



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'

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| School Name: | Eveswell and Somerton Primary School |
| Reviewed: | September 2025 |
| Review Approved by: | Governing Body September 2025 |

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 others 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.

<https://www.gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf>

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 delivered to all pupils and the guidelines of the Curriculum for Wales which informs the development of our school's curriculum design. 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. All pupils learn relaxation techniques through mindfulness activities and yoga, particularly after lunch-times in readiness for afternoon learning.

PSE/RSE 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, relationships and sex education and work with other agencies, for example police liaison officers who support us in developing our pupil group 'Heddlu Bach (Mini Police).

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 by 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 (Heddlu Bach), Playpals (Criw Chwarae) or buddies to help others manage conflict or to develop self-discipline. The use of these roles is particularly successful in addressing the wellbeing of identified pupils. Other Pupil participation groups include: Eco Council, School Council, Your Voice, Super Ambassadors, Healthy Gurus, Criw Cymraeg, Digital Leaders. These groups meet every half term and one representative from each group forms part of the school's Senedd which ensures that important information from individual groups is shared.

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 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.

Pupil's interests and ideas are gathered at the start of each new project and, where appropriate, teaching and learning is influenced by what aspects of a project pupils are curious about. Pupils share what they have learnt at Parent Engagement events once a half term, as well as evaluating the project and what they feel they have achieved and can improve on next time. Pupils are regularly invited to lead assemblies, present at Governing Body meetings and organise the running of events such as Comic Relief, Show Racism the Red Card, Red Nose Day etc.

Differentiation, engaging rich learning opportunities

Teachers must plan work that is sufficiently challenging but achievable for pupils with support and differentiate in line with each child's needs. The content of the work will engage pupils through interesting, meaningful 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 our choir performs Welsh songs throughout the year. We have a Welsh country dancing extra curricular group who perform at festivals and school events.

Religion, Values & Ethics

Religion, values and ethics (RVE), formally known as Religious Education, is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16. RVE forms part of the Humanities Area. RVE aims to develop informed and ethical citizens who can engage critically with the world. It encourages students to understand diverse religious and non-religious perspectives, explore their own values, and make informed decisions.

There are four overall school rules:



Pupils are commended for following the school rules in the following ways:



Rewards, 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)
- Teacher discussion with pupil
- 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 an electronic 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. Appropriate worksheets 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.

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 their best.

Restrictive Physical Intervention (RPI)

Staff who have received 'Team Teach' training are able to use physical restraint or positive handling only in situations where this is absolutely necessary and as a last resort. All efforts to de-escalate a situation and avoid using Physical Intervention should be made prior to this. Any use of RPI should be recorded in the school's Bound and Numbered Book and submitted to the Local Authority. Further information can be found in the Positive Handling Policy.

Role of the Head Teacher

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school. The Head Teacher keeps records of all reported serious incidents of misbehaviour. The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Head Teacher may permanently exclude a child. The role of the governors is detailed in the exclusion policy.

Only the Head Teacher (or the acting Head) has the authority to exclude a child from school. Only in their absence, can the Deputy Headteacher, in discussion with the Chair of Governors, reach this decision. The Head Teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The Chair of Governors and the exclusion committee is to be informed of any fixed or temporary exclusions. If the Head Teacher excludes a child, they must inform the family immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the family that they can, if they wish, appeal against the decision to the Governing Body. The school informs the family how to make any such appeal. The Head Teacher informs the Local Authority and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Head Teacher monitors the effectiveness of this policy on a regular basis, reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. If the school has to use consequences, we expect families to support the actions of the school. If a family has any concern about the way that their child has been treated, they should initially contact the Head Teacher. If the concern remains, they should contact the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented as set in the school's complaints policy.