



A Relational Approach to Positive Behaviour Management

A Parents' Summary — Kingsway Primary School

OUR MISSION

We work together to ensure that every child thrives from the moment they arrive.
Inspired to make a difference together.

Our Values



We Care about Togetherness

We foster a sense of belonging for every child.



We Thrive on Difference

We celebrate diversity and welcome every individual.



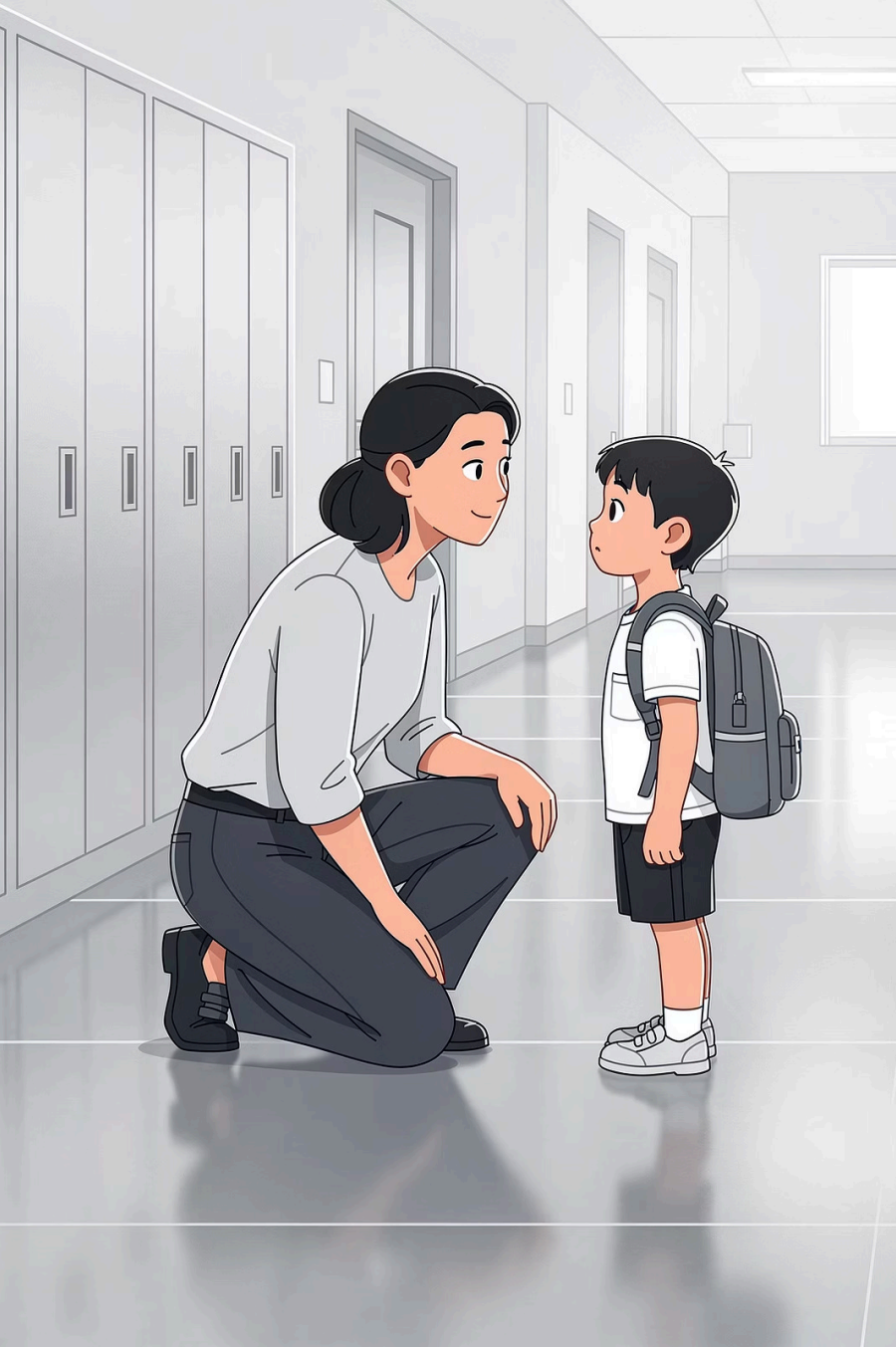
We are Passionate about Learning

We encourage curiosity and resilience in all learners.



