Suppose, Imagine, Succeed
STUDLEY
Infants' School

Positive Relationships and Emotional Development Policy
(Behaviour Policy)

Thrive's Vital Relational Functions	
Attune	**Match the child's energy using your body, face and voice**
Validate	**Let the child know it's ok to have the feeling.**
Contain	**Be alongside as a helpful, supportive adult.**
Regulate	**Soothe or stimulate the child back to social engagement.**

PACE	
P Playfulness	Adults should be open/available/flexible/engaged/have a sense of fun, imaginative and connected.
A Acceptance	Acceptance Acknowledging the child and their emotional state is being true and valid, and representing this back to them.
C Curiosity	Curiosity Showing authentic interest in finding out about the child and their experience.
E Empathy	Empathy Being alongside the child without negative judgement.

Introduction:
At Studley Infants' School, we are proud to be a Thrive school, where children's emotional development is nurtured alongside their academic growth. We believe that relationships are the foundation of a safe and thriving school community. Our commitment to a relational approach, where trust, connection, and emotional literacy guide all interactions—is deeply aligned with the Thrive philosophy. Thrive supports us in understanding the developmental needs of our children and responding with attuned, emotionally available adults who help children feel heard, valued, and supported. We uphold clear boundaries through empathy and consistency, not fear or shame. This policy reflects our commitment to belonging, respect, and relational care, and is underpinned by Thrive-informed practice that promotes resilience, regulation, and readiness to learn.

THE THRIVE APPROACH

- The school recognises that a single approach to behaviour will not meet the needs of every child. Adjustments are made to support each child to succeed, including those who may display behaviours that challenge.
- THRIVE is a dynamic, developmental approach to working with pupils that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.
- If children are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions (Discharge Behaviours) can be contained, channelled and communicated safely. The THRIVE approach can support children with these behaviours.
- Where children are 'heightened' and demonstrate threatening, dangerous, aggressive or out of control behaviour, staff are trained to follow a four-step approach to deescalate the situation:

Attune – catch and match the feeling
Validate – stop the behaviour, validate the feeling
Contain – make the unbearable survivable
Regulate – Meet the intensity then calm and soothe

- Safe Touch - Safe touch is used to calm, soothe and regulate a child's emotions and is an important developmental experience. The brain does not develop neural pathways to initiate calming and self-soothing unless and until safe emotional regulation has been experienced within a positive relationship with a significant adult. Where children have had insufficient experience of safe touch, calming and support with regulation, this may be a priority to help their brains develop access to thinking, judging, evaluating and choosing mechanisms.
- Safe touch is one of the key ways of regulating children's emotions, but it is a strategy that staff should only use in the presence of another adult. Please see the Physical Contact and Restraint Policy for more detailed information.

We expect all adults to:

- Be emotionally available
- To be professionally curious and ask the why when supporting behaviour (behaviour is communication)
- To be rationale in responses to behaviour

Aims:
Develop an emotionally safe learning environment that nurtures positive outcomes for every child, informed by Thrive assessments and action plans.

- Foster an inclusive learning environment where every learner is supported to learn, with adults attuned to their developmental stage and emotional needs.
- Focus on trauma-aware and neuro-informed preventative teaching and learning strategies, ensuring lessons challenge, develop, and meet the needs of all children.
- Provide tools and resources that enable children to understand their emotions and develop their ability to regulate, including Thrive activities and relational strategies.
- Use a consistent and calm adult-led approach that explicitly teaches positive behaviours, supports emotional regulation, and develops empathy and accountability in our learners.
- Ensure all adults contribute to our emotionally safe, positive learning environment by modelling appropriate behaviours, using Thrive-informed relational responses, and personally following up behaviour instances where required.
- Use restorative and relational approaches to encourage reflection, nurture the development of better decision-making, and teach alternative behaviours that positively contribute to our learning environment.

Getting it right for every child:

Being Ready, Respectful & Safe:

Our expectation is that **everyone** that contributes to our school community will be Ready, Respectful and Safe.

Please note, some of these expectations cover all three areas.

