



POLISI YMDDYGIAD A DISGYBLAETH

NODAU A SAFONAU

Mae ein polisi ymddygiad a disgyblaeth yn seiliedig ar strategaeth ymddygiad sy'n hyrwyddo agweddau cadarnhaol tuag at ymddygiad ac sy'n seiliedig ar ganmoliaeth a gwobrau. Mae'r plant yn gwneud dewisiadau am eu hymddygiad eu hunain yn seiliedig ar reolau, gwobrau a chanlyniadau. Mae ymddygiad da yn rhan hanfodol o fywyd yr ysgol gan ei fod yn caniatáu ac yn hyrwyddo dysgu a pherthnasoedd rhyngpersonol llwyddiannus. Ni ddylid caniatáu i ymddygiad annerbyniol ymyrryd â hawl plant eraill i ddysgu a symud ymlaen. Dylai pob aelod o staff, pob disgybl a phob rhiant fod yn ymwybodol o'r Polisi Ymddygiad a Disgyblu Ysgol a bod yn gefnogol iddo er mwyn iddo lwyddo. Mae cymorth a chefnogaeth rhieni yn hanfodol. Mae gan bob aelod o staff gyfrifoldeb i gynnal y polisi hwn bob amser.

Mae'r ysgol yn cydnabod y gallai rhywfaint o ymddygiad fod o ganlyniad i anghenion ADY. Bydd y pennaeth yn defnyddio ei phrofiad proffesiynol wrth benderfynu a yw ymddygiad yn ganlyniad i angen ADY. Os yw ymddygiad a fyddai fel arfer yn dod o dan y polisi hwn, o ganlyniad i anghenion ADY yna bydd y pennaeth yn delio â'r mater/ymddygiad drwy dulliau eraill –

- Cyfarfodydd PCP
- Cynllun ymddygiad unigol
- Ymgynghori / Cymorth gydag asiantaethau allanol e.e. TAF
- Aseidiadau Risg / newidiadau yn yr ysgol i leihau'r risg o'r ymddygiad
- Datblygu cytundeb ymdriniaeth gadarnhaol (gweler polisi)

Mae'r dulliau hyn yn unigol iawn ac yn cael eu haddasu fesul achos.

EIN NODAU:

- Gwneud yr ysgol yn ddiddorol, yn bleserus, yn ddiogel ac yn ofalgar i blant a rieni.
- Darparu strwythur lle mae plant, oedolion a rhieni yn gwybod beth a ddisgwylir ganddynt a pha strategaethau a ddarperir i wobrwyo ymddygiad da ac i fynd i'r wal gyda phroblemau ymddygiad.
- Annog pob plentyn i ofalu am ei hunain a gofalu am ei gilydd gan gofio elfennau allweddol dilyn y seren drwy eu taith ysgol.

Byddwn yn gweithio tuag at gyflawni'r nodau hyn drwy:

- Datblygu a meithrin cyd-gefnogaeth rhwng oedolion a phlant, plant a phobl ifanc ac oedolion.
- Meithrin hunan-barch a hunan-werth drwy ganmol a gwobrwyo ymddygiad da. a thrwy ddatblygu agweddau cadarnhaol.
- Darparu llinell ddisgyblu effeithiol ar gyfer dysgu effeithiol.
- Darparu strategaethau i hyrwyddo hunanreolaeth a disgwyl i blant eu cymryd. cyfrifoldeb am eu gweithredoedd eu hunain a cheisio gweld canlyniadau eu gweithredoedd.
- Darparu cymorth a chefnogaeth lle mae ei angen ar gyfer unrhyw blentyn sy'n ei chael hi'n anodd rheoli ei ymddygiad ei hun.

- Ystyried unrhyw anableddau plant neu oedolion yn yr ysgol.

