

Knighton Church in Wales Primary School

Positive Behaviour Policy



To be reviewed – Autumn Term 2026

Date passed by Governing Body – September 2025

Chair of Governors:- Angelique Williams

Headteacher:- Charlotte Rimmer

Knighton C in W Primary School is a nurturing, 'relationship first' school where everyone has a right to feel valued and safe.

We believe that our pupils want to behave well and that, with the right support and guidance, all children can get better at managing their behaviour.

We believe that our pupils are happy when they behave well and when this is recognised and celebrated by other members of the school community.

We believe that when children's needs are met well in school they are better able to become good learners.

We believe that all adults can learn strategies to support children in managing their behaviour in a positive way.

We are attachment-aware and understand the possible impact of past trauma on an individual's behaviour.

We believe that the Christian character and values of our school help us to understand that everyone is redeemable.

We expect to fulfil these aims through a consistent approach to children's behaviour, whilst understanding that children have different needs. This may mean that two children could be involved in the same incident but the outcome for each child could be different. The circumstances for each child will be reviewed and all relevant information will be taken into consideration. The support needed will also be decided dependent upon the nature and severity of the incident.

Teachers, teaching assistants and lunchtime supervisors receive regular training to help them better understand the underlying issues that may affect a child's behaviour. We actively work to build trust and rapport with our pupils and between pupils. We also practise techniques for responding to challenging behaviour in non-judgemental and supportive ways. We celebrate our pupils' positive behaviour choices and work to raise their self-esteem.

Training

Staff have received training in: Incredible Years; Dina School; Emotion Coaching, Adverse Childhood Experiences (ACE), VAWDASV and Attachment Awareness.

Training is reviewed regularly.

All pupils receive training in Emotion Coaching. Every term a circle-time or P4C (Philosophy for Children) activity reinforces this training.

Building trust and rapport with and between pupils

All staff are responsible for developing positive relationships with all pupils, in and out of the classroom.

Opportunities to develop positive relationships are planned into the curriculum through, for example: P4C; health & well-being sessions (Jigsaw programme); circle time; well-being think tank meetings; family acts of worship and council meetings.

Positive relationships between pupils are also developed through Emotion Coaching and Guardian Angel sessions, where applicable.

Positive relationships are modelled by all staff.

Staff use Incredible Years and Dina School techniques to minimise the need for consequences.

Responding to challenging behaviour in non-judgemental and supportive ways

Staff and pupils use Emotion Coaching to connect, review boundaries and problem solve positive approaches to managing challenging behaviour.

Friendship and behaviour issues which cannot be solved through Emotion Coaching or which reoccur are addressed through Guardian Angels groups, where applicable.

What is Emotion Coaching and how does it work?

Emotion Coaching is a whole-school approach to:

help children regulate their own emotion and be in control of their own behaviour;

support all staff with the knowledge and strategies they need to be more sensitive to the emotional needs of children;

a manageable, consistent approach to behaviour issues.

The challenge for staff is to:

Not assume children are intentionally manipulative

Reflect on what the behaviours could tell us about a child's need for safety and security

Engage with children as the first step in helping them

Understand that this approach works because children don't need to fight, flee, or disconnect when they feel safe, valued, and loved.

All staff will try to use an Emotion Coaching approach to behaviour issues **MOST** of the time.

Step 1: Recognise the child's feelings and empathise with them.

Step 2: Label the feeling and validate with the child

Step 3: Set limits on behaviour (if needed)

Step 4: Problem-solve with the child

What is 'Guardian Angels' and how does it work?

Knighton Church in Wales Primary School uses 'Guardian Angels': a 'no blame', pupil-led, problem solving tool to address certain behaviour issues and develop relationship skills.

How 'Guardian Angels' (GA) works:

NB: The groups are all run by one person. At the moment this is the head teacher so that class teacher time is not disrupted. This also allows the head teacher to have an overall picture of behaviour issues arising in school.

A child tells another child or member of staff about a friendship/behaviour issue that is worrying them

OR

a member of staff raises a concern about a child's behaviour

HT talks to the child to:

help the child label the emotions;

reassure them that these emotions are natural and normal;

empathise with the child's perspective of the issue/s;

reassure and calm the child by planning a GA group which includes asking the child to list a group of friends/ trusted peers to help **and** the child/ren who are perceived to be worrying them (these are often the same children)

Celebrating our pupils' positive behaviour choices

Staff understand the powerful, positive impact on behaviour of 'catching children when they are good', that is, noticing specific behaviours that we want to develop.

