

Glan USK Primary School





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.



CONVENTION THE RIGHTS OF THE CHILD



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 Respect opportunity.

kind hands, kind feet, kind words
show good manners
Interact positively

Welcome our differences

Share and take turns

Respect



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.

Be ready! Asking questions Manage distractions Engage Have a go & take pany

Good looking & listening



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.

Try your best Believe in yourself Be like our GUPS Heroes Set yourself Soon Party Set yourself gools Aspire



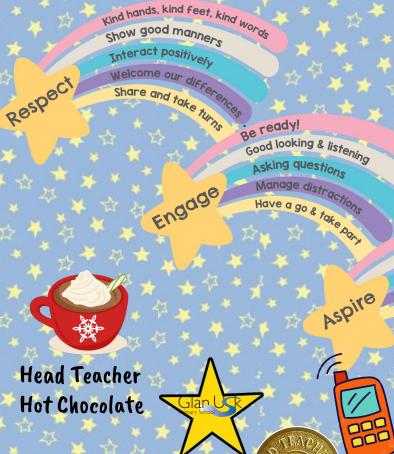
At Glan Usk, we take pride in ourselves and in everything we do. We encourage one another and build each other up. Where possible, we help everyone within our community and we are committed to looking after the environment.

Look after the environment Take pride in yourself & your learning Look after each other & Yourself Care Cheer others on



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.

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







Certificate in celebration assembly.

Be like our GUPS Heroes

Set yourself gools

Look after the environment

Take pride in yourself & your learning

Be helpful

Cheer others on

Honesty

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

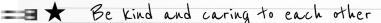
Visit a member of leadership

Believe in yourself

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...



- 8 Be polite and always use good manners

Respect all adults around the school

Be patient and listen to the chosen 二3 🗡

speaker

= 8

- 33 = 8

= 8

- 33

= 3

= 8 Always consider other people's feelings and be inclusive = 3

=== + Be helpful and work well together

Always be ready to learn

Always try your best = 8

Move sensibly around the school = 8

> Respect and care for our school resources and environment

=== * use appropriate voices in the classroom and around the school



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

= 8

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= 8 = 8

== *

Distracting others

== * Having poor body language

== * Being dishonest

t 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...

==3 + Disrespecting people's differences === *

Intentionally acting carelessly or irresponsibly in the school environment.

=== * Absconding

= 8

= 8

= 8

= 8

=8

= 8

= 8

= 8

== * Being consistently dishonest or in a way = 8 which harms others.

Deliberately and repeatedly being $==\pm$ disrespectful to others = 8

=8 * Continuously disrupting learning ==3

Repeatedly being unkind to someone === *

Hurting people in our school community by ==3 *

spitting, kicking, hitting, pushing or with

words

using inappropriate language

=== * Refusing to follow instructions =3 *

=== Not correcting behaviour after repeated reminders



Timeout with Class Teacher

Reflection Time

Class Teacher to Phone Home

Miss Amser Seren

LAST

LAST to Phone Home

Be put on Report

Meeting with Class Teacher, Family, Child &

'Give Back to **GUPS'**

Miss out on privileges

Graduated Response to Managing Behaviour Positively

	Behaviour	Reward/Intervention
Reached the stars	'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. Above and beyond REACH rules Striving for exemplary behaviour	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
Gupstars All Pupil Expectations	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. 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	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.





Time to reflect	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.	Non-verbal interactions. A look Stand near the child Praise children showing desired behaviours.
	 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 	Reminder of the school REACH rules . Share specific behaviour expectations by explaining what you would like them to do. "Remember our REACH rulesI would like you to (desired behaviour)" If behaviour continues, give a verbal warning,

- 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.





Unacceptable

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- . 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

Time out in class or time off children's breaktime in class be supervised by CT (N-Y2)

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.

Class Teacher or individual who witnessed behaviour to make a phone-call home and discuss the incident with parents.

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



- 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.



Sitting nicely in assembly or during teaching

time.

Primary Schoo

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!