Safonau Ymddygiad a ddisgwylir yn ein hysgol:

Disgwylir i'r plant:

- i ddangos parch tuag at ei gilydd, staff ac ymwelwyr
- i barchu eiddo ei gilydd a gofalu am adeilad ac offer yr ysgol
- ymddwyn yn dda a gwrando yn astud yn y dosbarth
- i gerdded (heb redeg) wrth symud o amgylch yr ysgol
- i osgoi trais a dial
- peidio â defnyddio iaith wael neu sarhaus
- peidio â dod ag offerynnau miniog neu beryglus i'r ysgol, offer trydanol, gemwaith neu deganau

Gellir ymdrin ag ymadawiad o'r safonau ymddygiad hyn o dan y Polisi hwn fel achos o dorri rheolau disgyblaeth.

Bwlio

Mae bwlio yn dor rheolau difrifol o'r Safonau Ymddygiad uchod ac mae'n drosedd disgyblu. Mae'r ysgol yn rhoi pwyslais arbennig ar nodi ac atal bwlio o fewn yr ysgol, i ddelio ag ef yn effeithiol os yw'n digwydd ac i addysgu plant i beidio ei dderbyn o gwbl.

Mae gan yr Ysgol Bolisi Gwrth-fwlio ar wahân ar gyfer yr Ysgol sy'n ymdrin â'r materion hyn.

Ymddygiad y tu allan i Gyd-destun yr Ysgol

Gellir ymdrin ag ymddygiad plant y tu allan i'r ysgol yn ystod amser ysgol neu ar fusnes ysgol, er enghraifft ar deithiau ysgol neu ddigwyddiadau chwaraeon, o dan y Polisi hwn a fel pe bai wedi digwydd yn yr ysgol. (Atgoffir y plant, wrth wisgo gwisg ysgol gyda logo'r ysgol, eu bod yn cynrychioli'r ysgol a dylent ymddwyn yn unol â hynny).

Cyfrifoldeb Staff

Mae'n bwysig bod yr holl staff yn cynnal neges ddisgyblu'r ysgolion nid yn unig yr hyn y maent yn ei ddweud ond hefyd yr hyn y maent yn ei wneud. Dylid hyrwyddo ymddygiad da a disgyblaeth ysgol yn weithredol drwy:-

- Dderbyn cyfrifoldeb am ymddygiad disgyblion y tu allan yn ogystal â'r tu mewn i'r ystafell ddosbarth a'r adeilad.
- Derbyd cyfrifoldeb am bob disgybl, nid dim ond y rhai o fewn eu dosbarth.
- Rhannu problemau a strategaethau llwyddiannus ar gyfer delio ag unigolion.
- Dilyn safonau disgyblaeth cyffredin.
- Rhoi gwybod i'r athro/athrawes ddosbarth neu'r Pennaeth bob amser am ddigwyddiadau neu broblemau gyda phlentyn.
- Yr Athro Dosbarth neu'r Pennaeth yn rhoi'r wybodaeth ddiweddaraf i rieni.

Mae holl weithredoedd, geiriau ac ymddygiad y staff yn danfon allan arwyddion pwysig. Maent yn siarad yn uwch nag unrhyw reolau, sancsiynau neu wobrau am beth yw# safonau disgyblaeth mewn gwirionedd a beth yw hanfod ethos yr ysgol.

Cyfranogiad Disgyblion

Mae disgyblion yn cael cyfleoedd i gymryd rhan mewn amser Cylch drwy'r ysgol a hefyd trafodaethau yn ystod sesiynau penodedig Iechyd a Lles. Mae hyn yn golygu bod plant yn gallu trafod materion gyda'u cyfoedion ac oedolyn. Mae hefyd yn rhoi cyfleoedd i'r plant siarad am eu teimladau.

Gall plant sydd â'r Cyngor Ysgol godi materion cyffredinol disgyblaeth ac ymddygiad ac fe'u tynnir i sylw'r staff a'r Corff Llywodraethu. Mae'r cyngor ysgol hefyd yn gyfrifol am greu fersiwn gyfeillgar o'r polisi i'r disgyblion.

