POLISI YMDDYGIAD

Behaviour Policy

Ysgol Godre'r Berwyn

Llofnodwyd ar ran Cadeirydd y Llywodraethwyr: ____
Signed on behalf of the Chair of Governors:

Dyddiad Cymeradwyo:
Date of approval

Dyddiad Adolygu:
Review date

Rhagarweiniad

Yn Ysgol Godre'r Berwyn seilir disgyblaeth ar strategaeth ymddygiad sy'n annog agweddau positif tuag at ymddygiad. Sail llwyddiant y polisi yw'r pwyslais ar ganmol a gwobrwyo ymddygiad da. Mae plant yn gwneud penderfyniadau am eu hymddygiad eu hunain yn seiliedig ar reolau, gwobrwyon a chanlyniadau. Mae ymddygiad da yn hanfodol i fywyd ysgol gan ei fod yn caniatáu ac yn hyrwyddo dysgu a pherthynas ryngbersonol lwyddiannus.

Ni ddylai ymddygiad annerbyniol a thorri rheolau disgyblaeth amharu ar hawliau plant eraill i ddysgu a datblygu. Dylai pob aelod o staff, pob disgybl a phob rhiant fod yn ymwybodol, yn rhan ac yn gefnogol i Bolisi Ymddygiad a Disgyblaeth yr Ysgol er mwyn iddo lwyddo. Mae cymorth a chefnogaeth rhieni yn angenrheidiol. Mae cyfrifoldeb gyda holl aelodau'r staff i gynnal y polisi hwn bob amser.

1. Amcanion

Amcan ein polisi ymddygiad a disgyblaeth yw;

- Gwneud amgylchedd yr ysgol yn ddiddorol, bleserus, diogel a gofalgar ar gyfer meithrin a dysgu plant.
- Darparu strwythur y mae plant, oedolion a rhieni yn ymwybodol o'r hyn sy'n ddisgwyliedig ohonynt a pha strwythurau a ddarperir ar gyfer gwobrwyo ymddygiad da a **chanlyniad** ymddygiad annerbyniol.
- Annog y plant i gyd i ofalu a chymryd gofal o'i gilydd.

Gweithiwn tuag at gyflawni'r amcanion hyn drwy:

- Ddatblygu a mabwysiadu cydgefnogaeth rhwng oedolion a phlant, plant a phlant ac oedolion ac oedolion.
- Adeiladu hunan-barch a hunanwerth drwy ganmol a gwobrwyo ymddygiad da a datblygu agweddau a pherthnasau positif.
- Darparu disgyblaeth effeithiol ar gyfer dysgu effeithiol.
- Datblygu strategaethau i hyrwyddo hunanreolaeth a dealltwriaeth dda o ganlyniad eu gweithredoedd a/neu ymddygiad.
- Darparu cymorth a chefnogaeth pan fo'r angen i unrhyw blentyn sy'n cael anhawster i reoli ei ymddygiad ei hun.
- Ystyried unrhyw anableddau neu oediad datblygiadol emosiynol sydd gan blant neu oedolion yn yr ysgol.

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2. Safon yr Ymddygiad a ddisgwylir yn Ysgol Godre'r Berwyn

Disgwylir i blant yr ysgol;

- ddangos parch tuag at ei gilydd, y staff ac ymwelwyr
- barchu eiddo ei gilydd a gofalu am adeilad ac offer yr ysgol
- ymddwyn yn dda a bod yn sylwgar yn y dosbarth
- gerdded (dim rhedeg) wrth symud o gwmpas yr ysgol
- osgoi trais a dial
- defnyddio iaith gwrtais a gweddus
- beidio dod ag offer miniog a pheryglus, offer trydanol, gemwaith a theganau i mewn i'r ysgol.

Gall gwyro oddi ar y safonau ymddygiad hyn fod yn achos disgyblu o dan y Polisi hwn.

3. Bwlio

Mae bwlio yn weithred ddifrifol o dorri'r Safonau Ymddygiad ac yn drosedd i'w ddisgyblu. Mae'r ysgol yn rhoi sylw arbennig i adnabod a rhwystro bwlio yn yr ysgol, i ddelio ag ef yn effeithiol pe bai'n digwydd ac addysgu'r plant nad yw'n cael ei oddef yn yr ysgol. Mae gan yr ysgol Bolisi Gwrth-fwlio ar wahân sy'n ymdrin â'r materion hyn.

