

Reach for the stars



Glan USK
Primary School



All learners and staff have the
right to live, learn, work and
relax in an environment where
they feel happy and safe!



All members of our school community have roles and responsibilities in promoting and abiding by our rights.



- ★ **Article 12** - You have the right to give your opinion and for adults to listen and take it seriously
- ★ **Article 15** - You have the right to choose your own friends and to join or set up groups as long as it isn't harmful to others
- ★ **Article 19** - You have the right to be protected from being hurt and mistreated, in body and mind
 - ★ **Article 28** - You have the right to a good quality education.
 - ★ **Article 31** - You have the right to play and rest.





Respect

At Glan Usk, we show kindness through our choice of words and actions. We always try to be polite by using good manners. We welcome our differences in appearance, beliefs and opinions. We work together to give everyone an opportunity.

Respect





Respect

Kind hands, kind feet, kind words

Show good manners

Interact positively

Welcome our differences

Share and take turns



At Glan Usk, we are always ready to immerse ourselves in our learning and have a growth mindset. We actively listen and ask relevant questions about our learning. We are self motivated and manage our distractions well.

Engage





Engage

Be ready!

Good looking & listening

Asking questions

Manage distractions

Have a go & take part

A vibrant graphic featuring a multi-colored rainbow with bands of pink, light grey, teal, purple, and yellow. To the left of the rainbow is a large, five-pointed yellow star with the word "Aspire" written in a bold, black, sans-serif font. The entire scene is set against a light blue background filled with a pattern of small, white, five-pointed stars.

Aspire

At Glan Usk, we believe in ourselves and use metacognitive strategies to be the best the learners we can be. We are aware of our strengths and areas for development, which allow us to set personal and achievable goals.

Aspire





Aspire

Try your best

Believe in yourself

Be like our GUPS Heroes

Know your strengths & developments

Set yourself goals

A vibrant illustration featuring a multi-colored rainbow with bands of pink, light grey, teal, purple, and yellow. To the left of the rainbow is a large, bright yellow five-pointed star. Inside this star, the word "Care" is written in a bold, black, sans-serif font. The entire scene is set against a light blue background filled with a pattern of small, yellow, five-pointed stars of varying sizes.

Care

At Glan Usk, we take pride in ourselves and in everything we do. We encourage one another and build each other up. Where possible, we help everyone within our community and we are committed to looking after the environment.

Care





Care

Look after the environment

Take pride in yourself & your learning

Look after each other & yourself

Be helpful

Cheer others on

A vibrant illustration featuring a multi-colored rainbow with bands of pink, light grey, teal, purple, and yellow. To the left of the rainbow is a large, bright yellow five-pointed star. Inside this star, the word "Honesty" is written in a bold, black, sans-serif font. The entire scene is set against a light blue background filled with numerous small, white, five-pointed stars of varying sizes, creating a starry night sky effect.

Honesty

At Glan Usk, we always make the right choices and take responsibilities for our actions. We empower ourselves to be open minded and act truthfully. We show courage and stay true to ourselves and our values.

Honesty





Honesty

Tell the truth

Make the right choice

Own your actions

Keep to a promise

Be open minded

Reach for the stars

Respect

- Kind hands, kind feet, kind words
- Show good manners
- Interact positively
- Welcome our differences
- Share and take turns

Engage

- Be ready!
- Good looking & listening
- Asking questions
- Manage distractions
- Have a go & take part

Aspire

- Try your best
- Believe in yourself
- Be like our GUPS Heroes
- Know your strengths & developments
- Set yourself goals

Care

- Look after the environment
- Take pride in yourself & your learning
- Look after each other & your learning
- Be helpful
- Cheer others on

Honesty

- Tell the truth
- Make the right choice
- Own your actions
- Keep to a promise
- Be open minded



Certificate in celebration
assembly.