Partneriaeth Rhieni

Mae cydweithredu a datblygu partneriaeth â rhieni yn hanfodol er mwyn sicrhau llwyddiant y polisi hwn. Bydd pob rhiant yn cael gwybod am unrhyw ymddygiad annerbyniol ar ran eu plentyn. Fel arfer, dylai'r pwynt cyswllt cyntaf rhwng rhieni a'r ysgol fod gan athro/athrawes Dosbarth y plentyn. Os bydd yr ymddygiad annerbyniol yn parhau, gwahoddir rhieni i drafod materion gyda'r athro/athrawes ddosbarth a / neu'r Pennaeth. Efallai bydd y Pennaeth am sefydlu neu gytuno â'r rhieni ar Gynllun Ymddygiad, Cynllun Cymorth Bugeiliol neu strategaethau eraill. Mewn achosion mwy difrifol, gellir cysylltu ag asiantaethau allanol am gymorth neu gyngor a gellir trefnu cyfarfodydd aml-asianteithiol yn ôl yr angen.

RHEOLI YMDDYGIAD A DISGYBLAETH - CANLYNIADAU

Yn ein hysgol, rydym yn dangos ein gofal fel ysgol i blant ac yn rhoi gwybod iddynt nid yn unig bod ymddygiad da yn cael ei gymeradwyo a'i wobrwyo, ond hefyd bod ymddygiad arall yn annerbyniol. Rydym yn eu dysgu bod ymddygiad da ac annerbyniol yn arwain at ganlyniadau gwirioneddol. Rydym yn sicrhau bod plant yn ymwybodol o'r Safonau Ymddygiad a ddisgwylir ganddynt. Yn ogystal, ym mhob dosbarth, bydd plant wedi cytuno ar reolau'r ystafell ddosbarth a byddant yn ymwybodol o'r canlyniadau os byddant yn eu torri.

(A) CYDNABYDDIAETH GADARNHAOL AC ATGYFNERTHU YMDDYGIAD DA

Bydd cydnabyddiaeth gadarnhaol unigol yn cynnwys:

- Mae'r plant yn aml yn cael eu canmol am ymddygiad da gan yr athro/athrawes dosbarth
- Tystysgrif – sêr ar ddiwedd yr wythnos yn ystod y gwasanaeth gwobrwyo
- Ennill 'Class Dojos' yn y dosbarth

- Cyfathrebu cadarnhaol gyda rhieni, nodiadau ac ati
- Breintiau arbennig
- Dewis rhydd – Amser Aur
- anfon at y Pennaeth neu Athro Dosbarth arall i gydnabod gwaith da.

Canmol Ymddygiad Da

Credwn mai canmoliaeth ac anogaeth yw'r ffordd mwyaf pwerus wobrwyo. Bydd plentyn sy'n teimlo ei fod yn cael ei werthfawrogi gan oedolyn yn y gymuned y maent yn ei werthfawrogi, yn tyfu mewn hunanhyder ac yn fwy parod i gyflawni.

Bydd yr ysgol yn parhau i ganmol disgyblion mewn amgylchiadau priodol drwy ddulliau fel cydnabyddiaeth yn y Gwasanaeth ysgol, defnyddio adroddiadau ysgol a llythyron at rieni. Mae'r gwasanaeth dydd Gwener bob wythnos yn ymroi i ddathlu llwyddiannau'r plant. Yn ogystal â'r sêr, gellir adnabod plant hefyd i'w canmol am eu gwaith, eu hymddygiad neu eu cyflawniadau mewn meysydd eraill.

(B) DISGYBLAETH AR GYFER YMDDYGIAD ANNERBYNIOL

Gweithdrefn a Disgresiwn

Bydd yr ymateb disgyblu priodol i ymddygiad annerbyniol yn dibynnu ar lawer o ffactorau gan gynnwys oedran y plant dan sylw, ymddygiad yn y gorffennol, y berthynas rhwng plant ac (yn aml) yr angen am ymateb prydlon i'r digwyddiad. Mae gan yr athrawon dosbarth a'r Pennaeth felly ddisgresiwn eang o ran sut i ddelio ag unrhyw ddigwyddiad penodol, (wrth sefydlu'r beth ddigwyddodd ac wrth benderfynu ar ganlyniadau). Byddant bob amser yn ceisio bod yn deg â'r troseddwr ymddangosiadol ac unrhyw rai eraill dan sylw.

