



Eveswell and Somerton Primary School Partnership



Respect and wellbeing (Behaviour policy)

Eveswell's Mission statement is 'Inspire, Achieve, Respect' - 'Ysbrydoli, Llwyddo, Parchu'

Somerton's Mission statement is 'Respectful, Safe, Successful' - 'Parchus, Diogel, Llwyddiannus'

Eveswell and Somerton Primary overall school aims include:

- To enable children to realise their full potential in all aspects of their learning by meeting all their needs effectively
- To ensure all children have access to a broad and balanced skills based curriculum which
 - Develops children's independent thinking problem solving and ability to reflect and improve on their own learning
 - Develops learning skills - Ambition, perseverance, resourcefulness, reflection
- To actively and consistently promote the health and wellbeing of children and other school stake holders in our curriculum and day to day work
- To develop in children a positive sense of moral, ethical, and social responsibility and self-discipline, based on respect for themselves and others
- To help children to live together in a community, to develop empathy towards different cultures and ways of life in order to become responsible, independent in understanding young people
- To collaborate with parents/carers as partners in their child's education
- To work as a team and to ensure that all staff take responsibility for the education and development of all children

The aims of this particular policy are therefore:

- To develop a consistent nurturing and child-centred approach to developing positive behaviour
- To ensure the fair and appropriate balance of rewards and sanctions
- To inform all stake holders of our approach to managing pupil behaviour
- To meet the needs of all pupils, including those with additional needs
- To promote positive attitudes towards difference in line with the Equalities act 2010
- To promote mutual respect, tolerance, empathy and team work
- To model high standards and set high expectations of learning, teaching and behaviour so that each child is valued, nurturing their development and growth

Non-negotiable whole school approaches:

- All staff will ensure that they are nurturing in their approach, being both clear and fair in their expectations
- All staff will ensure pupils have time to talk, be listened to and will therefore build positive relationships with pupils
- All staff will greet pupils, smile and show warmth and recognition, recognising that this will help pupils to value themselves and others
- All staff will recognise the importance of such recognition and interest and its impact on pupil behaviour
- This policy recognises that pupils learn best when they feel safe and supported.

This policy is based on a recognition that pupils learn best when they feel safe and supported. It should be read in conjunction with the Safeguarding Policy, Restrictive Intervention Policy, ARR Policy, Learning and Teaching Policy, Anti- Bullying Policy, Food and Fitness Policy and ALN Policy and the practising teacher/teaching assistant/HLTA standards. It has been developed in consultation with pupils, parents and the staff of Eveswell and Somerton Primary Schools. The policy sets out expectations and processes, in relation to ensuring

respectful relationships and improving wellbeing, which are shared by all members of the school community.

Our schools are committed to eliminating any unlawful discrimination on grounds of race, gender, transgender, religion or belief, disability or sexual orientation, pregnancy or maternity marriage or civil partnership by creating an environment where every individual, regardless of ability or background, is able to participate and is valued fully as a member of the school community. Being opposed to all forms of discrimination and prejudice we promote a positive attitude towards differences and expect respect for people of all backgrounds. We will report on any incident of bullying and harassment in line with our anti-bullying policy. We will also promote positive messages through our curriculum and our day to day actions.

Our core moral purpose in school is to instil respect and ensure the wellbeing of all our pupils.

Rights - see UN Convention on the Rights of the Child

Every member of the school community

- Has the right to feel safe and valued
- All adults should do what is best for you
- You have the right to give your opinion and for adults to listen and take it seriously
- You have the right to choose your own religion and beliefs
- You have the right to choose your own friends and join groups as long as it isn't harmful
- You have the right to get information which is important to your wellbeing
- You have the right to be protected from being mistreated in body or mind
- You have the right to care and protection if you are adopted or in foster care
- You have the right to special protection and help if you are a refugee
- You have the right to special education and care if you have a disability
- You have the right to the best health care, safe water to drink, nutritious food, a clean and safe environment and information to help you stay well
- You have the right to food, clothing and a safe place to live and to have your needs met; you should not be disadvantaged so that you can't do many of the things other children can do

- You have the right to a good quality education
- Your education should help you use and develop your talents and abilities it should also help you learn to live peacefully, protect the environment and respect other people
- You have the right to practise your own culture, language and religion
- You have the right to play and rest
- No one is allowed to punish you in a cruel or harmful way
- You have the right to get help if you have been hurt, neglected or badly treated
- You have the right to know your rights

At Eveswell and Somerton, we recognise that we all contribute to the wellbeing of everyone in and connected with our school. This includes pupils, staff, parents/families and visitors to our school.

