

Streatley C of E (VC) School



**Streatley CofE Primary School**

## **Positive relationships policy and Statement of Behaviour Principles**

*At Streatley, together we grow as a tree within our community enabling us to be happy, healthy humans. 'A tree is known by its fruit.' Matthew 12:33. Our school is known by our children.*

**Positive relationships policy**  
(Previously called Behaviour Policy)

**Approved by:** The Governing Body  
**Date:** July 2025

Safeguarding Statement

The school is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## **Behaviour Principles Written Statement**

At Streatley CofE Primary school, we expect and encourage good behaviour and self-discipline from all pupils. We are restorative in our approach using a range of methods and strategies to maintain positive relationships and visible consistencies where first attention is given to the best behaviour and communication skills.

This is tightened through 3 simplified core rules:

- **The right to learn,**
- **The right to be respected,**
- **The right to be safe.**

Streatley CofE School is a Church of England voluntary controlled school; all areas of school life are permeated by our distinctively Christian ethos. We want pupils to feel safe and happy at school, to develop good behaviours and communication, attitudes and skills for learning and for them to form positive relationships. We want them to develop an understanding of personal responsibility for themselves and the wider community. Our rules are further embedded in our chosen Christian vision statement and core values, 'A tree is known by its fruit' Matthew 12:33.

Our three core values are:

- **Humility, service and respect**

We recognise, celebrate and encourage positive (prosocial) behaviours/ communication and respectful attitudes. We want our pupils to understand that everyone has roles, rights and responsibilities; the right to be safe, to be treated politely and to learn without disruption. We recognise that we share responsibility with the parents/ carers for the pupils in our care. Our approach embraces the behaviour principles of Angela Wadham's 'Therapeutic Thinking', as delivered to West Berkshire schools (2018), together with the work of Paul Dix's 'When the adults change, everything changes' and more recently (2025) Trauma and Attachment informed training provided by Flourish.

## **Mental Health and Well-being**

We pride ourselves on being an inclusive setting and acknowledge that behaviour/ communication can sometimes be the result of special educational needs, mental health issues or other needs or vulnerabilities.

To help reduce the likelihood of behavioural issues related to social, emotional and mental health (SEMH), we aim to create a calm and safe environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. When we can predict it (anti-social behaviours) we aim to prevent it. If we can understand the pupil's challenges with communication that are presenting as anti-social behaviours, we will view this as a pupil's needs are not being met or our provision needs further adjustments\*. We approach these challenges with curiosity and do not assume to understand without consulting other professionals.

\*reasonable – within the school's capability.

## Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what is meant by **prosocial, unsocial and anti-social** behaviour and provide a **common language and understanding** of what are acceptable and unacceptable behaviours
- Outline **how pupils are expected to behave/ communicate**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards, consequences and responses**

## Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to:-

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting children with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

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 children
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## Roles and Responsibilities

**The governing board** is responsible for reviewing and approving the behaviour policy and the principles which underpin it. This is in conjunction with the headteacher to monitor the policy's effectiveness, and holding the headteacher to account for its implementation.

**The headteacher** is responsible for reviewing this behaviour policy in conjunction with the governing board and special educational needs and disability co-ordinator. The headteacher will ensure that the school environment encourages positive behaviour/ communication and staff deal effectively with anti-social behaviours. Headteacher monitors how the staff ensure rewards, sanctions and consequences are applied consistently and the background data collated weekly is overseen by the special educational needs for patterns.

## **Expectations of Adults**

We expect all adults to:

- Meet and greet every pupil every morning
- Consistently refer to our school rules and our school Christian values: humility, service and respect.
- Recognise and thank pupils who act within our rules and our values to reinforce pro-social behaviours (e.g. thank you for walking sensibly to the hall, well done for waiting patiently, thank you for holding the door open).
- Model positive behaviours and build relationships
- Plan inclusive lessons that engage, challenge and meet the needs of all learners
- Give first attention to good communication and behaviours for learning to recognise and acknowledge those pupils who go over and above
- Be calm and give take up time when going through the stepped sanctions
- Follow up every time, retain ownership and engage in reflective conversations with pupils
- Never ignore or walk past learners who are not following our school rules or values

**Senior leaders** are not expected to deal with behaviour in isolation (Headteacher or nominated teacher in charge -TiC). They are to stand alongside colleagues to support, guide, model and show a unified consistency to pupils.

They will:

- Take time to welcome pupils and family members at the start of the day
- Be a visible presence around the school and especially at transition times
- Support staff in returning pupils to their learning by supporting with restorative conversations
- Celebrate pupils and staff who go “over and above”
- Encourage the use of relentless routines
- Regularly share good practice
- Ensure training needs are identified and targeted
- Support staff in managing pupils with more complex behaviours and regularly review provision for those who fall beyond the range of written policies

## **Expectations of pupils**

All pupils have the right to learn and develop and be safe and happy. Our rules at Streatley are referred to regularly. Photo posters are created annually with the help of the older pupils and remind the pupils how to apply our rules and our values in different situations around the school.