Rheoli Ystafelloedd Dosbarth

Mae athrawon yn gyfrifol am lunio rheolau ystafell ddosbarth gyda'u plant. Bydd y rheolau hyn yn cynnwys 3 - 5 o reolau y mae plant wedi penderfynu eu bod yn bwysig yn eu hystafell ddosbarth. Bydd y rhain yn cael eu harddangos mewn man amlwg yn yr ystafell ddosbarth. Byddant yn cael eu hadolygu'n flynyddol.

Athro Dosbarth – Canlyniadau

Gall canlyniadau priodol ymddygiad annerbyniol (gan ystyried oedran a chymeriad y plentyn) fod fel a ganlyn:

- Trafodaeth gyda'r plentyn am ymddygiad ac amser i fyfyrno arno; gan gynnwys "Amser tawel" os yw'n briodol (gweler isod).
- Cwblhau Ffurflen Digwyddiad Ymddygiad (ABC). Bydd hyn yn cael ei ffeilio er mwyn cyfeirio ato yn y dyfodol os oes angen.

- Ymddiheuriad llafar neu gwblhau ymddiheuriad ysgrifenedig a y bydd y plentyn wedyn yn ei roi i'r person y mae'n ymddiheuro i.
- Colli 'amser aur'
- Colli rhan o/ neu amser chwarae cyfan a chael tasgau gosod yn yr amser a gollwyd.
- Os yw'r ymatebion hyn yn ymddangos yn annigonol, dylai'r Athro Dosbarth gyfeirio'r mater at y Pennaeth.

Amser Allan / Amser Tawel

Os bydd digwyddiad yn digwydd yn ystod gwrs (yn enwedig gyda phlant hŷn) gall yr athro Dosbarth benderfynu bod angen rhoi "Amser Allan/tawel" i blentyn. Bydd hyn yn golygu bod y plentyn yn cael ei anfon i'r ardal ddarllen / lle penodol lle byddant yn eistedd i ffwrdd oddi wrth blant eraill fel bod ganddynt amser i feddwl, myfyrio neu ymdawelu. Pan fyddant yn teimlo'n barod, byddant yn dychwelyd i'w dosbarth eu hunain lle disgwylir iddynt ymddiheuro i'w Athro Dosbarth, ac i blentyn arall os yw'n briodol yn dilyn trafodaeth gyda'r athro dosbarth a fydd yn ceisio penderfynu ar rheswm y digwyddiad, ar ôl edrych ar ddwy ochr y digwyddiad.

Pennaeth – Canlyniadau

Os bydd ymddygiad annerbyniol sylweddol neu barhaus, bydd y Pennaeth yn delio â'r mater. Gall athro Dosbarth benderfynu cyfeirio plentyn at y Pennaeth ar unrhyw adeg. Fel arfer, dim ond pan fydd strategaethau a amlinellir uchod wedi'u rhoi ar brawf y dylid anfon plant at y Pennaeth ond nid yw ymddygiad yn gwella neu pan fo'r mater yn ddigon difrifol i warantu sylw'r Pennaeth ar unwaith.

Mae gan y Pennaeth ddisgresiwn eang wrth benderfynu ar gamau priodol. Dyma enghreifftiau o ganlyniadau atgyfeiriad i'r Pennaeth:

- Cyfarfod ag Athro Dosbarth a'r plentyn i drafod y problemau ymddygiad hyd yma.
- Amser i'r plentyn fyfyrion ar ymddygiad a thrafod gyda'r Pennaeth unrhyw sefyllfaoedd sydd yn achosi'r ymddygiadau yma.
- Llythyr at rieni yn esbonio'r sefyllfa a rhybudd gan y Pennaeth i'r plentyn am y cam nesaf o ganlyniadau os nad yw ymddygiad yn gwella.
- Cyfarfod â'r rhieni yn yr ysgol i drafod y sefyllfa gyda'u plentyn a chytuno ar ffordd ymlaen.
- Cynnwys asiantaethau allanol a sefydlu Cynllun Rheoli Ymddygiad Unigol/ Cymorth Bugeiliol.
- Gwaharddiad cyfnod penodol neu Barhaol. (gweler polisi eithrio)

Colli Breintiau

Gall yr Athro Dosbarth neu'r Pennaeth benderfynu y dylai plentyn gollu rhan neu sesiwn gyfan o amser chwarae o ganlyniad i ymddygiad annerbyniol a chael rhai tasgau yn ystod yr amser a gollwyd.

