

Radnor Primary School

Ysgol Gynradd Radnor



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Positive Behaviour Policy

Autumn 2025

The United Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights respecting school we not only teach about children's rights but also model rights and respect in all relationships. This policy is linked to:

Article 2: The right to be treated fairly. **Article**

12: The right to be heard.

Article 28: The right to be educated.

Article 29: The right to develop by personality, talents and abilities to the full and my respect for others and the environment.



Healthy

Respectful

Inclusive

Resilient

Kind

Eco-
friendly

Headteacher:	Mrs Louise Williams
Chair of Governors	Mr Matthew Downes

Owned by:	Governing Body of Radnor Primary School
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Created/Revision Date	Version	Description of revision	Signed by Chair of Governors	Date approved by the Governing Body
May 2024	1.0	Policy Created		19 th June 2024
November 2025	2.0	Policy amended		

Introduction and Aims

At Radnor Primary School, we are committed to fostering a safe, inclusive, and nurturing environment where positive relationships underpin all aspects of school life. We believe that strong relationships between pupils, staff, and families are essential for emotional wellbeing, academic success, and personal growth. This policy outlines our approach to behaviour and relationships, guided by restorative and trauma-informed principles.

(V)Visible Kindness

(I) Importance of Consistency,

(P) A Positive and Restorative (PR) Approach

Visible Kindness	<ul style="list-style-type: none"> - take pride in supporting our pupils' self-esteem, self-control and confidence and, through this, being respectful and showing kindness for others. - encourage all pupils to value the importance of honesty by telling the truth to earn the trust of other adults and children
Importance of Consistency	<ul style="list-style-type: none"> - always behave in every place for every person
Our Positive and Restorative (PR) Approach	<p>Our approach to managing behaviour is both positive and restorative with positive rapport, relationships and friendships at the centre of the work we do. We recognise children may make poor choices at times but we aim to utilise these as a learning experience for the child so that they grow up understanding the impact of their behaviour on others.</p> <ul style="list-style-type: none"> - ensure consistency of approach that sets high expectations that children are honest and always try to improve - to encourage pupils to learn positively from mistakes - to support pupils to show they are resilient to deal with and overcome the obstacles and challenges they face in all aspects of our lives. - develop a culture of intrinsic motivators whereby pupils make positive behaviour choices because it is important to them rather than because of the rewards they receive. - acknowledge the collective responsibility of all stakeholders for good behaviour - promote the UNCRC (Rights of the Child), and the relationship between rights and responsibility.

Three drivers - the three Rs

At Radnor Primary School, our VIP aims are achieved through 3 drivers:

Relentless Routines	Relationships	Recognition Over & Above
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“The standard you walk past is the standard you accept”

These principles are put into action, and supported by training for staff, in different ways:

Relentless Routines

We ensure consistency and coherence at whole school level so pupils understand expectations from one class to the next and enable them to live up to these.

There are 3 categories of relentless routines where we are role models for pupils:

1. Visible Consistency
2. Visible Kindness
3. Promoting Positivity

We also focus on:

Restorative Approaches- Repair and Rebuild

We never lose control when people make mistakes - we have to help repair and rebuild in a restorative way.

First Attention for Best Conduct:

95% of children will always make the right choice- we ensure our attention is primarily focused on best conduct

Relationships Matter

We build relationships on mutual respect- nobody wants to hurt or upset people they care about.

Over & Above Recognition

We focus our attention on 'catching them being good' to ensure we go over and above to recognise positive choices.

Rules and Behaviours

There are four very simple rules which apply at Radnor Primary School. These are designed with the philosophy of:

"Treat other people as you would like to be treated yourself"

Our Rules			
Be Ready	Be Respectful	Be Reliable	Be Reliable/Safe

All aspects of our behaviour expectations are encompassed by these three statements. These can also be used as question prompts to scaffold children's understanding of positive behaviour choices, e.g.:

- Are you ready to learn?
- Can I rely on you to do your best?
- Are you being respectful?
- Are you being safe?

Our approach to behaviour management at Radnor Primary goes beyond a simple enforcement of rules. Every interaction between adults and children is underpinned by our six core values. As part of this work, staff will work to make behaviours linked to these values explicit by highlighting the positive action for reasons similar to those outlined in the table below:

Our Core Values and Behaviour					
Be Resilient	Be Respectful	Be Kind	Be Healthy	Be Inclusive	Be Eco Friendly
I learn from mistakes I show a positive attitude and never give up when I find something difficult	I show good manners all of the time I am kind & look after others around me I take responsibility for my actions and my learning	I am kind in my thoughts, words and actions. I always tell the truth and earn the trust others	I look after my body and mind and support others to do the same.	I recognise, respect and celebrate differences between myself and others.	I am kind to our planet and care for our community I take responsibility for our environment

This policy contains information about processes and systems, including rewards and sanctions, but recognises that many of these will have a 'shelf life' and need review. However, it is our intention that the principles and philosophy which underpin this policy become deeply embedded within the culture of Radnor Primary School.