Guardian Angel certificates can be awarded to group members to celebrate a successful outcome.

Weekly certificate assemblies celebrate positive behaviour as well as academic achievement.

Where home-school records of behaviour are used, positive comments outweigh negative comments.

Teachers and teaching assistants aim to use at least 5 positive comments to every 1 negative comment in the classroom.

Equity

All pupils are provided with the support they need to develop positive behaviour, self-esteem and self-belief, regardless of gender, race, ability or nationality.

School rules

We have just two simple rules:

We keep our hands, our feet and other objects to ourselves (Kind Actions).

We are kind and respectful to everyone and everything (Kind Words).

A consistent approach

At Knighton Church in Wales Primary School we deal with all behaviour consistently in order to create the boundaries children need in order to feel safe, thrive and learn whilst understanding that children have different needs.

We celebrate when our children are following the school rules

We use a calm, assertive approach when reminders are needed

We have the highest expectations of behaviour in our school, from staff, pupils, parents/carers and visitors

We understand that some children will need additional support in order to learn to make the right choices and that all children will learn at different rates

We involve parents/carers in the rewards and consequences for a child's behaviour when appropriate

We use our professional judgment, knowledge of the child and advice from outside agencies to support children to move forward

We always use the smallest consequence necessary to help the child learn

We apply consequences consistently and fairly

We give children the opportunity to reflect on their choices and make changes if necessary

How do we teach children about the right and wrong choices?

At Knighton Primary School children are taught about right and wrong choices in every area of the curriculum and in particular through Health and Well-being, P4C, Dealing with Feelings sessions where appropriate, Zones of Regulation training where appropriate, Guardian Angels, Emotion Coaching and RVE.

Pre and post-school

This behaviour policy extends to the time directly before and after school as well as during the school day.

Playtime and lunchtime

Lunchtime supervisors work with teachers and TAs to develop positive behaviour strategies, using Emotion Coaching and Incredible Years approaches.

Children are supervised at all times. Staff on duty at lunch or playtime support activities for the children which promote positive relationships through play.

Where pupils need time away to reflect on school rules, pupils are asked to stand with a member of staff for a few minutes. Staff will use Emotion Coaching steps to help the child identify their feelings, set boundaries and problem solve a solution: to reflect on their behaviour, and then make amends by apologising and resuming their play in a more appropriate way.

When school rules are broken in a more serious way, for example when a pupil hurts another pupil or an adult, the lunchtime supervisors make sure that, where possible, any immediate danger of harm is removed, which may include bringing a child back into school or calling for support from other members of the team, and hand the responsibility for dealing with the incident over to a member of the senior leadership team.

Consequences of actions

We always seek to give the smallest consequence possible and then work with the child to problem-solve better choices and help them make amends. The decision as to which consequence is appropriate will be a judgement call made by a member of staff who understands the child's needs.

NB: We aim to start all conversations with **CONNECTION** before **CORRECTION**.

When we make the right choice...	When we make the wrong choice...	Who is responsible?
<p>specific verbal praise- English/Welsh</p> <p>e.g You were really good at moving away from when they were annoying you. Bendigedig!</p>	<p>Staff use Emotion Coaching steps:</p> <p>Step 1: Recognise the child's feelings and empathise with them.</p> <p>Step 2: Label the feeling and validate with the child</p> <p>Step 3: Set limits on behaviour ie specific warning/reminder of school rules (kind actions, kind words)</p> <p>Step 4: Problem-solve with the child</p> <p>Predict success- they will listen to you</p> <p>Distraction technique may be used e.g. if a child is not lining up well, ask them to help you to decide who is lining up really well</p> <p>Competition- which class/group is lining up best?</p>	<p>Member of staff directly responsible for children</p>
<p>stickers/ marbles/ raffle tickets</p>	<p>minutes of time away to reflect with teacher/teaching assistant/adult in charge OR in a specific place (for the smallest but most effective amount of time, this can be repeated/increased)</p> <p>Warning needs to be given if time away is not being effective</p>	<p>Member of staff directly responsible for children</p>
<p>go tell/show another teacher</p>	<p>time away to reflect in another class</p>	<p>Member of staff directly responsible for children</p> <p>Conversation with partner teacher</p>