Some examples include:

- We follow instructions
- We talk kindly and positively to and about each other
- We show good listening and wait our turn
- We respect and celebrate similarities and differences
- We move safely around the school

## **Bullying**

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Details of our

school's approach to preventing and addressing bullying are set out in our **Anti-bullying Policy**.

### **Child-on-child abuse**

Our staff are trained to be able to recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports in line with our child protection policy. Even if there are no reports of child-on-child abuse, we recognise that this does not mean it is not happening; it may be the case that it is just not being reported.

Staff understand the importance of challenging inappropriate behaviours between pupils that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for pupils and in worst case scenarios, a culture that normalises abuse leading to pupils accepting it as normal and not coming forward to report it.

Any incidences of suspected child on child abuse are taken seriously. These are dealt with promptly, sensitively in accordance with our safeguarding and child protections policy and procedure and are recorded on CPOMs using the child on-child abuse tag.

### **Types of Behaviour**

#### **Prosocial Behaviour**

Relating to behaviour which is positive, helpful, and intended to promote social acceptance. Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people. Behaviour which benefits other people or society. Prosocial behaviour can be defined as the 'absence' of anti-social behaviour. Examples; the best examples are demonstration of our school values.

#### **Unsocial Behaviour (previously have been referred to as 'disruptive/yellow behaviours')**

Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others. Not doing as instructed, but not to the detriment of others.

Examples include;

- Leaving desk without permission
- Leaving the carpet during input/story without permission
- Refusing to complete the work/learning set
- Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc.)
- Rocking on their chair (unsafe)
- Calling out/talking to a friend
- Not listening to or following instructions
- Playing/fiddling with school equipment

**Please be aware, all of these behaviours could be a sign of a pupil needing help, attention or that they are bored or impatient.**

**Anti-social Behaviour (previously referred to by staff as ‘unsafe/red behaviours’)**

Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress. Behaviour that can violate the rights of another person.

Unacceptable anti-social behaviours will always be logged on our system (CPOMs from September 2025), may result in reflection time in a differentiated teaching or play space and parental support will be sought.

**It is important not to group unsocial behaviour with anti-social behaviour. The pupil who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are anti-social.**

Anti-social Behaviours	Dangerous Anti-social Behaviours
<ul style="list-style-type: none"><li>• Aggressive shouting/calling out disruptively</li><li>• Continued interruptions</li><li>• Swearing, answering back, mimicking</li><li>• Name calling</li><li>• Lying</li><li>• Refusal to carry out an adult’s request</li><li>• Distracting and/or disrupting others’ learning by shouting, banging, making noises</li><li>• Throwing small equipment</li><li>• Leaving the classroom without permission</li><li>• Damage to property/pushing over furniture</li><li>• Stealing</li></ul>	<ul style="list-style-type: none"><li>• Leaving the school building</li><li>• Leaving the premises</li><li>• Spitting (directly at another)</li><li>• Pushing aggressively</li><li>• Scratching</li><li>• Pinching</li><li>• Hair pulling</li><li>• Hitting</li><li>• Kicking</li><li>• Fighting</li><li>• Biting</li><li>• Punching</li><li>• Throwing furniture</li><li>• Physical or verbal bullying</li></ul>

**Positive recognition**

At all times, staff at Streatley will aim to encourage and recognise positive pro-social behaviours. This is to ensure that first attention goes to best conduct in order to establish clear, simple routines that make pupils feel safe and motivated to do their best.

The following are examples of how we may do this, but this list is not exhaustive.

Positive behaviour can be recognised with:

- Praise – non-verbal such as a smile or thumbs up, verbal either spoken or written
- House Points
- Golden House Points from break time and lunch time staff
- Headteacher’s praise postcard
- Pupils asked to act as mentors to support other pupils where appropriate
- Class roles and responsibilities – e.g. register monitor etc.
- Sharing achievements with other members of staff including the Head Teacher
- Displays sharing pupil’s work or capturing achievements which are used as both celebration and inspiration for others
- Leadership Roles – i.e. Sports or Eco Council, Pupil Support leaders

