

Pontyclun Primary School 2022 - 23

Target: To continue to develop the school's approach to positive wellbeing and behaviour management

Success criteria:

- All pupils are able to demonstrate appropriate behaviour during structured and unstructured times
- PERMA is used effectively by all staff to address concerns raised
- A peer mentoring project is in place and having a positive impact
- There is an effective graduated school approach for identifying and supporting pupils of concern

Action	Outcome	Date	Person responsible	Evidence/ impact and next steps
To further develop the school's approach to positive behaviour management				
Refresh 'the Pontyclun way' - 'be the best you can be' in staff meeting.	All staff to be aware of the ethos of the school.		HR/ All staff	Training undertaken with all staff by external provider.
Positive language script to be used; reasons for poor behaviour discussed and the appropriate response needed from staff.	All staff to be aware of and clear about the strategies to support positive behaviour All staff to use the script/ language to support pupils and their behaviour and move towards a consistent approach			School rules identified as 1. Be the best you can be 2. Show respect Rules reinforced in classrooms. All pupils involved in class activities looking at what the 2 rules mean, why do we have them and what does their behaviour look like when following them. Script shared with all staff. Class dojo's used in classes as a supplementary approach. School council wrote rewards chart for positive rewards. Refresh script with staff Monitoring records of yard behaviour Listening to learners Re-write dojo points scheme to reflect reduction in covid restrictions

Continue to promote the new approach to pupils through assemblies	Pupils are aware of the new approach	ON-GOING	HR All staff	Assembly themes reflect and promote positive behaviour traits associated with the rules. Listening to learners
Raffle tickets to be given to pupils when they display 'being the best they can be' and showing respect. This is celebrated in assembly	Pupils respond and demonstrate appropriate behaviour- incidents in the yard/ class should decrease Pupils understand how the raffle system works	ON-GOING	ALL STAFF	Tickets issued and rewards given weekly. As no assemblies this was videoed and shared with all classes weekly. Monitoring records of class and yard behaviour Listening to learners
School council to review the raffle ticket reward scheme	Pupil voice to comment on the system and its success and modify if necessary	End of Autumn term 2022	LS/SH	School Council Records
To further develop the school's approach to well-being				
PERMA:				
Revisit the PERMA tool and its resources in staff meeting	All staff clear on how the tool operates	October 2022	SH	Perma undertaken across the school- pupils of need identified. Class based support provided and Elsa accessed where needed. Staff meeting minutes
Review and understand the validity of PERMA result	Understand how PERMA works			Initial discussions undertaken but more needed
Timetable drawn up and staff to ensure all pupils undertake the survey	PERMA survey completed by all pupils	October 2022	ALL STAFF	

Staff to evaluate the results and prioritise those pupils who may need further support.	Identified pupils will receive support through PERMA resources, nurture, ELSA	October 28 th 2022	ALL STAFF	Monitoring of support provided to pupils that are identified from the survey
Staff meeting to revisit the supporting resources for PERMA and Mispac	All staff aware of the resources to be used in class/ groups/ individuals	November 2022	SH	Monitoring records/ listening to learners
Staff to incorporate strategies within PERMA as part of structured PSHE lessons.	Appropriate strategies/ resources used effectively in classroom practice.	On-going	ALL STAFF	Monitoring records/ listening to learners
Monitor PSHE in classroom practice	PSHE/ PERMA used consistently across the school Pupil voice listened to via listening to learners	End of each term	SH	Monitoring records/ listening to learners
SH/ SMT/ALN to evaluate overall results as a school, identify needs and plan for ongoing support	Support in place for identified pupils- is it appropriate?	End of each term	SMT	Monitoring records/ listening to learners
RCT Wellbeing Project:				
Attend training Receive and complete the wellbeing audit	Initial training completed			Audit record

Audit conclusions discussed and three priorities identified Attend CAMHS shine initiative training linked to the above and disseminate in staff meeting	SMT to complete audit of wellbeing throughout the school Staff aware of audit conclusions and the recommended actions put into place to address priorities All staff aware of options available to support pupil's mental health.		SH/ BPT	Monitoring/ listening to learners Monitoring/ listening to learners
Develop a clear graduated system of support understood and implemented by all staff.	There is an effective graduated school approach for identifying and supporting pupils of concern			
SIG Group: Focus - Exploring and Sharing Approaches to Wellbeing				
Identify a teacher to attend settings	Staff member identified	27 th October	SH	SIG records

Ensure that schools visit each other on specified dates	Opportunity for practitioners to visit other settings and explore different approaches Improved strategies for schools Increase in school and teacher confidence			
To further develop the school's approach to safeguarding				
Attend refresher My concern training	Initial training completed and staff aware of the My-concern content	October 5 th 2022	HR/SH	Staff minutes
Staff to receive training on Myconcern	All staff aware and understand the purpose of the system	October 11th	HR	Staff minutes
To continue to develop and implement a peer mentoring approach for addressing mental health concerns with pupils				
Identify new peer mentoring co-ordinator	Members of staff clear about their role.	September 2022	HR/ SH	Member of staff identified and undertook the Peer mentoring training undertaken. Pupils identified to undertake peer mediation role and they also undertook training. Consistency of pupil and staff attendance due to covid reduced impact. Where undertaken pupil response was positive. More work needed here. New co-ordinator- Sam Stewart

Refresh the mentor programme through staff meetings and assemblies	All pupils and staff understand the ethos of the programme	On-going	SS/SH	
Identify the skills a mentor needs and choose new pupil mentors- these will be approx. 10 to 12 pupils	Appropriate skills and pupils identified by staff	NOV/DEC 2022	SS	Monitoring records/ listening to learners
Attend training for staff and pupil mentors	Pupils understand their role in supporting others.		SS	Monitoring records/ listening to learners
Arrange and oversee mentoring support sessions.	Mentors feel that they are supported in their role and check on progress	Nov 2022	SS	Monitoring records/ listening to learners
Monitor and evaluate the programme.		FEB/ MAY 2023	SS	Monitoring records/ listening to learners