Head Teacher
Hot Chocolate



Visit a member of leadership
&
Phone call home

GUPStars behaviour is what we expect all pupils at GUPS to exemplify at all times, whether this is in school, whilst interacting with our community, or taking part in school trips and visits.



GUPStars will...



- ★ Be kind and caring to each other
- ★ Be polite and always use good manners
- ★ Respect all adults around the school
- ★ Be patient and listen to the chosen speaker
- ★ Always consider other people's feelings and be inclusive
- ★ Be helpful and work well together
- ★ Always be ready to learn
- ★ Always try your best
- ★ Move sensibly around the school
- ★ Respect and care for our school resources and environment
- ★ Use appropriate voices in the classroom and around the school

Glanusk
Primary School



ClassDojo

Verbal
Praise

Seesaw
Shoutout

Dojo
Points



Stickers

Speak to
Families

GUPStar
Award



Visit a
member of
LAST



Star in
the Jar

Time to reflect behaviours are
'low-level' disruptive behaviours
which are interrupting learning.
Interventions for these behaviours
will be implemented by the individual
who witnesses the behaviours.



Time to Reflect...

- ★ Being unkind to others
- ★ Interrupting learning
- ★ Answering back
- ★ Distracting others
- ★ Having poor body language
- ★ Being dishonest
- ★ Using inappropriate voice levels around the school
- ★ Not following instructions
- ★ Misusing or damaging school resources
- ★ Acting carelessly or irresponsibly in the school environment.
- ★ Making unsafe choices for yourself or others

**Non Verbal
Interaction**

**Reminder of REACH
rules**

Verbal Warning

**Name Recorded on
Board**
-Loss of privileges
-Time out

Behaviour Chart

Unacceptable behaviours disrupt learning, disrespects others and negatively impacts the school community. Such behaviour requires additional intervention to ensure a safe and supportive environment for all. Members of the leadership will actively guide, model and support their colleagues in addressing these situations. They will work collaboratively to implement appropriate strategies, provide consistent responses and help children understand the impact of their actions while fostering positive behaviour moving forward.



Unacceptable behaviours...

- ★ Disrespecting people's differences
- ★ Intentionally acting carelessly or irresponsibly in the school environment.
- ★ Absconding
- ★ Being consistently dishonest or in a way which harms others.
- ★ Deliberately and repeatedly being disrespectful to others
- ★ Continuously disrupting learning
- ★ Repeatedly being unkind to someone
- ★ Hurting people in our school community by spitting, kicking, hitting, pushing or with words
- ★ Using inappropriate language
- ★ Refusing to follow instructions
- ★ Not correcting behaviour after repeated reminders

Timeout with
Class Teacher

Reflection
Time

Class Teacher
to Phone
Home

Miss Amser Seren

LAST
to Phone
Home

Be put on Report
to
LAST

Meeting with
Class Teacher,
Family, Child &
LAST

'Give Back to
GUPS'

Miss out on
privileges

Graduated Response to Managing Behaviour Positively

	Behaviour	Reward/Intervention
Reached the stars	<p>'Reached the Stars' is behaviour that goes above and beyond GUPStar expectations. They demonstrate leadership by being role models, encouraging their classmates to make good choices and showing initiative in solving problems or taking on extra responsibilities. Their actions contribute to a happy, safe, and inclusive school community where everyone feels valued and supported.</p> <p>Above and beyond REACH rules Striving for exemplary behaviour Role model</p>	<p>Visit to HT/DHT Celebration certificate and showcasing work in celebration assembly Invite only hot chocolate event with HT/DHT in PLH- form to go around half termly to be filled in by staff (1 per class) Member of LAST to phone home</p>
Gupstars All Pupil Expectations	<p>GUPStars behaviour is what we expect all pupils at GUPS to exemplify at all times, whether this is in school, whilst interacting with our community, or taking part in school trips and visits.</p> <ul style="list-style-type: none"> • Be kind and caring to each other • Be polite and always use good manners • Respect all adults around the school • Be patient and listen to the chosen speaker • Always consider other people's feelings and be inclusive • Be helpful and work well together • Always be ready to learn • Always try your best • Move sensibly around the school • Respect and care for our school resources and environment • Use appropriate voices in the classroom and around the school 	<p>Verbal praise Stickers Dojo Points (maximum etc.) 'Good News Note' or 'Seesaw Shout Out' sent home. Chat with parents on the door at home time. GUPStar award. Sent to a member of LAST to share work. Time earned towards Amser Seren through stars in a jar.</p>