4. Ymddygiad tu allan i gyd-destun yr ysgol

Gall ymddygiad dysgwyr tu allan i'r ysgol, fel ar dripiau ysgol neu chwaraeon, gael ei drin o dan y Polisi hwn fel pe bai wedi digwydd o fewn yr ysgol.
Caiff plant eu hatgoffa eu bod yn cynrychioli'r ysgol tra yn eu gwisg ysgol gyda'r logo, a bod disgwyl yr un ymddygiad ag yn yr ysgol.

5. Cyfrifoldeb y Staff

Mae'n bwysig i'r holl staff gynnal y neges am ddisgwyliadau'r ysgol o ymddygiad positif a chwrtais gan bawb nid drwy eu geiriau yn unig ond drwy eu gweithredoedd. Dylid hyrwyddo ymddygiad da yn gyson drwy:

- Dderbyn cyfrifoldeb am ymddygiad y disgyblion tu allan a thu mewn i'r dosbarth a'r adeilad.
- Dderbyn cyfrifoldeb am y disgyblion i gyd, nid rhai yn eu dosbarth yn unig
- Rannu problemau a strategaethau llwyddiannus wrth ddelio ag unigolion
- Dilyn safonau o ymddygiad cyffredin.
- Hysbysu'r Tiwtor Cofrestru, Pennaeth Ffês neu Bennaeth bob amser am ddigwyddiadau neu broblemau gyda phlentyn
- Hysbysu'r rhieni'n gyson drwy'r Pennaeth Ffês, y Dirprwy neu'r Pennaeth.
- **Fodelu** ymddygiad cadarnhaol (e.e. rheolaeth emosiynol, empathi ayyb) a chyfathrebu cwrtais a pharchus

Mae gweithredoedd, geiriau ac ymddygiad y staff i gyd yn rhoi arwyddion pwysig. Maent yn siarad yn uwch nag unrhyw reol, gosb neu wobr o'r hyn yw safonau disgyblaeth a naws yr ysgol mewn gwirionedd

6. Cyfraniad y Disgyblion

Mae'r holl ddisgyblion yn cael cyfle i gymryd rhan mewn amser Cylch drwy'r ysgol a hefyd mewn trafodaethau yn ystod sesiynau cofrestru. Golyga hyn gall plant drafod gyda'u cyfoedion ac oedolyn. Mae hyn hefyd yn rhoi cyfle i'r plant drafod eu teimladau. Gall materion cyffredinol am ddisgyblaeth ac ymddygiad gael eu codi gan blant gyda'r Cyngor Ysgol ac felly'n cael eu dwyn i sylw'r staff a'r Corff Llywodraethol.

7. Partneriaeth gyda'r Rhieni

Mae cyd-weithio a phartneriaeth gyda'r rhieni yn angenrheidiol i lwyddiant y polisi hwn. Bydd rhieni'n cael eu hysbysu am gamymddwyn difrifol gan eu plant er mwyn bod yn rhan o ddatrys unrhyw anawsterau. Y pwynt cyswllt cyntaf rhwng y rhieni a'r ysgol yw Athro Dosbarth y plentyn yn y cynradd a Pennaeth Ffês yn yr uwchradd. Os ydy'r camymddwyn yn parhau, gwahoddir rhieni i drafod y mater gyda'r Pennaeth Ffês, Dirprwy neu Bennaeth. Fe allai'r Pennaeth Ffês, Dirprwy neu Bennaeth drefnu Cynllun Ymddygiad neu Gynllun Gofal Bugeiliol gyda'r rhieni e.e. cyfnod yn gweithio ar dargedau ymddygiad personol neu gyfle i gael mynediad i ymyraethau addas o fewn yr ysgol . Mewn achosion mwy difrifol, cysylltir ag asiantaethau allanol am gymorth neu gyngor a threfnir cyfarfodydd amlasiantaethol yn ôl yr angen.

8. Camau Gweithredu Rheolaeth Ymddygiad a Disgyblaeth

Dangoswn i blant ein bod yn gofalu cymaint amdanyn nhw i adael iddyn nhw wybod bod ymddygiad da yn cael ei gymeradwyo a'i wobrwyo a hefyd bod ymddygiad gwael yn annerbyniol. Dysgwn iddyn nhw fod yna ganlyniad go iawn i ymddygiad da ac annerbyniol fel ei gilydd. Gwnawn y plant yn ymwybodol o'r Safonau Ymddygiad a ddisgwylir ohonyn nhw. Yn ogystal, o fewn pob dosbarth, bydd y plant wedi cytuno ar reolau a disgwyliadau'r dosbarth ac yn ymwybodol o'r canlyniadau o'u torri.