go tell/show a member of the senior leadership team	time away to reflect with a member of the senior leadership team	Member of staff directly responsible for children
celebration assembly certificates presented in weekly achievement assemblies	conversations between pupil, peers and head teacher	Member of staff directly responsible for children to plan a way forward with senior leadership team
on-going positive feedback about what is working well from the group of parents/carers and staff supporting the child's behaviour	conversations between teacher, acting head teacher, parents/carers and pupil which may lead to a behaviour plan to support improvement	Agreement between senior leadership team, ALNCo and class teacher that outside agencies may need to be involved
However, a single incident could be considered serious enough to warrant a conversation with parents/carers. This should be done by the member of staff who has dealt with the incident where possible, but may need involvement from a member of the senior leadership team		

All consequences must be given in a way which is fair and without prejudice. Consequences should help the child reflect on their behaviour and work out a plan.

Consequences should not prevent a child from forming good relationships with fellow pupils, by isolating them on a regular basis. The head teacher should be informed whenever necessary.

Strategies to improve behaviour

In addition to rewards and consequences, the following strategies are used throughout the school to support good behaviour, build self-esteem and develop a strong sense of pride in the school:

Emotion Coaching used by all staff

Collective Worship – whole school and in-class - to establish the Christian ethos and moral climate of the school;

Health and Well-being taught as both a discrete and cross-curricular subject (notably in Jigsaw sessions, RVE);

Circle Time/P4C to enable pupils to discuss behaviour issues and strengthen their relationships with each other;

Guardian Angels- working with groups of children to combat bullying in a blame-free way by raising self-esteem and improving communication;

School Council – regularly update their own guide to tackling bullying;

'Playground Buddies' who are identified as 'special friends' to support children at breaktimes where appropriate;

Breaktime activities and equipment to help children to play and be co-operative with one another;

Staff meetings and INSET, where staff discuss behaviour issues and develop their own behaviour management expertise, with support from Specialist centre staff where appropriate;

Extra-curricular clubs and events which motivate pupils and develop personal dimensions which cannot always be fulfilled in the classroom;

A stimulating educational environment which makes children and staff feel good about the school and about themselves – attractive classrooms; library; outdoor areas; sporting, musical and cultural opportunities; FOS events; School of Sanctuary events; community links; cluster school links; links with other countries;

Opportunities for pupils to have responsibilities –Emotion Coaches, School Councils, break-time buddies etc. – and to work co-operatively with each other;

Pro-active involvement of parents/carers – through informal discussions, at parents' evenings and when incidents arise – to raise concerns about behaviour and harness their support, trust and co-operation;

Positive transition plans between classes in the school, also between the Children's Centre and Reception class and Year 6 and High School;

Our Positive Behaviour Policy, Anti-Bullying Policy and the School Council's guide to bullying are published on the school website and posted on our closed Facebook page so that all stakeholders are clear about our approach to behaviour in school;

Involvement of LA advisory team to support training;

Conversations between teacher, headteacher, parents/carers and pupil which may lead to a behaviour plan to support improvement

When a pupil needs more specific and sustained support to improve behaviour, teachers seek advice from senior staff and the head teacher. Discussions begin with a review of strategies that have already been tried and the impact they have had over time. The following additional support may then be put in place:

Parents/carers are invited to discuss additional support with the class teacher and the acting head teacher. In these meetings it is made clear that our objective is to work together to support the pupil.

Outside agencies, such as Area43 counselling, may be recommended to support the pupil and/or the family.

The LA advisory team may be involved to ensure early identification of pupils with specific behaviour issues. External agencies are notified and assessments carried out as soon as possible.

A Pastoral Support Plan (PSP) is written and agreed to by the pupil, parent/carer and family in the shared challenge of improving behaviour and social skills and ensuring social and educational inclusion.

Exclusion

In the event of violent behaviour, the school may be forced to temporarily exclude a child and Powys guidelines will be followed in order to do this. Exclusions will require the involvement of the Governing Body and LA officers, with parents/carers being made aware of their right to appeal. Detailed records must be kept of what the school has done to prevent a child from being excluded, as exclusion will always be a last resort.

Social Inclusion

As an attachment aware school, we understand how life experiences can alter the way in which our brains work.

The aims of the school's policy of inclusion will be to:

- retain children in mainstream classes
- modify behaviour using positive strategies outlined above
- build self-esteem
- help pupils to develop social skills
- promote and develop positive attitudes towards learning.