## Strategies to address unsocial and anti-social behaviours – a stepped response

	Step	Action
1	<b>Redirection/Reminder</b>	<ul style="list-style-type: none"> <li>• A reminder of the Streatley rules, delivered privately where possible</li> <li>• Repeat reminder if necessary</li> <li>• Aim to re-direct, de-escalate and support where possible</li> <li>• Praise/thank the learner if they are able to model good behaviour (communication) as a result of the reminder</li> </ul>
2	<b>Cool off</b>	<ul style="list-style-type: none"> <li>• Use this stage if a pupil needs to regulate in the classroom calming zone or in a quiet space elsewhere</li> </ul>
3	<b>Restorative Conversation/Task</b>	<ul style="list-style-type: none"> <li>• This may be a quick chat or a more formal conversation. Adult will decide on a logical educational/protective response the pupil's actions – for example "give it back time" may be used at break time for pupils to tidy resources which have been tipped over or complete work which was done due to behaviour which was not reflective of our school values or ethos. An alternative teaching space or breaktime to keep others safe may be used</li> </ul>
4	<b>Support step - addressing unsafe anti-social behaviour</b>	<ul style="list-style-type: none"> <li>• In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This may be from another class teacher or Headteacher and will provide a "change of face" so that de-escalation strategies can be used.</li> <li>• The same stage restorative step will be needed when the pupil is regulated however the response may be more significant with the aim of making the pupil aware that unsafe behaviours are not acceptable – this could include a differentiated learning space such as a partner class or with Headteacher, a differentiated break or lunch time play</li> <li>• Parents/carers will be informed and support will be sought from outside agencies as required</li> <li>• Serious or persistent breaches of the behaviour policy could result in a suspension or permanent exclusion.</li> </ul>

### Restorative Conversations

Every adult in our school is important and is able to deal with behavioural incidents. If an incident takes place in the playground this will be responded to by the playground support staff who will use the same strategies as the teaching staff. This allows an incident to be dealt with immediately and may involve a restorative conversation. Follow up by the class teacher is not usually necessary unless further action is needed. Our teachers will deal with almost all behaviours that occur in lessons. Headteacher may become involved to prevent loss of teaching and learning time e.g. – holding restorative conversations with pupils or releasing the class teacher to do so.

High expectations and nurturing restorative practice are key to building positive relationships. Restorative conversations are used to help pupils to realise how their behaviour and actions impact others, to teach them strategies they can use to avoid similar incidents in the future and to enable pupils to repair friendships.

## **Restorative Conversations (Questions used)**

- What happened?
- What were you thinking/feeling at the time?
- How are you feeling about it now?
- Who has been affected by this?
- How has this affected you?
- What do you need to do put this right?
- What support do you need to do this?

## **Consequences/Responses to anti-social behaviour**

In line with our values and vision, 'Happy, healthy humans' and our school rules, at Streatley CofE Primary School we adopt a positive approach to behaviour with the aim of building strong relationships between the pupils and adults in our school family. However, as detailed in our stepped approach, there needs to be clear, consistent responses chosen by the adult dealing with any specific incident.

**2 minute reminders** – this is a reflective conversation where the staff member and pupil discuss how their behaviour has impacted themselves and others. The adult will remind the pupil of our rules and expectations and encourage positive behaviour in the future

**Give it back time** – the pupil completes an action appropriate to the incident and the rule/value that was not shown- e.g. where resources have been tipped, they will tidied up, where feelings have been hurt an apology will be written or drawn, research may be undertaken by an older pupil to help them understand how their actions could impact others, where work was not completed **due to behaviour**, it will be completed.

**Parental involvement** – we work in partnership with our families and firmly believe that parents and carers are a pupil's first educator. We believe it is important that parents and carers are aware of repeated or more serious incidents. This will be communicated through a phone call or informal/formal meeting.

### **Supporting pupils with special educational needs**

The school recognises its legal duty under the Equality Act 2010 to prevent a child with a protected characteristic from being at a disadvantage. Consequently, our approach to behaviour may be differentiated to cater to the needs of an individual child so that they have system to follow which is motivational, realistic and achievable and other members of the school community are able to feel safe and learn.

Identified pupils have an Individual behaviour plan (IBP) and risk assessment to ensure that all staff are aware of behaviour triggers and praise points, in order to build positive relationships and manage behaviour appropriately.

The school's special educational needs co-ordinator will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Transition arrangements**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to child behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **Physical restraint**

In some circumstances, staff may use reasonable force to restrain a child to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS using the physical intervention tag and reported to parents

### **Confiscation**

We will also confiscate any item, which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with leaders and parents, if appropriate.

Searching and screening a child is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **Exclusions**

In very exceptional circumstances, Streatley CofE Primary School recognises that the exclusion or temporary suspension of pupils may be necessary where there has been a serious breach, or consistent breaches, of the school's behaviour policy. A permanent exclusion may be required in instances where allowing the pupil to remain in school would be detrimental to the education and welfare of themselves or others.

The Headteacher (or Teacher in Charge in the Headteacher's absence) will decide whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Further details can be found in our Exclusions policy and this is modelled on [Government Guidance](#).

### **Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and Governing Board every two years. At each review, the policy will be shared with staff and approved by the headteacher.