8.1 Cydnabyddiaeth Bositif a Chymeradwyo Ymddygiad Da

Bydd cydnabyddiaeth bositif unigol yn cynnwys:

- Canmol
- Cyfathrebu positif gyda rhieni, nodiadau ayyb
- Breintiau arbennig
- Dewis rhydd yn Ffês 1 a 2

Anfonir plant at athro arall, arweinydd MDaPh, Pennaeth Ffês, y Dirprwy neu'r Pennaeth fel cydnabyddiaeth o ymddygiad da neu waith da.

8.2 Canmol Ymddygiad Da

Credwn mai canmoliaeth ac anogaeth yw'r wobr fwyaf pwerus. Bydd plentyn sy'n teimlo wedi ei werthfawrogi gan oedolyn mewn cymuned o werth iddo yn tyfu mewn hunan hyder ac yn ei awydd i lwyddo.

Bydd yr ysgol yn gweithredu yn unol ag egwyddorion Meddylfryd o Dwf ac yn parhau i ganmol disgyblion mewn sefyllfaoedd priodol fel cydnabyddiaeth yng ngwasanaeth yr ysgol, mewn adroddiadau ysgol a llythyron at rieni. Clustnodir un gwasanaeth wythnosol i ddathlu llwyddiannau'r plant cynradd. Yn ogystal â sêr, gall plant gael eu henwi am glôd am eu gwaith, ymddygiad neu lwyddiannau mewn meysydd eraill.

8.3 Ymateb i Ymddygiad Annerbyniol

Dull Gweithredu a'r Dewis
Bydd yr ymateb addas wrth ymateb i ymddygiad annerbyniol yn dibynnu ar nifer o ffactorau yn cynnwys oed y plant dan sylw, eu datblygiad emosiynol, eu hymddygiad yn y gorffennol, eu perthynas a phlant ac (yn aml) yr angen am ymateb prydlon i'r digwyddiad. Mae gan Bennaeth Ffês, y Dirprwy a'r Pennaeth ddewis eang ar sut i ymateb i unrhyw ddigwyddiad, ond byddant bob amser yn ceisio bod yn deg i'r plentyn/plant ac eraill sy'n gysylltiedig.

Os yw'r ymddygiad annerbyniol yn anodd ac yn barhaus bydd yr ysgol yn llunio cynllun ymddygiad unigol. Bydd y cynllun yma wedi ei gynllunio'n ofalus i gyfarfod anghenion ymddygiadol y dysgwr ac yn cynnwys strategaethau i'w dilyn gan y dysgwr, rhieni a staff yr ysgol.

8.4 Rheolaeth Dosbarth

Mae'r athrawon yn gyfrifol am ddilyn côd ymddydiad yr ysgol. Arddangosir y rhain yn amlwg yn y dosbarthiadau. Adolygir nhw bob tymor. Bydd y rheolau yn cael eu arddangos yn iaith y disgybl ac yn nodi'r ymddygiad **disgwyliedig** e.e. "Rydan ni'n siarad yn gwrtais"

<u>Athro Dosbarth – Camau Gweithredu</u>
Gall camau gweithredu ymddygiad annerbyniol, o ystyried oedran emosiynol a chymeriad ac adnabyddiaeth yr athro o'r plentyn gynnwys:

1. Rhybudd
2. Symud Sedd - saib
3. Symud allan
4. Encil – ataliad a cysylltu gyda'r cartref
   Cwblhau Ffurflen Digwyddiad Ymddygiad. Bydd hwn yn cael ei ffeilio yn y llyfr digwyddiadau ar gyfer y dyfodol.
5. Ymddiheuriad llafar neu ymddiheuriad ysgrifenedig i'w gwblhau gan y plentyn a'i drosglwyddo i'r person mae'n ymddiheuro iddo yn dilyn trafodaeth adfer yn edrych am effaith yr ymddygiad ar y 'dioddefwr' a chytundeb am sut y dylid gwneud iawn am yr ymddygiad.

Os yw'r ymddygiad yn un difrifol, mae angen cyfeirio'r mater i'r UDRh – gweler pwynt 9.