Rewards

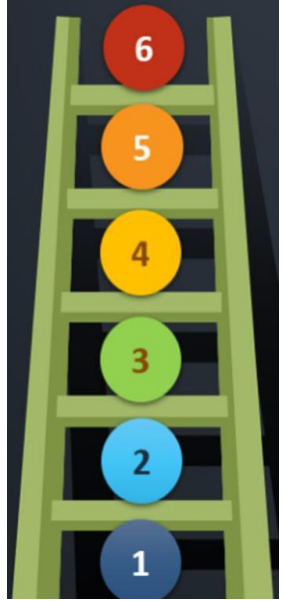
In addition to the points given out, staff can also praise children in various ways including:

- Staff praise
- Messages/postcards/telephone calls home
- Stickers/certificates
- Tally of Dojo/ house points
- Class Mascot home stay
- Headteacher's Heroes
- Celebration assemblies
- Wellness Time (used sparingly at the discretion of SLT)

It is recognised that children do not all respond to the same rewards. Therefore, a teacher will have discretion around how they reward individuals beyond the minimum requirement of daily Dojo points. Praise and verbal positive recognition are at the heart of what we do so that our children understand exactly how proud we are of them.

Sanctions

At Radnor Primary School, we recognise that any system of rewards and sanctions cannot be applied universally and there will need to be some bespoke elements to meet the needs of children in our care. However, for 95% of the 'low-level' disruption or poor behaviour choices that staff have to deal with, the following simple process shall be followed:

	Family meeting	The family will be invited to meet with the school to discuss your behaviour and plan to prevent future incidents.
	Deputy or Headteacher	The child will meet with Mr Roderick, Miss Wainwright or Mrs Williams to discuss what has happened and plan to prevent future incidents.
	Lose part or all of break	The child will stay in and completed a reflection sheet to talk about what has happened and to look forward and what they would do next time to learn from their behaviour.
	Stop an activity/ Moved to another seat or class	The child will be moved to a calm area within your class, or to another class for a set amount of time.
	Warning	The child will be given a warning. If the behaviour continues, the next step on the ladder will be followed.
	Reminder	The child will be given a reminder of the expected behaviour.

More serious incidents of inappropriate behaviour

For more serious incidents of inappropriate behaviour including: aggressive behaviour, bullying, discriminatory remarks, one or more of the steps on the system of sanctions may be missed. All staff must inform the Head teacher/Deputy Headteacher of such incidents.

- All staff will communicate behaviour incidents with parents and will record more serious incidents of inappropriate behaviour on "MyConcern".

Internal Exclusion

- Internal exclusion can be used to diffuse situations that occur in school that require a learner to be removed from class but may not require exclusion from the school premises. The exclusion could be to a designated area within the school, with appropriate support, or to another class on a temporary basis, and may continue during break period

Fixed Term and Permanent Exclusions

The decision to exclude or not exclude a pupil ultimately rests with the Headteacher who:

- has responsibility for giving **fixed term exclusions** to individual children for serious acts of misbehaviour.
- reserves the **right to permanently exclude a child** for repeated or very serious acts of anti-social behaviour. Such an action is only taken after the school governors have been notified and the full protocol has been adhered to:
- may convene a meeting if appropriate when a situation arises that may require a fixed term or permanent exclusion,

In the Headteacher's absence, the Deputy Headteachers follow the above protocol.

Trauma-Informed Approaches for Pupils with ALN and Emotional Needs

We recognise that some children, particularly those with **Additional Learning Needs (ALN)** or emotional health challenges, may have experienced **Adverse Childhood Experiences (ACEs)** or trauma. These children may require **additional or different support** to feel safe, regulated, and ready to learn.

Our trauma-informed approach includes:

- **Connect Before Correct:** Staff prioritise emotional connection and safety before addressing behaviour, helping children feel secure and understood.
- **Individualised Support:** Tailored strategies are developed in collaboration with families, ALNCo, and external professionals.
- **TIS Practitioner Support:** Identified pupils may receive targeted interventions from a trained **Trauma-Informed Schools (TIS)** practitioner.
- **Safe Spaces and Regulation Tools:** Access to calming environments and sensory resources to support emotional regulation.
- **Staff Training:** Ongoing professional development ensures staff understand trauma responses and can support pupils effectively.

We understand that behaviour is a form of communication and that children who have experienced trauma may need time, patience, and relational safety to thrive.

Implementation

Our approach provides guidance and support for all stakeholders in nurturing and developing the positive behaviours that we expect within our school and our community ensuring

- all stakeholders are aware of expectations.
- all adults within the school act as good role models for behaviour.
- all pupils are valued as individuals and that treat all pupils fairly and equally

For this policy to be effective it must be shared with and understood by all stakeholders and applied consistently by staff

We share our expectations and approach with:

Parents /Carers	Parents' evenings Home School agreement, School prospectus and on the school website
Pupils	Assemblies Posters Classroom rules
Staff	Through Positive Behaviour training including individual strategies and positive handling plans
Governors	Presentations and tracking data at GB meetings;

Links with other Policies

This policy links with a number of other policies in school including:

- Safeguarding Policy
- E-Safety Policy
- Internet Policy
- Anti-Bullying Policy
- Positive Handling Policy

Equality Statement

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, ethnic origin, religion, ability, disability, sexuality or any aspect of their social/cultural background. Furthermore, the school community is committed to countering all forms of prejudice and discrimination. All procedures are designed to promote equality and diversity.

Monitoring and Evaluation

We will monitor the effectiveness of this policy on an on-going basis and it will be reviewed in Autumn Term 2026.