Review and monitoring of behaviour take place using:

- Lesson observation
- Learning walks

- Monitoring of data
- Monitoring of incidents
- Annual SEN review of EHCP /SAP/GAP
- Review of behaviour plan

### **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Equalities Policy and Statement

### **Appendices**

1. Behaviour blueprint
2. Types of bullying
3. Streatley reminder posters – classroom, playground, corridor, dining hall

## Appendix 1 Behaviour Blueprint



### Our Behaviour Blueprint

We all have the right to be **safe**, to **learn** and be **respected**. Therefore we must be safe, ensure the learning of others can take place and be respectful.

<p>All adults at Streatley CofE Primary:</p> <ul style="list-style-type: none"> <li>• Are here for you and will listen</li> <li>• Are calm and consistent</li> <li>• Meet and greet in the morning</li> <li>• Model positive behaviours and build relationships</li> <li>• Give attention to good behaviours</li> <li>• Remind all learners to follow the school rules</li> <li>• Always follow up/through</li> </ul>	<p>All adults at Streatley CofE Primary:</p> <ul style="list-style-type: none"> <li>• Are respectful to everyone around them and to their environment</li> <li>• Are always ready to learn</li> <li>• Are taught how to make safe choices</li> <li>• Are recognised and praised for their efforts in learning</li> </ul>
<p>Our Relentless Routines:</p> <ul style="list-style-type: none"> <li>• Punctuality in lessons</li> <li>• Attendance is key</li> <li>• Homework aids fluency in class</li> <li>• Encourage healthy eating and sleep routines as important</li> </ul>	<p>Pupils are celebrated by:</p> <ul style="list-style-type: none"> <li>• A smile/thumbs up/ positive comment</li> <li>• Stickers</li> <li>• House points</li> <li>• Sharing work with class/ Parents/ School/ Headteacher</li> <li>• Awards</li> <li>• Challenge Days</li> <li>• Whole School Hike</li> <li>• FoSS rewards and events</li> </ul>

### Our Stepped Sanctions

1. Redirection/Reminder	2. Cool off	3. Restorative Conversation/Task
<ol style="list-style-type: none"> <li>1. <b>'I need you to ..... Thank you.'</b> (<i>Give take up time</i>)</li> <li>2. <b>This is a reminder. If you choose to do as you were asked, you are choosing to ..... If you choose not to do as you were asked you are choosing to .....</b> (Small but inevitable consequence as a result of action)</li> <li>3. <b>'You made a good choice, I like the way you are tidying up. Super!'</b> (Descriptive praise or <b>'As you have you made a negative choice. Your action results in ....'</b> (Carry through with the consequence, minimum attention and language)</li> </ol>	<p><u>Restorative Questions to rebuild relationships:</u></p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What happened that was not helpful?</li> <li>• What were you thinking/feeling at the time?</li> <li>• How are you feeling about it now?</li> <li>• Who has been affected by this?</li> <li>• How has this affected you?</li> <li>• What do you need to do put this right?</li> <li>• What support do you need to do this?</li> </ul>	

## Appendix 2 Definitions of bullying

**Bullying** is defined as the **repetitive**, intentional harming of one person or group by another person or group, where the relationship involves an **imbalance of power**

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

### **Appendix 3**

Wording for Streatley posters – these are updated annually with current photos showing our pupils demonstrating these behaviours.

#### **Streatley in the corridor**

- We walk calmly.
- We look where we are going.
- We have our hands by our sides.
- We open doors and stand back if we see anyone coming and we say thank you to anyone holding a door for us.
- We look and smile and say “good morning” or “good afternoon” to anyone passing.
- We look after our school environment by picking things up and putting them away.

#### **Streatley in the dining hall**

- We wait quietly in line.
- We talk calmly and quietly showing consideration for those around us.
- We say “please” and “thank you” to anyone helping us.
- We keep our table and the space under it clean.
- We eat food with our mouths closed.
- We use a knife and fork for hot food.
- We clean our plates tidily.
- In Key Stage 2, we help to stack our chairs.

#### **Streatley in the classroom**

- We greet each other by name eg “Good morning Monty,” “Good morning Miss Roberts”
- We show good listening skills.
- We do not talk over other people.
- We put our hands up to join in a discussion.

- We talk calmly and quietly showing consideration for those around us.
- We show super sitting – sitting up straight with feet flat on floor.
- We look after our own, school and other people's property.
- We try our best with our learning.

### **Streatley in the playground**

- We use kind words.
- We are respectful of one another and of all the adults on the playground.
- We share the resources and include other pupils in our play.
- We play safely and avoid physical actions that could hurt others.
- We make safe choices about our games, remembering that the playground is a safe place for everybody.
- We look after the play resources by using them properly and tidying them away when we have finished using them.
- We stop playing when the whistle blows and put equipment away on the sound of the second whistle.