8.5 Saib

Os oes digwyddiad yn ystod gwers (yn enwedig gyda phlant hŷn) fe all yr athro ddewis roi "saib" i'r plentyn. Golyga hyn anfon y plentyn i gornel/ man ymdawelu ble fydd yn eistedd oddi wrth blant eraill er mwyn cael amser i feddwl, ystyried ei sefyllfa neu dawelu. Pan fydd yn teimlo'n barod, gall ddychwelyd i'w ddosbarth ei hun lle mae'n ddisgwyliedig iddo ymddiheuro i'r Athro Dosbarth, ac i blentyn arall, os yn berthnasol.

9. Camau Gweithredu'r Pennaeth

Mewn achos o ymddygiad annerbyniol parhaol neu ddifrifol bydd y Pennaeth yn delio â'r mater. Fe all athro gyfeirio'r plentyn at y Pennaeth ar unrhyw adeg. Dylai plant gael eu hanfon at y Pennaeth yn unig pan fo'r strategaethau a amlinellir uchod wedi eu gweithredu ond nid yw'r ymddygiad yn gwella neu fod y digwyddiad mor ddifrifol i warantu sylw a gweithredu'r Pennaeth yn syth.

Mae gan y Pennaeth ddewis eang o gamau addas i ddewis ohonynt. Esiamplau o gamau gweithredu'r Pennaeth fyddai:

1. Cyfarfod a'r athro a'r plentyn i drafod y problemau a'r ymddygiad hyd yma.
2. Rhoi amser i'r plentyn ystyried ei ymddygiad a thrafod unrhyw achlysuron y mae'r ysgol yn rhan ohono.
3. Llythyr at y rhieni yn esbonio'r sefyllfa ac yn rhybudd oddi wrth y Pennaeth i'r plentyn am y camau nesaf os nad ydy'r ymddygiad yn gwella.
4. Llythyr a chyfarfod gyda'r rhieni yn yr ysgol i drafod sefyllfa'u plentyn a chytuno ar y ffordd ymlaen.
5. Llunio Cynllun Ymddygiad Unigol/Gofal Bugeiliol
6. Cysylltu ag asiantaethau allanol pan yn briodol.
7. Gwaharddiad Cyfnod Penodol neu Waharddiad Parhaol.

9.1 Colli Breintiau

Gall yr athro benderfynu fod y plentyn yn colli rhan neu'r cyfan o amser egwyl fel canlyniad i ymddygiad annerbyniol a gosod tasgau yn ystod yr amser a gollwyd.

Gall y Pennaeth benderfynu y dylai plentyn golli breintiau eraill o ganlyniad i ymddygiad annerbyniol. Esiampl o hyn fyddai gwrthod caniatâd i blentyn fynd ar daith ysgol neu i glwb ysgol, neu ofyn i'r plentyn (gyda chytundeb y rhieni) i fynd adre am ginio wedi ymddygiad gwael yn ystod amser cinio.

9.2 Gwaharddiadau

Gwaharddiad penodol neu barhaol yw'r canlyniad eithaf i ymddygiad gwael ac fel arfer (er nid bob amser) rhoddir pan nad oes strategaethau eraill ar ôl. Disgwylir iddo fod yn brin yn ein hysgol. Wrth ystyried gwaharddiad, bydd y Pennaeth yn dilyn canllawiau Llywodraeth Cymru.

Mae plentyn mewn perygl o gael ei wahardd o'r ysgol am gamymddwyn difrifol wrth i'r Pennaeth gredu fod cadw'r plentyn yn yr ysgol yn niweidio addysg a lles y plentyn neu eraill yn yr ysgol.

Fe allai plentyn gael ei wahardd (yn dibynnu ar yr amgylchiadau) am ymddygiad fel yr esiamplau canlynol:

- Gweithred o drais neu ymddygiad ymosodol droeon tuag at ei gyfoedion a/neu staff
- Bwlio bwriadol
- Defnydd parhaus o iaith anweddus / cam-drin geiriol
- Ymddygiad rhywiol anaddas
- Aflonyddu geiriol parhaus neu aflonyddu oherwydd hil, lliw, cefndir ethnig neu anabledd
- Gadael ysgol heb ganiatâd
- Cyffuriau anghyfreithlon yn eu meddiant

- Ymddygiad sy’n tarfu’n gyson yn yr ystafell ddosbarth neu yn ystod gwersi yn y neuadd neu yn y maes chwarae
- Diystyru cyfarwyddiadau gan greu perygl i eraill

Bydd gwaharddiad penodol fel arfer yn 1-5 diwrnod yn dibynnu ar ddifrifoldeb y digwyddiad a chofnod ymddygiad blaenorol y plentyn. Gall plentyn gael ei wahardd yn barhaol am un achos difrïol o gamymddwyn hyd yn oed os ydy ei gofnod yn dda a does yna ddim gwaharddiadau penodol blaenorol. Esiamplau o ymddygiad annerbyniol ‘un tro’ sy’n arwain at y fath weithred lem fyddai trais difrifol, cyflenwi cyffuriau anghyfreithlon yn yr ysgol neu fygwth defnyddio arf.