Our Staff (including supply staff) meet these rules by:

Ready	Respectful	Safe
- Meeting & Greeting learners and families - Proactively plan and prepare engaging lessons	- Use calm, consistent language - Ensure that actions are respectful towards the child - Be open in our body language and tone of voice	- Language should be calm, considered and separate the child from the behaviour that is unwanted. - Refrain from using shame to support or respond to behaviours - Remain professionally curious even in the face of extreme behaviours - Always following agreed safeguarding procedures

Our learners meet these rules by:

Ready	Respectful	Safe
-to be dressed appropriately and comfortably in order to be able to learn - on time - listening and looking ready for learning	- listen to others and expect to be listened to - use a polite voice - use marvellous manners - looking after resources, displays and the environment	- being in the right place at the right time - walking around the school safely - being safe with our hands and feet - being safe online - playing safely with our friends

Our families meet these rules by:

Ready	Respectful	Safe
- on time arrival -ensuring children are not riding scooters/bikes in the playground when waiting for the school day to start and at the end of the school day.	- follow processes for accessing support - speak to staff calmly and politely -to be focused on children and starting the day right for them and parents, including only using mobile phone for emergencies and needed contact.	- following guidelines for parking - following guidelines for appropriate adult pick up - responding to school correspondence in a timely fashion -agree to no smoking or vaping on school premises.

Adults will be clear on what we are looking for to see when children are Ready, Respectful and Safe. 'I will know you are ready when you are looking this way and ready to hear the learning for today. You are showing me you are safe by carefully moving around the school. You are showing me respect by listening to the instructions.

Teaching positive behaviours:
> model, scaffold, teach using Thrive-informed relational strategies
> frame all behaviours within our three rules (Ready, Respectful, Safe), supported by Thrive developmental understanding
> adopt a 'clear expectations, caring connections' philosophy rooted in emotional attunement
> mark wanted behaviours with intrinsic rewards to build understanding, good decision making
Positive noticing and Thrive-based celebration of progress

- Phone call home to share emotional and relational growth
- Positive notes that reflect emotional literacy and regulation
- Use positive adjustments (e.g., 'Do you remember last week when you came back from lunch ready to learn? That's what I need to see from you now.')

Preventing unwanted behaviour:
> consistent language
> safe structure
> reminders and nudges
> positive noticing for prevention

Responding to unwanted behaviours:

- Remain calm and emotionally available, guided by Thrive principles
- Provide rationale responses that reflect developmental understanding
- Reminders of expectation (e.g., 'You are not showing me you are safe right now.')
- Acknowledging feelings (e.g., 'I can tell you are cross, let me know how I can help.')
- Redirect using relational strategies and Thrive-informed language
- Recognise the stage the child is at—are they able to listen/reason/hear?
- Ensure the child knows you are there when they are ready, reinforcing emotional safety

No two situations are the same, and what works one day may not work the next. **Flexibility is essential**, with the one constant being the adult's **calm, consistent and attuned response**. For this reason, we do not use scripts. However, a **relational guide** may support staff in responding thoughtfully and in line with our values.

- **Letting the child know you have noticed they are having an issue**
  I can see that you are having a problem
- **Reminders of previous positive behaviour**
  Yesterday you showed me how well you were able to come in from lunch and be ready for the afternoon
- **Being clear on why as an adult you are there**
  I am here because you are showing me that you are struggling to come in ready after lunch today.
- **Being clear on the expectation**
  I'd like you to show me how well you can come in after lunch and be ready for learning. Thank you.

Key points:
Always get down to the child's level, never tower over.
Always ensure you are aware of your own safety, do not be too close and be able to get up quickly if needed.
Walk away once you have shared your expectation.

Extreme circumstances:

Restrictive Physical Intervention:

Our school does not advocate the routine use of physical intervention. The use of physical intervention should only ever be used as a last resort following the application of other appropriate strategies such as withdrawing the child from the situation, de-escalation and the instruction to stop.
Only the minimum force necessary to prevent injury or damage should be applied. As soon as it is safe, physical intervention should be relaxed to allow the child to regain self-control.
Staff should not normally attempt to use physical intervention if they are likely to put themselves at risk of injury. Staff have the right to feel safe and supported, and should not experience violence or abuse in the course of their work. Every effort should be made to ensure the presence of another adult in any situation where physical intervention needs to be used.
The use of physical intervention must be clearly recorded in the 'physical intervention log' (Kept in Head Teacher office) and the parent/carer must be informed.

Examples of Physical Intervention

- **Blocking or guiding** a child to prevent them from running into danger (e.g., out of a classroom or towards a busy road).
- **Holding** a child's arm gently to stop them from hitting another child or adult.
- **Standing between** two children to prevent physical conflict.
- **Leading** a child by the hand or arm to remove them from a situation causing distress or danger.
- **Using open-handed techniques** to guide or redirect a child safely without gripping or restraining.
- **Supporting a child's movement** when they are dysregulated and at risk of harming themselves or others.

For further guidance refer to our Physical Contact and Restraint Policy.