<p>Time to reflect</p>	<p>Time to reflect behaviours are 'low-level' disruptive behaviours which are interrupting learning. Interventions for these behaviours will be implemented by the individual who witnesses the behaviours.</p> <ul style="list-style-type: none"> • Being unkind to others • Interrupting learning • Answering back • Distracting others • Having poor body language • Being dishonest • Using inappropriate voice levels around the school • Not following instructions 	<p>Non-verbal interactions.</p> <p>A look</p> <p>Stand near the child</p> <p>Praise children showing desired behaviours.</p> <p>Reminder of the school REACH rules . Share specific behaviour expectations by explaining what you would like them to do.</p> <p>"Remember our REACH rules...I would like you to (desired behaviour).."</p> <p>If behaviour continues, give a verbal warning,</p>
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- **Misusing or damaging school resources**
- **Acting carelessly or irresponsibly in the school environment.**
- **Making unsafe choices for yourself or others**

allowing an opportunity for the child to reflect and improve their behaviour. Quiet restorative conversation explaining choices.
"This is your second reminder"
"You now need to take time to reflect..."
"Please can you (desired behaviour)"
"You have the opportunity to be a GUPStar by..."
"If you continue to...you will be asked to have time out/time off break to further reflect."

Name recorded on board which will result in time out to reflect in ILA, loss of privileges or time off break time which will be spent in class and should be supervised by the individual who implemented intervention. A restorative conversation should follow to ensure clear expectations of desired behaviour are shared.

If a learner's behaviour does not improve despite 'time to reflect' and continues consistently over time, the class teacher should temporarily implement a personalised behaviour chart. This chart should be designed for use within the class, tailored to the child's specific needs, and monitored regularly with the class teacher to track progress and provide feedback.

Move to unacceptable behaviour interventions.

<p>Unacceptable</p>	<p>Unacceptable behaviours disrupt learning, disrespects others and negatively impacts the school community. Such behaviour requires additional intervention to ensure a safe and supportive environment for all. Members of the leadership will actively guide, model and support their colleagues in addressing these situations. They will work collaboratively to implement appropriate strategies, provide consistent responses and help children understand the impact of their actions while fostering positive behaviour moving forward.</p> <ul style="list-style-type: none"> • Disrespecting people's differences • Intentionally acting carelessly or irresponsibly in the school environment. • Absconding • Being consistently dishonest or in a way which harms others. • Deliberately and repeatedly being disrespectful to others • Continuously disrupting learning • Repeatedly being unkind to someone 	<p>Time out in class or time off children's breaktime in class be supervised by CT (N-Y2)</p> <p>Reflection Time (Y3-Y6). Reflection time will be held during break time. Any further play or lost privileges should be supervised by CT or the individual who witnessed the behaviour and held on the same day.</p> <p>Class Teacher or individual who witnessed behaviour to make a phone-call home and discuss the incident with parents.</p> <p>Child to miss class Amser Seren. In the first instance, this should be spent outside their own class and supervised by CT or the individual who witnessed the behaviour. Consistent unacceptable behaviour or loss of Amser Seren</p>
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- Hurting people in our school community by spitting, kicking, hitting, pushing or with words
- Using inappropriate language
- Refusing to follow instructions
- Not correcting behaviour after repeated reminders

should result in a conversation with a member of SLT to organise Amser Seren being spent with a member of the SLT team.

LAST to make a phone call home.