10 Anghenion Arbennig ac Anabledd

Byddwn yn ystyried unrhyw anabledd neu anghenion dysgu ychwanegol plentyn mewn camau disgyblu. Bwriad yr ysgol yw i blant ag anhawster ymddygiad sylweddol gael eu hystyried yn blant gydag Anghenion Dysgu Ychwanegol a thrwy Gynllun Ymddygiad Unigol (CYU) a/neu Gynllun Dysgu Unigol (CDU). Bydd gweithredu unrhyw CDU neu CYU yn cael ei fonitro gan y Cydlynydd Anghenion Arbennig a’r Athro Dosbarth. Bydd staff eraill sy’n gysylltiedig (Cynorthwywyr Dysgu, Arolygwyr Cinio ayyb) yn cael eu hysbysu o’r targedau a osodwyd a’r strategaethau a ddefnyddir i annog datblygiad emosiynol ac ymddygiadol yr unigolyn. Os nad ydy’r ymddygiad yn gwella, ystyrir symud ymlaen i Weithredu Ysgol a Mwy a chysylltu ag asiantaethau allanol.

11. Sefyllfaoedd Penodol

11.1 Maes Chwarae

Rheolau’r maes chwarae ydy:
- Rydym yn dangos parch at bobl, eiddo a’r amgylchedd
- Rydym yn gofalu am ein gilydd a chwarae yn ddiogel
- Rydym yn gwrtais, caredig a chyfeillgar
- Rydym yn ymddiheuro am frifo neu fwrw mewn i rywun yn ddamweiniol
- Rydym yn dilyn cyfarwyddiadau’n syth
- Rydym yn mynd i’n llinellau yn ôl y disgwyl, cyn gynted ag y clywn y gloch.

Canlyniadau Tebygol Ymddygiad Annerbyniol
- Saib ar y maes chwarae
- Colli amser egwyl (eistedd/gweithio yn yr adeilad)

11.2 Amser Egwyl Gwlŷb

Bydd achlysuron pan fydd plant yn methu mynd allan oherwydd y tywydd.

Yn ystod y cyfnodau hyn:
- Rhaid i blant cynradd aros yn eu dosbarth eu hunain, a phlant uwchradd yn y neuadd a’r gorlan.
- Rhaid i blant beidio â rhedeg o gwmpas neu gamymddwyn
- Bydd rheolau’r dosbarth yn weithredol.

11.3 Mynd i mewn ac allan o’r neuadd – Gwasanaeth

Disgwylir i blant:
- Ddod i mewn ac allan yn dawel
- Wrando a pheidio â thynnu sylw eraill.
- Roi llaw i fyny i ateb cwestiynau
- Eistedd mewn dull synhwyrol a derbyniol

Canlyniadau Tebygol Ymddygiad Annerbyniol:

- Dychwelyd i’r neuadd amser chwarae neu ymarfer dod i mewn ac allan o’r neuadd fel dosbarth cyfan

11.4 Clybiau Ar-ôl Ysgol

Rydym yn annog plant i gymryd rhan mewn clybiau ar ôl ysgol, ond fe allent gael eu gwahardd dros dro neu’n barhaol o glwb am gamymddwyn yn y clwb neu yn yr ysgol yn gyffredinol.

11.5 Addysg Gorfforol / Nofio

Disgwylir i’r plant weithio’n synhwyrol yn ystod gwersi. Rhaid iddyn nhw wrando’n astud ar gyfarwyddiadau’r athrawon a’u gweithredu. Rhaid cadw at y rheolau diogelwch bob amser. Os ydy plentyn ar unrhyw adeg yn methu ag ymddwyn yn gyfrifol, fe allai gael ei wahardd o Ymarfer Corff neu wers nofio.