Suspensions:
Suspension is a last resort, considered only after all other strategies have been exhausted. Any decision to suspend must be based on the child's best interests and the intended outcomes, not as a response to adult frustration or a desire to punish. At times suspension will be needed for the safety of the child and the whole school community, therefore in extreme cases, such as serious physical assault, use of a weapon, or behaviour that poses a high risk to themselves or others, suspension may be considered.

If the Head Teacher makes the decision to suspend a child, the parents will be notified and asked to collect the child as soon as possible. They will be kept safe, and away from their peers during this time. Upon collection, parents will be notified of the reasons for the suspension, when the child can return to school and details of the appeal process. The Head Teacher will also be responsible for notifying the Local Authority.

Parents will be guided as to where to access work for their child to complete during the period of the suspension. Open communication is always our aim. We value working in partnership with parents to meet the needs of every child. We understand that suspension can cause worry for families, and we are committed to supporting parents throughout this process. We are always open to discussing the events leading to a suspension and the support that will be put in place moving forward.

Permanent exclusion:
A permanent exclusion is when a pupil is no longer allowed to attend a school (Unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

When making the decision to suspend or permanently exclude a pupil, the following guidance will be followed and adhered to: DFE Suspension and Permanent Exclusion from Maintained schools, academies and pupil referral units in England, including pupil movement. *August 2024*

Please see our Tiered approach to behaviour at the end of the policy for more information.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: Advice for Headteachers from DfE: https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf
- The Equality Act 2010: https://www.legislation.gov.uk/ukpga/2010/15/contents
- Keeping Children Safe in Education: https://assets.publishing.service.gov.uk/media/686b94eefe1a249e937cbd2d/Keeping_children_safe_in_education_2025.pdf
- Suspension and permanent exclusion for maintained schools, academies and pupil referral units in England: https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

- Use of reasonable force in schools: https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools
- Supporting pupils with medical conditions at school: https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice: https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils: https://www.legislation.gov.uk/ukpga/2002/32/section/175
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to support and promote positive pupil behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property: https://www.legislation.gov.uk/ukpga/2006/40/contents
- DfE guidance explaining that maintained schools must publish their behaviour policy

Training and Monitoring:

Our school has an expectation that all staff will follow the processes and guidance outlined in this policy. Training and support both internal and external are available for any member of staff according to their needs and those of the children they are supporting. Behaviour management will also form part of continuing professional development.

This behaviour policy will be reviewed by the Head Teacher and Governing Board annually.

Links to other policies:

This behaviour policy is linked to the following policies:

- Physical Contact and Restraint Policy

Written: September 2025
Agreed:
Review date: July 2027

Level of Need	Examples	Relational Approach	Adult Response	Recording
Low Level Behaviour	• Calling out • Distracting others • Not following instructions first time. • Minor disagreements with peers.	• Gentle reminders • relational language • modelling, praise and regulation support • Noticing wanted behaviours	I can see _____ is ready. _____ is showing me they have something to share by putting their hand up. Thank you _____ for not calling out.	No formal recording required
Repeated or Escalating Behaviour	• Frequent disruption • Recurring conflict • Repeated refusal • Throwing small items in frustration. • Minor emotion needing behaviours-calling out, throwing, refusal.	• Supported by regulated adult • Curiosity-based conversations • Acknowledgement of feelings • Restorative repair • Adaptations • Parent partnership	If relational conversation needed, TA step in to take class whilst teacher has conversation. If TA needs to have conversation, they try and do this without disrupting the class. I can see you are finding maths hard at the moment, I wonder what might help? I can see you are finding it hard, come sit with me and we will go through it together. I am here, let me support you.	Record on behaviour log/ABC chart to track behaviour and identify triggers.
Significant Behaviour of Concern	• Physical aggression intending to hurt • Verbal aggression • Swearing • Unsafe behaviour towards self and others • Damage to environment • Extreme distress and shutdown	• Ensure safety • Regulate first • Restorative repair • Involve leaders and parents	Keep safe and remove self from harm if able. Do not turn back on child in case they throw or are physical when you do not have eyes on. Reduce language Reduce demand Only use physical restraint if necessary. Caring Cs to guide children t other areas and away from destruction. Distract Ask for change of face if needed	Record in Cpoms
Serious Safety Incident	Behaviour placing self or others at significant risk	Immediate safeguarding response, risk assessment, family meetings and multi-agency support	Ask others for help Ask for Headteacher or Assistant Headteacher to support. Ensure own safety, remove self from risk.	Record on Cpoms with any evidence of physical harm towards adults/children as a record.

			Remain calm	