



Positive Behaviour and Relationships Policy

Organisation	Thrive Holistic Education CIC	Version	2026–27
Approved by	Directors	Date approved	August 2026
Policy owner	Directors / Session Leads	Review date	August 2027
Applies to	Staff, volunteers, facilitators and relevant visitors	Earlier review	After a significant incident or relevant change in guidance

1. Purpose and ethos

Thrive aims to create a safe, nurturing and inclusive environment in which children feel valued, respected and able to learn. We understand behaviour as communication and seek to respond with curiosity, consistency, appropriate boundaries and restorative practice.

- Positive relationships are central to positive behaviour.
- Children learn best when they feel physically and emotionally safe.
- Children should be supported to develop self-regulation, empathy, responsibility and resilience.
- Behaviour support should be proportionate to a child's age, development, needs and circumstances.
- Safety and the rights of other children and staff remain important alongside understanding individual needs.

2. Shared expectations

Thrive uses simple, clear expectations that can be understood by children of different ages:

- Be kind.
- Be safe.
- Be respectful.
- Look after our space, equipment and each other.
- Allow everyone the opportunity to learn and take part.

3. Promoting positive behaviour

- Build warm, consistent and trustworthy relationships.
- Model calm and respectful communication.
- Use predictable routines, clear transitions and age-appropriate expectations.

- Notice and acknowledge effort, cooperation, kindness, problem-solving and positive choices.
- Provide meaningful choices where appropriate.
- Use proactive environmental adjustments where a child is becoming overwhelmed.
- Teach emotional vocabulary, problem-solving and regulation strategies.
- Allow time and space for regulation before expecting reflective discussion.

4. Responding to behaviour that challenges

1. Stay calm and reduce the emotional intensity of the interaction.
2. Use clear, brief and age-appropriate language.
3. Identify and reduce immediate triggers where possible.
4. Offer reasonable choices or an appropriate regulation break.
5. Restate the boundary and explain the safety or learning reason behind it.
6. Once the child is regulated, support reflection on what happened, the impact on others and what could help next time.
7. Use fair, related and proportionate consequences where necessary, with a focus on learning and repair rather than punishment.

5. What Thrive will not use

- Corporal punishment.
- Humiliation, ridicule or public shaming.
- Threatening or intimidating language.
- Punitive measures that are unrelated or disproportionate to the behaviour.
- Withholding food, drink, toilet access or essential care as a behaviour consequence.
- Physical intervention as punishment or to force compliance.

6. Immediate safety risks

Where behaviour creates an immediate risk of harm:

1. Staff will prioritise the safety of the child, other children and adults.
2. Other children may be moved away from the situation or the activity may be stopped.
3. Staff will use calm de-escalation and seek another adult where available.
4. Parents/carers may be contacted for early collection where the child cannot safely continue the session.
5. Emergency services will be contacted where there is an immediate serious risk or medical emergency.
6. Significant incidents will be recorded and reviewed.

7. Physical intervention

Physical intervention will never be used as punishment, retaliation or simply to enforce compliance. Staff should avoid physical intervention wherever possible.

Where immediate action is necessary to prevent significant harm to the child or another person, a staff member may use the minimum reasonable physical intervention necessary for the shortest practicable time. Any such intervention must stop as soon as the immediate danger has passed.

- The child's dignity and safety must be protected.
- The incident must be reported to a Director and recorded promptly.
- Parents/carers will be informed as soon as reasonably practicable unless a safeguarding reason requires a different approach.
- The incident will be reviewed to identify triggers, alternative strategies and whether an individual support/risk plan is required.
- Any concern that an intervention was inappropriate or excessive will be considered under the Safeguarding Policy.

8. Bullying, discriminatory behaviour and child-on-child harm

Thrive does not tolerate bullying, harassment or discriminatory behaviour. Repeated, targeted or coercive behaviour will be addressed rather than treated as an ordinary disagreement.

- The immediate safety and wellbeing of those involved will be considered.
- Children will be listened to and incidents recorded where appropriate.
- Restorative work may be used where safe and suitable, but a child will not be required to take part in a face-to-face restorative process.
- Parents/carers will be involved where appropriate.
- Safeguarding procedures will be followed where behaviour may amount to abuse, exploitation, harmful sexual behaviour or another safeguarding concern.

9. Individual support and repeated concerns

Where behaviour concerns are repeated or significantly affect safety, wellbeing or access to learning, Thrive may work with the child and family to develop an individual support plan.

- Identify patterns, triggers, strengths and helpful strategies.
- Agree consistent approaches across staff where possible.
- Consider reasonable environmental or communication adjustments.
- Set clear safety boundaries and review arrangements.
- Seek external advice with appropriate consent where beneficial.
- Review whether the current attendance pattern or provision can safely and appropriately meet the child's needs.

10. Recording and communication

- Routine, low-level behaviour does not require formal recording unless patterns need monitoring.
- Significant safety incidents, repeated concerns, physical intervention and safeguarding-related behaviour will be recorded.
- Records should be factual and avoid judgemental language.
- Parents/carers will be informed about significant concerns and successes, while respecting the confidentiality of other children.

11. Staff responsibilities

- Apply expectations consistently and fairly.
- Model respectful behaviour.

- Avoid escalating confrontations.
- Seek support before a situation becomes unsafe where possible.
- Reflect on whether environment, communication, task demands or adult responses contributed to the incident.
- Follow safeguarding procedures whenever behaviour raises a welfare concern.

Policy review and approval

This policy will be reviewed at least annually and earlier where there is a significant incident, a material change to Thrive's provision, or a relevant change in legislation or official guidance.

Approved by
Date
Signed

Directors of Thrive Holistic Education CIC
August 2026