11.6 Teithiau Ysgol

Cyn mynd ar daith, bydd athrawon dosbarth yn trafod gyda’u dosbarthiadau'r hyn a ddisgwylid ohonynt o ran ymddygiad a threfniadaeth. Fe fyddan nhw hefyd yn atgoffa’r plant i fod yn gwrtais ac i hyrwyddo enw da’r ysgol yn y gymuned. Mewn achos o ymddygiad annerbyniol neu ddiogelwch y plentyn yn cael ei gyfaddawdu, y canlyniadau tebygol fyddai:

- Hysbysu’r rhieni
- Llythyr o ymddiheuriad i’r lleoliad wedi’i ysgrifennu gan y plentyn
- Gwahardd y plentyn i fynd ar deithiau pellach yn y dyfodol nes i’w ymddygiad wella

11.7 Monitro, Gwerthuso ac Adolygu

Y Pennaeth sy’n gyfrifol am fonitro a gwerthuso’r Polisi hwn ac adrodd yn ôl i’r Corff Llywodraethol yn flynyddol.

Introduction

At Ysgol Godre'r Berwyn, discipline is based on a behaviour strategy which promotes positive attitudes towards behaviour. The policy's success is based on praise and rewards. Children make choices about their own behaviour based on rules, rewards and consequences. Good behaviour is a vital part of school life as it permits and promotes learning and successful interpersonal relationships.

Unacceptable behaviour and breaches of discipline should not be allowed to interfere with the right of other children to learn and progress. Every member of staff, every pupil and every parent should be made aware of, be involved in, and be supportive of the School Behaviour and Discipline Policy in order for it to succeed. The help and support of parents is essential. All members of staff have a responsibility to maintain this policy at all times.

1. Aims

The aim of our behaviour and disciplinary policy is to:

- Make the school an interesting, enjoyable, safe, secure and caring environment for children's learning
- Provide structure in which children, adults and parents are aware of the expectations upon them, and of the structures that are provided for rewarding good behaviour and the **consequences** of unacceptable behaviour.
- Encourage all children to care and look after each other

We will work towards achieving these aims by:

- Developing and fostering mutual support between adults and children, children and children and adults and adults
- Building up self-esteem and self-worth by praising and rewarding good behaviour and by developing positive attitudes
- Providing effective discipline for effective learning
- Providing strategies to promote self-control and expecting children to take responsibility for their own actions and try to see the consequences of their actions.
- Providing help and support where it is needed for any child who finds difficulty in managing their own behaviour
- Taking account of any disabilities or emotional developmental delays of children or adults in the school.

2. Standards of Behaviour expected at Ysgol Godre'r Berwyn

Children are expected:

- to show respect towards each other, staff and visitors
- to respect each other's property and take care of the school building and equipment
- to be well-behaved and attentive in class
- to walk (not run) when moving around the school
- to avoid violence and retaliation
- to use courteous and decent language
- not to bring sharp or dangerous instruments, electrical equipment, jewellery or toys to school

A departure from these standards of behaviour may be dealt with under this Policy as a breach of discipline.

3. Bullying

Bullying is a serious breach of the Standards of Behaviour and is a disciplinary offence. The school attaches particular importance to identifying and preventing bullying at school, dealing with it effectively if it occurs and educating children that it will not be tolerated. The School has a separate School Anti-Bullying Policy covering these issues.

4. Behaviour outside the School Context

Children's behaviour outside school, such as school trips or sports fixtures, may be dealt with under this Policy as if it had taken place in school.
Children will be reminded that while wearing a school uniform with the school logo, they are representing the school and should behave accordingly.

5. Staff Responsibility

It is important that all staff maintain the schools discipline message not only by what they say but also by what they do. Good behaviour and school discipline should be consistently promoted by:

- Accepting responsibility for pupil behaviour outside as well as inside the classroom and building
- Accepting responsibility for all pupils, not just those in their class
- Sharing problems and successful strategies for dealing with individuals
- Pursuing common standards of discipline
- Always informing the Head of Phase or Headteacher of incidents or problems with a child
- Keeping parents informed
- **Modelling** positive behaviour (e.g. emotional control, empathy etc.) and courteous and respectful communication

All staff actions, words and behaviours send out important signals. They speak louder than any rules, sanctions or rewards about what standards of discipline really are and what the ethos of the school is all about.

6. Pupil Participation

Pupils have opportunities to take part in Circle time throughout the school and also discussions during registration periods. This means that children are able to discuss issues with their peers and an adult. It also gives the children opportunities to talk about their feelings. General issues of discipline and behaviour can be raised by children with the School Council and are drawn to the attention of staff and the Governing Body.

