



Positive Relationship Policy

Tetsworth Primary School

Policy Name	Positive Relationship Policy
Adopted	By: Full Governing Board Date:
Signed on behalf of the board	
Name	Dan Hayes
Signature	
Date	
Review period	Annually
Date of next review	



Introduction

Tetsworth Primary School is committed to establishing and maintaining a secure, caring, happy and stimulating learning environment where all members of the school community feel valued and respected. Our core values — We are kind, We do our best, We are a team — guide all interactions and decisions. These values are underpinned by our behavioural principles: Ready, Respectful and Safe.

Our Behaviour Policy outlines the expectations for positive conduct, the systems used to recognise excellence, and the processes for supporting pupils when behaviour falls short of expectations. This policy incorporates national statutory guidance, including KCSIE 2025, DfE Behaviour in Schools (2024), and Searching, Screening and Confiscation (2022).

Aims

This policy aims to:

- Create a positive school culture that promotes excellent behaviour.
- Ensure all pupils learn in an environment that is calm, safe and purposeful.
- Establish a whole-school approach to behaviour.
- Provide a framework for consistent behaviour management.
- Support pupils in developing self-regulation, resilience, empathy and responsibility.
- Define unacceptable behaviour, including bullying, discriminatory behaviours and child-on-child abuse.

Legislation and Statutory Guidance

This policy is informed by the following:

- Behaviour in Schools – DfE 2024
- Keeping Children Safe in Education (KCSIE) 2025
- Searching, Screening and Confiscation – DfE 2022
- Equality Act 2010
- Use of Reasonable Force in Schools – DfE
- SEND Code of Practice (2015)
- Education Act 2011

Core Values and Behaviour Principles

Our values:

- We are kind
- We do our best
- We are a team

These values are demonstrated through our daily behavioural expectations:

- Ready — Pupils are prepared for learning and transitions.
- Respectful — Pupils show care, empathy and consideration to others, property and the environment.
- Safe — Pupils make responsible choices that promote physical and emotional safety.



School Behaviour Curriculum

Behaviour is taught explicitly at Tetsworth Primary School. Children are supported to understand routines, expectations and emotional regulation strategies. This includes:

- Regular assemblies focused on behaviour themes.
- Classroom lessons teaching conflict resolution, emotional management and cooperation.
- Consistent daily routines.
- Modelling from adults in all interactions.
- Behaviour expectations revisited after holidays and key transitions.

Roles and Responsibilities

Pupils, parents, staff, the Headteacher and Governors all have clearly defined responsibilities.

Pupils will:

- Follow the rules of Ready, Respectful, Safe.
- Engage positively in restorative conversations.
- Show kindness and respect to peers and adults.

Parents will:

- Support the behaviour principles at home.
- Communicate any concerns or changes affecting behaviour.
- Attend meetings when needed.

All Staff will:

- Model high standards of behaviour.
- Maintain consistent expectations.
- Apply the behaviour policy fairly.
- Use positive reinforcement and restorative practice.

The Headteacher will:

- Oversee the implementation of the policy.
- Monitor behaviour trends.
- Support staff in managing complex needs.
- Engage with parents where necessary.

Governors will:

- Review the behaviour policy annually.
- Ensure alignment with statutory behaviour principles.
- Hold the Headteacher accountable for effective implementation.

Recognising and Rewarding Positive Behaviour

We celebrate excellence through:

- Verbal praise
- Postcards and phone calls home
- Stickers and certificates



- Diamond of the Week
- Whole-class rewards

Praise is specific, genuine and focused on effort, progress or behaviour that exemplifies our values.

Responding to Behaviour – Stepped Approach

Staff follow a consistent stepped response:

1. Reminder — reference to Ready, Respectful, Safe
2. Warning — clear statement of consequence
3. Consequence — e.g. walk and talk, time to reflect
4. Restorative conversation — discussing impact and repair

Staff aim to keep pupils within Steps 1–2 wherever possible.

Restorative conversations include:

- What happened?
- What were you thinking/feeling at the time?
- Who has been affected?
- What needs to happen to put things right?

Serious Behaviour Incidents

These include:

- Physical aggression
- Threatening or abusive language
- Bullying or child-on-child abuse
- Racist, sexist, homophobic or discriminatory behaviour
- Vandalism or theft
- Persistent defiance
- Behaviour presenting a safeguarding risk

All serious incidents are reported immediately to the Headteacher.

Bullying and Child-on-Child Abuse

We have a zero-tolerance approach to bullying. Bullying may be verbal, physical, emotional, discriminatory, sexual or online.

Child-on-child abuse is addressed in accordance with KCSIE 2025 and may include:

- Sexual harassment or violence
- Harmful sexual behaviour
- Physical abuse
- Coercive or controlling behaviour
- Online abuse

Incidents are investigated promptly and support is provided to all pupils involved.



Searching, Screening and Confiscation

In line with DfE guidance (2022):

- Searches may be conducted for prohibited items.
- Staff may confiscate items that disrupt learning or present safety risks.
- Parents will be informed of any search for prohibited items.
- All searches are logged and reviewed.
- Strip searches are only conducted by the police and not school staff.

Prohibited items include:

- Weapons
- Drugs or alcohol
- Stolen items
- Tobacco
- Fireworks
- Pornographic images

Reasonable Force

Reasonable force may be used as a last resort to prevent:

- Injury to a pupil or adult
- Damage to property
- A pupil absconding into danger
- Serious disruption

Only trained staff will use physical intervention and it will be recorded and reported to parents.

Exclusions

Exclusions are used only when necessary and appropriate.

Fixed-term exclusion may be considered when:

- Behaviour puts safety at risk
- Serious or repeated breaches of the behaviour policy occur

Permanent exclusion may be considered when:

- Allowing the pupil to remain in school would seriously harm the education or welfare of others

Reintegration meetings will support the pupil's successful return to school.

Support for Pupils with SEND

We recognise that for some pupils, behaviour is affected by underlying needs.

Adjustments may include:

- Sensory breaks
- Adapted expectations
- Additional supervision
- Individual behaviour plans



- Outside agency involvement

Sanctions are adapted where appropriate to ensure fairness and legality.

Monitoring and Evaluation

Behaviour data is monitored regularly by the Headteacher and shared with Governors. Patterns are analysed and action is taken to ensure equity across groups.

The policy is reviewed annually and updated in line with statutory guidance.