We are Inspired to Grow

We support personal and academic development every day.



Our Approach to Positive Behaviour

We believe positive behaviour comes from **strong relationships, clear expectations, and consistent support**. Our approach focuses on:

→ **Building Relationships**

Trust, empathy, and respect create a safe, nurturing environment.

→ **Emotion Coaching**

Helping children understand and manage their emotions.

→ **Restorative Practices**

Encouraging children to take responsibility, reflect, and repair relationships.

→ **Proactive Strategies**

Self-regulation activities, movement breaks, and peer support maintain a positive atmosphere.

Intrinsic Reward System

We focus on **effort, progress, and resilience** rather than external rewards, encouraging children to find motivation within themselves.

How We Recognise Growth

- Celebrating effort, perseverance, and improvement — not just results
- Specific praise and personal reflection to reinforce positive behaviours
- An '**Our Amazing Things Today**' board in every classroom


Team Spirit & Independence

Children earn team points for **Phoenix, Unicorns, Griffins, and Dragons** by demonstrating school values, reinforcing collaboration and belonging.

We also teach children to set personal goals, reflect on achievements, and take pride in their own progress.

What Is the Relational Approach?

The relational approach focuses on building **strong, positive relationships** between children, staff, and parents. Rather than punishment-based discipline, it develops emotional regulation, resilience, and social skills through trust, connection, and understanding.

 It is becoming the predominant approach to behaviour management in Trafford and across the country.



Why a Relational Approach?

Research shows that children thrive where they feel **safe, valued, and understood**.

"Positive teacher-student relationships are associated with higher levels of academic engagement, improved behaviour, and increased well-being."

— *Education Endowment Foundation (EEF)*

"The more healthy relationships a child has, the more likely they are to recover from adversity and thrive. Relationships are the agents of change."

— *Dr. Bruce Perry, leading expert in child development*

Key Principles of the Relational Approach

1

Behaviour is Communication

Children's actions often reflect emotions and unmet needs — not simply "good" or "bad" choices.

2

Connection Before Correction

Building trust helps children feel secure, making them more likely to listen and improve.

3

Emotion Coaching

Teaching children to understand and manage emotions rather than reacting with frustration.

4

Restorative Practices

Encouraging reflection and responsibility to help children repair relationships after conflicts.

5

Consistency & Predictability

Clear boundaries and calm, supportive expectations help every child feel safe.

Benefits for Children & Behaviour Support

How Children Benefit

- **Stronger emotional regulation** — managing emotions and expressing feelings appropriately.
- **Better behaviour and engagement** — belonging reduces disruption and increases motivation.
- **Improved relationships** — stronger friendships and better social skills.

✔ A study by the Centre for Social Justice found relational approaches lead to "significant reductions in serious behaviour incidents and an improvement in overall school culture."

Behaviour Support & Natural Consequences

- **Low-Level Disruptions** — redirection with additional guidance and support.
- **Medium-Level Incidents** — child-centred discussions, parent communication, and restorative conversations.
- **High-Level Behaviour** — parent discussion, external agency consultation, and appropriate interventions ensuring safety and well-being of all.

Natural consequences are discussed as part of restorative practice.



Parental Partnership

We want to work closely with our parent community to ensure children are supported consistently at **both home and school**.



Working Together Agreement

Parents are asked to sign a Working Together Agreement to ensure consistent messages between home and school.



Open Communication

Communication is key. Parents are always welcome to discuss any concerns with the class teacher or our Pastoral Lead, Miss Dunstan.



Supporting at Home

Acknowledge emotions, use calm communication, encourage problem-solving, and reinforce consistent routines.

Together, Every Child Thrives

Our goal is to create a **positive, nurturing school environment** where every child feels valued, included, and motivated to learn and grow.

Acknowledge Emotions

Help children name feelings — it's OK to be angry or frustrated.

Model Calm Communication

Demonstrate respectful, empathetic conversations at home.

Encourage Problem-Solving

Support children in resolving conflicts thoughtfully, not impulsively.

Be Consistent

Reinforce clear expectations and routines so children feel secure.

 Please see the video on the school website where our children talk about the relational approach at Kingsway Primary School.