7. Parental Partnership

Co-operation and partnership with parents is essential for the success of this policy. All parents will be kept informed of any unacceptable behaviour on the part of their child. The first point of contact between parents and school will normally be the child's class teacher in the primary, and Head of Phase in the secondary. If unacceptable behaviour continues, parents will be invited to discuss issues with the Head of Phase, Deputy or Head Teacher. The Head Teacher may wish to put in place or agree with parents a Behaviour Plan, Pastoral Support Plan or other strategies e.g. a period working on personal behaviour targets or an opportunity to access suitable interventions within the school. In more serious cases, outside agencies may be contacted for support or advice and multi-agency meetings may be arranged as necessary.

8. Actions to Manage Behaviour and Discipline

We show children that we care enough to let them know that good behaviour is approved and rewarded, but also that other behaviour is unacceptable. We teach them that both good and unacceptable behaviour carries with it very real consequences. We make children aware of the Standards of Behaviour expected of them. In addition, within each class, children will have agreed classroom rules and will be aware of the consequences if they break them.

8.1 Positive Recognition and Reinforcement of Good Behaviour

Individual Positive recognition will include:

- Praise
- Stickers – stars at the end of the week during the children's assembly
- Positive communication with parents, notes etc.
- Special privileges
- Free choice

Children are often sent to the Head of Phase, Deputy or Head Teacher in recognition of good behaviour or good work.

8.2 Praising Good Behaviour

We believe that praise and encouragement are the most powerful of all rewards. A child who feels valued by an adult in the community which they value will grow in self-confidence and in their will to achieve.

The school will operate in accordance with Growth Mindset principles and will continue to praise pupils in appropriate situations, such as recognition in the school assembly, in school reports and newsletters to parents. One weekly assembly is devoted to celebrating the children's achievements in the primary.

8.3 Responses to Unacceptable Behaviour

Procedure and Discretion
The appropriate disciplinary response to unacceptable behaviour will depend on many factors including the age of the children involved, their emotional development, past behaviour, relationships between children and the need for a prompt response to the incident. The Head of Phase and the Head Teacher therefore have wide discretion as to how to deal with any particular incident, both in establishing what happened and in deciding on consequences. They will always try to be fair both to the apparent offender and any others involved.

If the unacceptable behaviour is difficult and persistent, the school will produce an individual behaviour plan. This will be carefully planned to meet the pupil's behavioural needs and will include strategies to be followed by the pupil, parents and school staff.

8.4 Class Room Management

Teachers are responsible for following the school's behaviour code. These are displayed prominently in every class, and are reviewed every term. The rules will be displayed in the pupil's language and will note the **expected** behaviour e.g. 'We speak politely'

Class Teacher – Consequences
Actions for unacceptable behaviour, taking into account the emotional age and character and the teacher's knowledge of the child, may include:

1. Warning
2. Move seat - pause
3. Move out
4. 'Encil' – internal suspension and contact with home
   Complete a Conduct Incident Form. This will be filed in the event book for future reference.
5. A verbal or written apology to be completed by the child and handed to the person they are apologizing to following a restorative discussion looking at the impact of the behaviour on the 'victim' and agreement on how compensation should be made about the behaviour.

If the behaviour is serious, the matter needs to be referred to the SMT - see point 9.

8.5 Time Out

If an incident happens during a lesson, particularly with older children, the class teacher may decide that a child needs to be given 'Time Out'. This will involve the child being sent to a quiet corner/space to sit, away from other children, so that they have time to think, reflect or calm down. When they feel ready, they return to their own class where they are expected to apologise to their class teacher, and to another child if appropriate.

9. Head Teacher - Consequences

In the event of significant or persistent unacceptable behaviour, the Head Teacher will deal with the matter. A teacher may decide to refer a child to the Head Teacher at any stage. Children should normally only be sent to the Head Teacher when strategies outlined above have been tried but behaviour is not improving or when the matter is serious enough to warrant the Head Teacher's immediate attention.

The Head Teacher has wide discretion in deciding on appropriate action. Examples of the consequences of a referral to the Head Teacher are as follows:

1. Meeting with class teacher and child to discuss the problems with behaviour to date.
2. Time for the child to reflect on behaviour and to discuss with the Head Teacher any situations with which the school could become involved.
3. Letter to parents explaining the situation and a warning from the Head Teacher to the child about the next stage of consequences if behaviour does not improve.
4. Letter to and meeting with parents in school to discuss the situation with their child and agree on a way forward
5. Set up an Individual Behaviour Management / Pastoral Support Plan
6. Contact external agencies when appropriate
7. Fixed Term or Permanent Exclusion.

