

CRYNALLT PRIMARY SCHOOL

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Wellbeing and Behaviour Policy

Chair of Governors: Dr Kim Jenkins

Signed:

A handwritten signature in blue ink, appearing to read 'Kim Jenkins'.

Date:





Crynalit Primary School Behaviour Policy

Vision and Values

At Crynalit Primary School, we are committed to creating a nurturing, inclusive, and respectful environment where every child feels safe, valued, and ready to learn. Our behaviour and well-being approach is rooted in:

- **Respect** – for ourselves, others, and our environment.
- **Ready to Learn** – being prepared, focused, and engaged.
- **Safe** – physically and emotionally, in all school spaces.

We believe that positive relationships are the foundation of effective learning and well-being. We aim to develop a strong partnership between school and home to best support all pupils.

Our policy is underpinned by **Restorative Practice, Zones of Regulation, and Pupil Voice**.

Aims

A happy and caring school environment will be achieved by promoting the following aims:

- To provide a clear and consistent approach of behaviour expectations and responses.
- Promote a culture of mutual respect and responsibility.
- Support emotional regulation and resilience through Zones of Regulation.
- Empower pupils to express their views and take ownership of their behaviour.
- Foster restorative approaches to conflict resolution, so pupils are aware of their responsibilities and effects of their actions.

Restorative Practice

We use restorative approaches to build, maintain, and repair relationships. This includes:

- **Restorative Conversations:** After incidents, pupils are guided through structured dialogue to reflect, understand impact, and agree on ways forward.
- **Philosophy for Children (P4C) & Circle Time:** Regular sessions to build empathy, trust, and community.
- **Staff Training:** We make sure every member of staff is trained in restorative approaches and understands different behaviours, so we can work together consistently and give every child the best support

Restorative Questions-it is essential to ask what has happened rather than assume. Staff speak with pupils to find out: -

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

Zones of Regulation (ZOR)

ZOR is embedded across the school to help pupils identify and manage their emotions.

- **Daily Check-ins:** Pupils use visual tools to express their emotional state.
- **Classroom Displays:** Zones are visible and accessible in all learning spaces.
- **Regulation Strategies:** Breathing exercises, sensory tools, movement breaks, and quiet spaces are available.

Staff support pupils in recognising their zone and choosing appropriate strategies to return to the **Green Zone** (calm, focused, ready to learn).

Pupil Voice

We actively involve pupils in shaping our behaviour and well-being culture.

- **School Council:** Regular meetings to discuss behaviour, well-being, and school improvement.

- **Class Charters:** Co-created with pupils to reflect shared expectations.
- **Feedback Opportunities:** Surveys, suggestion boxes, and pupil-led assemblies.
- **Peer Mentors-**Year 6 pupils undertake peer mentor training to model and support positive behaviours at playtimes.

Pupils are encouraged to speak up, share ideas, and contribute to decisions that affect them.

Behaviour Expectations

Our expectations are simple and consistent across all areas of school life:

- **Be Respectful** – listen, be kind, and value others.
- **Be Ready to Learn** – arrive prepared, stay focused, and try your best.
- **Be Safe** – make choices that protect yourself and others.

These are reinforced through:

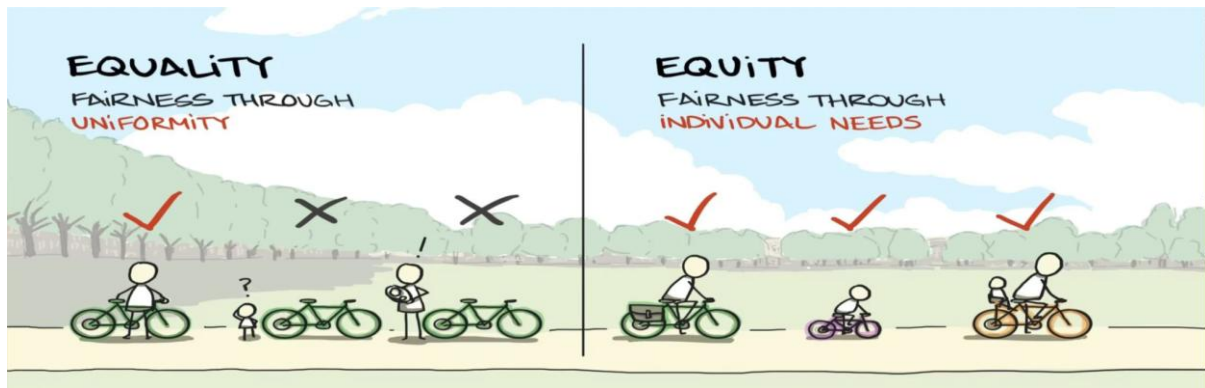
- Visual reminders
- Positive reinforcement
- Whole-school assemblies

Responses to Behaviour

We use a graduated response that prioritises understanding and restoration:

- **Low-level behaviours:** Redirect, remind, regulate.
- **Repeated behaviours:** Restorative conversations and Reflection opportunities, parental involvement, support plans and interventions, referrals to LA inclusion team.
- **Serious incidents:** exclusions, PSPs.

Consequences are proportionate, restorative, and focused on learning from mistakes.



Monitoring and Review

- Behaviour and well-being data is reviewed termly.
- Pupil and parent feedback informs policy updates.
- Staff receive ongoing CPD in restorative practice and emotional regulation