The dinner table being clean and tidy.



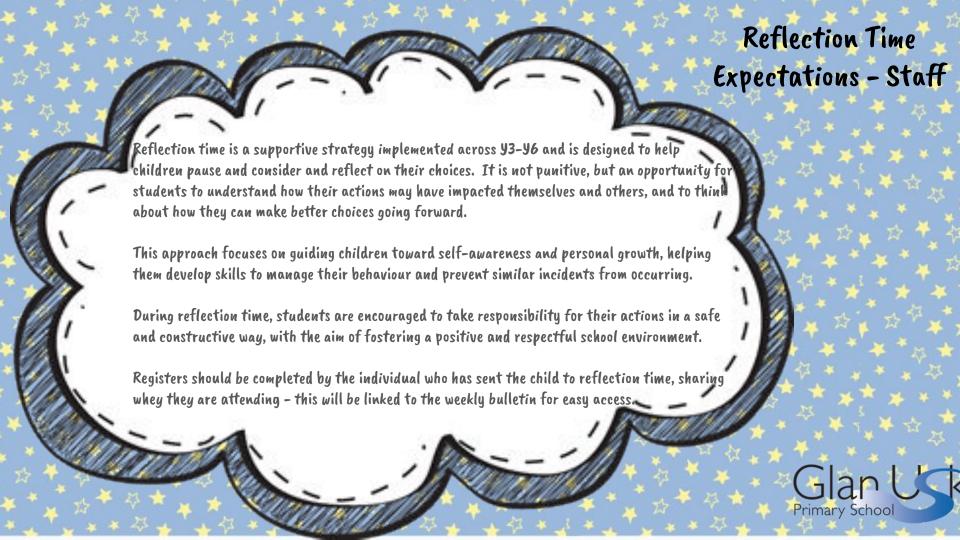
Amser Seren Upper Phase 45 & 46

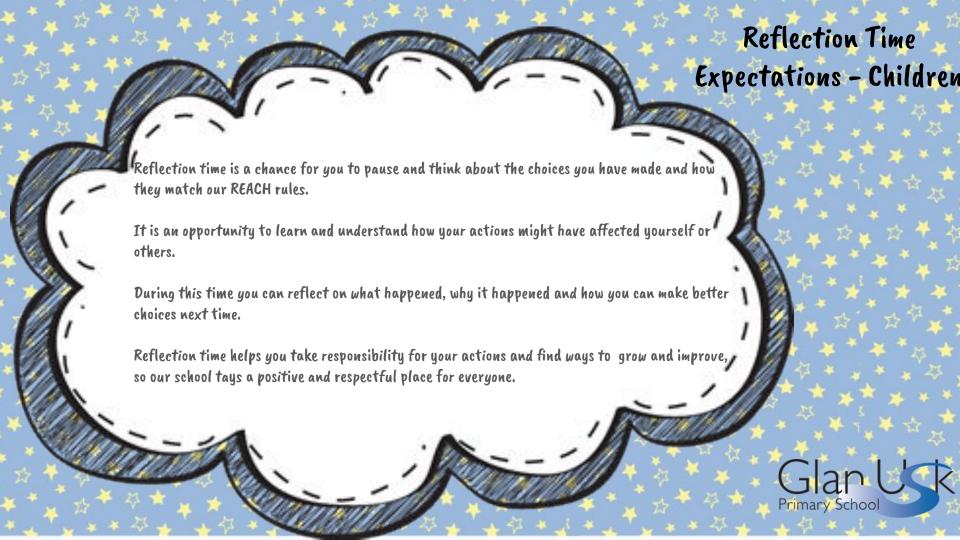
- Weekly 'Amser Seren' Time:
 - Achieved by completing all teacher-assigned activities.
 - Includes productive activities like 'Tech Time' or a passion project.
 - Participation requires meeting behaviour expectations.
- Half-Term 'Amser Seren' Class Reward:
 - Learners collectively work towards a larger 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.















Celebrating Success & Progress...







