and confident to "work with life" rather than "have power over others" also reflects a kind of spiritual maturity.

Youthfulness

The value of "youthfulness" in a Christian context can be understood as having a childlike faith, curiosity, and capacity for joy. In the Thrive approach, a child who is **Being** well is described as having a "capacity for joy" and being "receptive to the world". The **Doing** strand promotes curiosity, creativity, and exploration, which are all characteristics of youthfulness. By encouraging children to be active, investigate, and explore, Thrive nurtures the very qualities that Christians might see as reflecting a playful and joyful spirit.

 The approach is a dynamic, developmental, trauma-sensitive model that draws on neuroscience, attachment theory, and child development theory to understand children's behaviour as a form of communication, often stemming from unmet needs.

The Thrive model's goal is to help children feel they **belong**, **matter**, and are **valued** for their unique qualities. It aims to provide support and understanding to help children get back on track when they face challenges so they can flourish and grow in God, fulfilling their true potential.

Underpinnings of the Thrive Approach

- **Neuroscience**: The approach is based on the understanding that the brain develops through personal and social interactions.
- **Attachment theory**: It emphasizes the importance of secure, trusting relationships with significant adults in a child's life.
- **Child development theory**: The framework uses a model of sequential developmental stages to understand how children and young people develop socially and emotionally from birth to adulthood.
- **Creativity and play**: It incorporates these elements to help children develop emotional resilience.

Children who feel secure within the school environment are more likely to behave well and fulfill their potential. The development of a positive culture underpins all aspects of learning. For this reason, **consistency** in the organisation of our Academy is a key feature of this policy. We believe that children's behaviour can be shaped and guided through positive reinforcement, fair consequences, routines and by the example they see

from the adults and peers around them. All staff act as models of good behaviour in that they treat each other, the children, their parents and all visitors with the courtesy and respect that they want to encourage in the children.

At our school we believe that the adult–child relationship is vital when developing the children'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 provides 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 are still growing, learning and developing.
• We seek to restore relationships and change behaviours rather than punish the actions a young person may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

Aims

THRIVE aims to develop every young person, supporting them to be **Responsible, Confident and Successful individuals** ready for the wider world. The school systems are foremost developed around building Social and Emotional wellbeing, through the process of developing effective strategies to be resilient in a career/education and life beyond St Aidan's school. The Initial curriculum focuses on helping students settle, feel Safe, Special, and having needs met (Being Stage) and then co-adventuring alongside staff (Doing) to explore and experiment with engagement in play-based learning. In this phase staff utilise Thrive and Therapeutic techniques to help with social and emotional progress. As students move into the Thinking stage, St Aidan's supports further development of higher-level cognition of Social, Emotional, Moral, and cultural values; promoting our school vision and ALWAYS values curriculums.

THRIVE also supports the development of Independent Life skills and the promotion of British Values (Mutual respect, Independent Liberty, Rule of Law,

Democracy and Tolerance for culture and religions). Staff deploy therapeutic (Thrive) approaches which form the foundation of the behaviour practices and policy.

At St. Aidan's we aim 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
- Ensure that the agreed behaviour policy is supported and followed by the whole school community fairly and consistently
- At St. Aidan's we promote high standards in all that we do. These standards are based on high expectations of all children by all staff.
- Apply positive strategies, through the use of evidential praise, to create a resolute atmosphere in which teaching and learning can take place in a safe and happy environment
- Ensure that positive behaviour is rewarded and inappropriate behaviour is responded to consistently and fairly
- Teach Christian and moral values and attitudes as well as knowledge and skills in order to promote responsible behaviour, self-regulation self-discipline and encourage in children a respect for themselves, for other people and for property
- We aim to prevent poor behaviour through a proactive, *not* reactive, approach
- Make clear to children the distinction between minor and more serious misbehaviour and the range of consequences that will follow
- Treat problems as they occur sympathetically, using the Christian values as a starting point, always looking for improvements in behaviour and giving children opportunities to improve
- To develop children who are ALWAYS ready for life

Whole School Approach

'Behaviour is everybody's responsibility'

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.