Responsibilities:

Every member of the school community:

- Has the right to feel safe and valued and has a responsibility to allow other to feel safe and valued
- Should respect all other members of the community
- Should use and promote effective and clear communication with others

Pupils should:

- Be respectful of others and their needs
- Always try their best in all aspects of their development (socially, emotionally and academically)

Adults in the school:

- Staff should assume a high profile and take collective responsibility for whole school discipline

- Offer leadership within the school by modelling appropriate behaviour and displaying genuine concern and emotional warmth towards others
- Encourage all pupils by offering attractive learning experiences which are suitably challenging
- Be familiar with and consistently apply the school's positive behaviour management framework, including the consistent use of positive reinforcement and suitable consequences
- Ensure that pupils are aware of their rights and have their rights recognised
- Ensure that pupils are supported in meeting their responsibilities towards others

Parents and carers should:

- Be active partners in their children's learning
- Provide a home environment which complements, does not contradict the school ethos
- Be familiar with and supportive of the school's Respect and Wellbeing Policy
- Inform the school if there has been a change in either their child's home life or behaviour

Eveswell and Somerton Primary School Governing Body should:

- Support the school community in actively promoting and maintaining the school ethos that encourages respect and positive relationships
- Monitor and support the implementation of the school's Respect and Wellbeing Policy

Promoting positive behaviour through our curriculum

Professor Graham Donaldson has given us four purposes in the new curriculum for Wales, namely to develop:

Ambitious capable learners

Enterprising, creative contributors

Ethical, informed citizens

Healthy, confident individuals

This policy reflects our strong commitment to these four purposes. Staff should refer to the 'Successful Futures' document to find further detail and description of the aims of the new curriculum for Wales.

Spiritual, moral, cultural, social development (smc)

Our curriculum promotes the spiritual, moral, social and cultural development of our pupils through the personal and social education framework, the foundation phase and national curriculum statutory guidelines and the curriculum developed by our school. We have developed strengths in areas of smc, particularly in relation to taking every opportunity to challenge stereotyping and to promote positive attitudes towards diversity. All staff who come to work at Eveswell and Somerton are expected to promote our school ethos and to uphold our policy and practice in respect of wellbeing and smc.

Mindfulness

The cultivation of attention and awareness is called mindfulness it is important to realise it is about our entire being, including the cultivation of kindness towards ourselves and others. In the foundation phase pupils learn relaxation techniques through mindfulness activities and yoga.

PSE/PSD curriculum

Through our mission statement in Eveswell, 'Inspire, Achieve, Respect' and in Somerton, 'Respectful, Safe, Successful', and our whole school aims, we promote the positive values essential to wellbeing and success. We use every opportunity to promote responsibility and fairness, thinking and reflecting on actions and respect for one and other. We have a dedicated high quality personal and social education programme that specifically addresses aspects of social and moral awareness. As a healthy school, we teach children the skills they need to live safe, healthy lives, through the wellbeing and safety groups, our PE curriculum, after school activities, sex and relationships education, and, work with other agencies, for example police liaison officers.

ELSA – Emotional Literacy Support Assistant roles

ELSA sessions are planned and tailor made to suit the needs of pupils. These needs include dealing with loss and bereavement, building self-esteem or developing social skills. Some pupils need support to understand their emotions or behaviour, or need to discuss issues linked to resolving conflict. There are others who need support to develop relaxation techniques or learn how to cope with anxiety. The sessions are designed to be fun and interactive, to engage and motivate the pupils. An ELSA is a specialist teaching assistant with a wealth of experience of working with pupils. ELSAs are trained and regularly supervised by the Educational Psychologists working in Newport and the headteacher and deputy headteacher. The ELSA uses a range of activities throughout the sessions, which could include games, puppets, role-play, making things, talking and listening etc. Pupils learn to develop coping strategies and about difficulties, they may experience. They interact more successfully with others, develop greater self-awareness and manage school better as they feel better about themselves.

Pupils may also refer themselves to, or be referred to our school counsellor.

Opportunities to take responsibility

Pupils take responsibility for helping the smooth running of the school. Older pupils are encouraged to act as Prefects, Playpals (peer mediators) or buddies to help others manage conflict or to develop self-discipline. The use of buddies is particularly successful in addressing the wellbeing of identified pupils, whether they be buddies or act as a buddy themselves.

Pupil Voice

We have a policy for encouraging pupils to participate in school life which enables them to help to improve the school and have their opinions heard. This philosophy, linked to the UN rights of the child requirements, impacts on all dealings with our children and is reflected in the management of pupil's behaviour. Where appropriate, we will seek the views of the child in determining ways forward. The School Council and Your Voice team consider policies including our anti-bullying policy, which is regularly been reviewed in light of

pupil's views. We understand that children need guidance, clarity, consistency and fairness from adults and we always aim to treat children with respect.

All pupils have their own 'profile' – an overview of what is working well for them and what they need to support them. This is based on their views as well as those of the adults involved with them. In this way we aim to improve both wellbeing and behaviour.

Differentiation, engaging rich learning opportunities

Teachers must plan work that is sufficiently challenging but achievable for pupils with support and differentiation in line with each child's needs. The content of the work will engage pupils through interesting stimuli and resources which are well-suited for the topic. Teachers must demonstrate good subject knowledge and enthusiasm for teaching; most importantly an interest in the pupils and their development will engage learners and ensure that there is a collaborative and secure classroom ethos.