9.1 Loss of Privileges

The teacher or Head Teacher may decide that a child should lose the whole or part of playtime as a consequence of unacceptable behaviour and be set some tasks during time lost.

The Head Teacher may decide that a child should lose other privileges as a consequence of unacceptable behaviour. By way of example, a child may be refused permission to go on a school trip or to a school club after being aggressive in the playground, or a child may be required, with parents agreement, to go home for dinner as a consequence of bad behaviour during dinner breaks.

9.2 Exclusions

Fixed or permanent exclusion is an extreme consequence of bad behaviour and is usually, although not always, imposed when other strategies have been exhausted. It is expected to be rare at our school. In considering exclusion, the Head Teacher will follow the Welsh Assembly Government Guidance.

A child is at risk of exclusion from our school for serious misconduct causing the Head Teacher to believe that allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

Examples of behaviour for which a child might be excluded, depending on the circumstances:

- An act of violence or repeated aggressive behaviour towards peer groups and / or staff
- Calculated bullying
- Persistent use of bad language / verbal abuse

- Inappropriate sexualised behaviour
- Repeated verbal or other harassment because of race, colour, ethnic origin or disability
- Leaving school without permission
- Possession of illegal drugs
- Repeated disruptive behaviour in the classroom or during lessons in the hall or in the playground
- Disregard for instructions which cause danger to others

Fixed term exclusions will normally be for 1 – 5 days depending on the seriousness of the incident and the child's previous disciplinary record. A child may be permanently excluded for one very serious breach of discipline even if their record is good and there have been no previous fixed-term exclusions. Examples of 'one-off' unacceptable behaviour justifying such strong action include serious violence, supplying illegal drugs at school or threatening the use of a weapon.

10 Special Needs and Disability

The Class Teacher or Headteacher will take account of any recognised disability or additional learning needs of a child when disciplinary action is taken. The school intends that all children with significant behavioural difficulties will be considered for Additional Learning Needs with an Individual Education Plan (IEP) and / or Pastoral Support Plan (PSP). Implementation of any IEP or PSP will be monitored by the Special Educational Needs Coordinator and the Class Teacher. All other staff involved (Learning Support Assistants, Dinner Supervisors etc.) will be informed of the targets set and the strategies employed to encourage the individual's emotional and behavioural development. If behaviour does not improve, consideration will be given to progressing to School Action Plus and involving outside agencies.

11. Specific Situations

11.1 Playground

Playground rules:

1. We show respect for people, property and the environment
2. We look after each other and play safely
3. We are always polite, kind and friendly
4. We say sorry if we hurt or bump into anyone by accident
5. We follow instructions straight away
6. We line up as we are expected to, as soon as we hear the bell

Typical Rewards

- Use of playground equipment

Typical Consequences for Unacceptable Behaviour

- Time out on playground
- Miss a break time (sit/work in building)

11.2 Wet Break Times /Indoor Play

There will be occasions when children cannot go outside because of the weather.

During these periods:

- Primary children must remain in their own class, and secondary children in the hall.
- Children must not run around or misbehave
- Class rules will apply.

11.3 Entering and Leaving the Hall - Assembly

Children are expected to:

- Come in and go out quietly
- Listen and not distract others
- Put up their hands to answer questions
- Sit on the floor in a sensible and acceptable way

Typical Rewards:

- Praise, either individually, as a class or whole school
- Class teacher Stars
- Head Teacher stars

Typical Consequences of unacceptable Behaviour:

- Return to hall during playtimes and practice entering or leaving the hall as a whole class

11.4 After-school Clubs

We encourage children to take part in our after-school clubs, but they may be temporarily or permanently banned from a club for unacceptable behaviour at the club or in school generally.

11.5 Physical Education / Swimming

All children are expected to work sensibly during these lessons. They must listen carefully to teachers' instructions and act upon them. All safety rules must be adhered to at all times. If at any time a child cannot act responsibly, they may be excluded from PE or swimming lesson.

11.6 School Trips

Before the trip, class teachers will discuss with their classes what is expected of them in terms of behaviour and organisation. They will also remind children to be polite and to promote the good name of the school in the community. Where behaviour is not acceptable or causes concern that a child's safety would be compromised on a school trip, then typical consequences would be:

- Parents will be notified
- A letter of apology to the venue or leader to be written by the child
- The child may not be allowed to go on further trips in the future until behaviour improves.

11.7 Monitoring, Evaluation and Review

The Headteacher is responsible for monitoring and evaluating this Policy and reporting on it to the Governing Body annually.