With the agreement of an Educational Psychologist, the curriculum may be modified for such children, however it must remain broad and balanced and will need to;

'promote the spiritual, moral, cultural, mental and physical development of the pupil, at school and in society, and prepare the child for the opportunities, responsibilities and experiences of adult life'
– **Education Act 1996.**

Where the curriculum is modified, the child will need an I.D.P. (Individual Development Plan) and any disapplication from the National Curriculum must be monitored.

Links with External Services

Where necessary, the school will be supported by the Local Authority's Inclusion Pathway and will work closely with the following:

The Education Psychologist

Local Authority officers responsible for ALN and Social Inclusion, whose main role will be to support the school and the family, to provide curriculum advice and specialist help;

- Outreach support workers (e.g. staff at Ysgol Brynllwarch)
- 'Action For Children' service
- Area43 counselling service
- CYPP staff who specialise in supporting pupils and families;

- Psychological Service;
- Education Welfare Officers (monitoring attendance);
- CAMHS
- Powys Mediation;
- Health Visitors;
- Police

The child's parents will be encouraged to support the child and the school in its efforts to integrate the child and prevent a permanent exclusion. It is expected that the parents will be involved in meetings between the school, the LA and other agencies.

Restraint and Positive Handling

Members of the school's teaching and support staff will be authorised, in extreme cases, *'to use reasonable force to prevent pupils committing a crime; causing injury or damage; or causing disruption'*. – Section 550A of the Education Act, 1996.

In conclusion, the school will support the child and its family and do all in its power to achieve the above aims of social inclusion.

Roles and Responsibilities

Improving and maintaining good behaviour throughout the school requires the effort, co-operation and consistent support of all members of the school community.

When children make small wrong choices in school, accept the consequences and learn from the experience, it will not be necessary or practical to inform parents/carers every time.

However, where a pattern is developing and the child is not learning from their behaviour then parents/carers will be informed by their class teacher or senior staff and the school will work with the parents to help the child learn to make the right choices.

The roles and responsibilities of the school community are as follows:-

Headteacher

The headteacher will be responsible for:

- Maintaining discipline at the school in line with the school's Positive Behaviour Policy;
- Promoting self-discipline and proper regard for authority among pupils;
- Encouraging respect for others and implementing an effective anti-bullying policy;
- Regulating pupils' conduct and defining the standards of behaviour the school wants to achieve;
- Harnessing the support of staff, pupils and parents to ensure this is realised;
- Supporting all members of the school community – staff, pupils and parents – in its aim to promote and maintain good behaviour.

- Monitoring all aspects of the school's Positive Behaviour and Anti-Bullying Policies.

Teaching Staff

Class teachers are responsible for:

- Implementing all agreed whole-school strategies to develop good behaviour;
- Upholding the system of rewards and sanctions which underpin the Positive Behaviour Policy;
- Establishing, with the children's help and co-operation, classroom rules which support the School Rules;
- Having clear aims for the children's academic and social development;
- Creating a stimulating, orderly classroom environment which encourages pupils to be well-organised and proud of their achievements;
- Providing a curriculum which will challenge all pupils at an appropriate level and be relevant to their needs;
- Attending courses, where necessary, to develop their own professionalism;
- Liaising with the acting head teacher and parents, where appropriate, in matters related to pupil behaviour;
- Developing a sense of responsibility and self-discipline in children and, by the use of praise, building up all children's self-esteem.

Teaching Assistants

The role of teaching assistants is to:-

- Assist teachers in all aspects of pastoral care and in promoting self-discipline in pupils;
- Implement all aspects of the school's Positive Behaviour and Anti-Bullying Policies.

Midday Staff

Midday staff, both lunchtime supervisors and canteen staff, are responsible for:

- Supporting the school's Positive Behaviour Policy and Anti-Bullying Policy and discussing any concerns or problems with the relevant members of staff;
- Doing their utmost to promote positive relationships and good behaviour in their dealings with all children.

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Parents/Carers

Parents are responsible for:

- Supporting the school and its efforts to promote and maintain good behaviour;
- Being aware, from the Reception Class onwards, of the role they play in helping their children to be socialised and ready for learning at school;
- Attending Parents' Evenings and discussing any problems related to behaviour with their children;
- Working in partnership with the school, as described in the Home-School Agreement.

Pupils

Pupils will be responsible for adhering to the School Rules – in all areas of school life – and doing their best to develop positive, constructive relationships with all members of the school community.