Child to be put on report following three visits to reflection time in one half term. A meeting will be arranged with a member of LAST, CT and child where specific targets will be created for the child to work towards. The child should report daily to a member of SLT for 2 weeks. Following this time, the behaviour will be reviewed with child, CT and SLT.

Further and continued unacceptable behaviour should be reported to LAST who will guide and support next steps for behaviour intervention e.g. meeting with parents.

GUPS Give back to be co-constructed with LAST, class teacher, child and family.

Amser Seren Reception - Year 4

Walking nicely
in a line as a
class.

Good
tidying up.

Transitioning to
and from class
nicely.

Amser Seren to take place when all stars
have been rewarded in the jar.

Amser Seren takes place on a Friday
afternoon from 2:30pm.

Amser Seren can take place for up to 30
minutes.

You can not remove a star from the jar.

Sitting nicely in
assembly or
during teaching
time.

The dinner table
being clean and
tidy.

Amser Seren is a collective class reward! A reward that can be earned by teamwork, togetherness and collaboration. When your class work together to earn enough shiny stars to fill the jar, they can celebrate with a reward on the Fantastic Friday of that week!
Let's get earning!

Amser Seren Upper Phase Y5 & Y6

- **Weekly 'Amser Seren' Time:**

- Achieved by completing all teacher-assigned activities.
- Includes productive activities like 'Tech Time' or a passion project.
- Participation requires meeting behaviour expectations.

- **Half-Term 'Amser Seren' Class Reward:**

- Learners collectively work towards a larger reward (e.g., pyjama & movie afternoon, den building).
- The reward depends on reaching the class dojo total.

- **Individual Responsibility:**

- Learners must manage their own behaviour and task completion to qualify for participation.



Reflection Time Expectations - Staff

Reflection time is a supportive strategy implemented across Y3-Y6 and is designed to help children pause and consider and reflect on their choices. It is not punitive, but an opportunity for students to understand how their actions may have impacted themselves and others, and to think about how they can make better choices going forward.

This approach focuses on guiding children toward self-awareness and personal growth, helping them develop skills to manage their behaviour and prevent similar incidents from occurring.

During reflection time, students are encouraged to take responsibility for their actions in a safe and constructive way, with the aim of fostering a positive and respectful school environment.

Registers should be completed by the individual who has sent the child to reflection time, sharing why they are attending - this will be linked to the weekly bulletin for easy access.

Reflection Time Expectations - Children

Reflection time is a chance for you to pause and think about the choices you have made and how they match our REACH rules.

It is an opportunity to learn and understand how your actions might have affected yourself or others.

During this time you can reflect on what happened, why it happened and how you can make better choices next time.

Reflection time helps you take responsibility for your actions and find ways to grow and improve, so our school stays a positive and respectful place for everyone.

Glan USK
Primary School

Achievement Ali Award
Presented to _____

We are so proud of you for
being reflective!

Signed: _____
Date: _____



Glan USK
Primary School

Collaborative Carys & Independent Indie Award
Presented to _____

We are so proud of you for
taking responsibility!

Signed: _____
Date: _____



Celebrating Success & Progress...

Glan USK
Primary School

Resilient Rhys Award
Presented to _____

We are so proud of you for
persevering!

Signed: _____
Date: _____



Glan USK
Primary School

Motivational Mali Award
Presented to _____

We are so proud of you for
being resourceful!

Signed: _____
Date: _____



Glan USK
Primary School

Emlyn Effort Award
Presented to _____

We are so proud of you for
taking pride in...

Signed: _____
Date: _____



The image features three gold, five-pointed stars arranged in a triangular pattern on a dark blue background. The top star is the largest and contains the text "Our say". Below it are two smaller stars, one on the left containing "Your say" and one on the right containing "Together we have a say". The background is decorated with numerous smaller gold stars of various sizes and orientations, creating a starry effect.

**Our
say**

**Your
say**

**Together
we have
a say**