Cwricwlwm Cymreig

We live in Wales and our pupils are educated in Wales and in order to consolidate our sense of national identity we ensure that the learning that happens in the English lessons includes issues of local and wider Welsh interest. We use books written in English by Welsh authors, and we use Welsh myths and legends as part of our literature. We study Welsh history and look closely at the geography of Newport, Cardiff and Wales as a whole. Our writing stimuli include local and wider Welsh topics and pupils are encouraged to discuss issues of Welsh interest in oracy lessons. We have a strong tradition of music and singing Welsh songs and are proud of our rich Welsh heritage and language. The whole school celebrates St David's Day with an Eisteddfod and we also have a thriving Welsh detective system.

RE curriculum

We are aware that under the Education Act 1996 we must provide RE for all registered pupils and we acknowledge that parents/carers have the right to withdraw their child(ren) wholly or partly from RE without providing a reason. We teach RE according to the Local Authority's Agreed Syllabus which reflects the fact that the religious traditions in Britain as a whole are in the main Christian, whilst taking account of the other main religions of Hinduism, Buddhism, Judaism, Islam and Sikhism.

We feel that the teaching of RE makes a distinctive contribution to the school curriculum as it allows all pupils to explore, understand and express their own response to spiritual and religious approaches to life through the study of Christian and other principal religions. Please also see the RE Curriculum Policy.

Collective Acts of Worship

In Eveswell and Somerton Primary School we:

- provide collective worship every day (except for children under the age of 5)
- ensure that most acts of collective worship in each term are wholly or mainly of a broadly Christian character. This means that they reflect the broad traditions of Christian belief without being distinctive of any particular Christian denomination
- Ensure that we take account of the family backgrounds, ages and aptitudes of the pupils involved.

A parent can request that their child is excused from collective worship.

Growth Mindset

To support our aims and linked to the requirements of the new curriculum, we promote resilience, growth mindsets and ambition in our pupils. This is done through day-to-day interactions and feedback to pupils, in marking, through the use of positive language. We promote an ethos of developing resilience and an understanding that it is alright to make mistakes and that mistakes give us an opportunity to learn. We have developed our own characters to remind pupils of the characteristics of resilient learners and we try to use visual aids to help pupils to understand the learning process (e.g. the 'learning pit'.)

There are four overall school rules

1. We are ready to learn
2. We respect everyone and everything
3. We keep everyone safe
4. We do our best

Each class will develop their own classroom rules derived from the above with children's input

Pupils are commended for seeking to develop any of the resilient characteristics - effort, perseverance and ambition. Rewards may include stickers, house points, certificates, raffle prizes and letters home. Successes are celebrated in Celebration Assembly, which takes place weekly. Most importantly, positive warmth and regard are instantly given and show how pupils' genuine efforts are highly regarded.

On the occasion that the school rules are not followed, pupils understand that every action has a consequence or a reward and they are encouraged to take responsibility for their own actions. Sanctions include 'Time Out' (which may be just enough space to think about and change their behaviour or loss of play), and more serious consequences might involve a meeting with/phone call to a parent/guardian. When behaviour is very serious or has been persistent and no improvements are shown, the pupil may need support and parents will be involved. This is recorded on a log kept by the class teacher and reported to senior staff. This is a signal that a pupil requires greater nurturing and assistance in modifying their behaviour. There will be appropriate rewards and consequences.

During time out, restorative conversations are held with the pupils to assist them in finding ways to understand how their actions have damaged relationships and to support them in knowing how they can restore those relationships. Ripple sheets are used to exemplify the effects that their actions have had upon their relationships, including their relationship with themselves. Every effort is made to restore that pupil's wellbeing so that when they enter the classroom next; they are 'ready to climb' again, thus removing some of the emotional barriers to their learning.

Every member of staff is trained to interview the pupils in the same way; Midday Supervisors and teachers, when on duty, carry a set of cards with restorative questions on them and copies of the lower stages of the chart for reference. Stickers are given by Midday

Supervisors to signal pupils who have behaved in an exemplary way and any behaviour which has broken the rules and is serious, is reported to the pupils' class teachers.

Restorative Approaches

Where things go wrong, pupils and staff are expected to use every opportunity to put things right and to learn from their mistakes. A restorative conversation follows a few simple prompts:

What happened?

How did you feel?

How did it affect others?

How can we put it right?

Restorative conferences can be held between pupils, pupils and staff, or, on occasion with parental input.

Restorative Approaches for behaviour are used across the whole school and the schools' non-negotiable aspiration is at the very heart of it: Eveswell and Somerton Primary Schools are both a happy place, where everyone is valued and inspired to give of their best.

Review date: November 2024

Attitudes to learning at Eveswell/ Somerton: developing resilience