Gall y Pennaeth benderfynu y dylai plentyn golli breintiau eraill o ganlyniad i ymddygiad annerbyniol. Er enghraifft, gellir gwrthod caniatâd i blentyn fynd ar drip ysgol neu i glwb ysgol ar ôl bod yn ymosodol yn yr iard chwarae, neu efallai y bydd angen i blentyn (gyda chytundeb rhieni) fynd adref i gael cinio o ganlyniad i ymddygiad gwael yn ystod egwyliau cinio.

Gwaharddiadau

Mae gwaharddiad sefydlog neu barhaol yn ganlyniad eithafol i ymddygiad gwael ac fel arfer mae'n cael ei osod (er nad bob amser) pan fydd strategaethau eraill heb weithio. Disgwylir i rhain fod yn brin yn ein hysgol. Wrth ystyried gwahardd, bydd y Pennaeth yn dilyn Canllawiau Llywodraeth Cynulliad Cymru.

Mae plentyn mewn perygl sylweddol o gael ei wahardd o'n hysgol am gamymddwyn difrifol gan beri i'r Pennaeth gredu y byddai caniatáu i'r plentyn aros yn yr ysgol yn niweidio addysg neu les y plentyn neu eraill yn yr ysgol yn ddifrifol. Yr enghreifftiau canlynol o ymddygiad y gellid gwahardd plentyn ar ei gyfer (yn dibynnu ar yr amgylchiadau):

- Gweithred o drais neu ymddygiad ymosodol mynych tuag at grwpiau cyfoedion a / neu staff.
- Bwlio wedi'i gyfrifo.
- Defnydd parhaus o iaith wael / cam-drin geiriol.
- Ymddygiad rhywiol amhriodol.
- Aflonyddu ar lafar neu aflonyddu arall dro ar ôl tro oherwydd hil, lliw, tarddiad ethnig neu anabledd.
- Gadael yr ysgol heb ganiatâd.
- Meddu ar gyffuriau anghyfreithlon.
- Ymddygiad aflonyddgar mynych yn yr ystafell ddosbarth neu yn ystod gwersi yn y neuadd neu yny maes chwarae.
- Diystyru cyfarwyddiadau sy'n achosi perygl i eraill.

Fel arfer, bydd gwaharddiadau cyfnod penodol yn datblygu o $\frac{1}{2}$ diwrnod ac yn cynyddu bob eithriad yn ddibynnol ar ddifrifoldeb y digwyddiad a chofnod disgyblu blaenorol y plentyn. Gall plentyn gael ei wahardd yn barhaol am un achos difrifol iawn o dorri disgyblaeth hyd yn oed os yw ei record yn dda ac na fu unrhyw waharddiadau cyfnod penodol blaenorol. Mae enghreifftiau o ymddygiad annerbyniol "un tro" sy'n cyfiawnhau gweithredu mor gryf yn cynnwys trais difrifol, cyflenwi cyffuriau anghyfreithlon yn yr ysgol neu fygwth defnyddio arf.

Anghenion Arbennig ac Anabledd

Bydd yr Athro Dosbarth neu'r Pennaeth yn ystyried unrhyw anabledd cydnabyddedig neu anghenion dysgu ychwanegol plentyn pan gymerir camau disgyblu.

Mae'r ysgol yn bwriadu i bob plentyn sydd ag anawsterau ymddygiadol sylweddol gael ei ystyried ar gyfer anghenion dysgu ychwanegol gyda Chynllun Addysg Unigol (CAU) a / neu Gynllun Cymorth Bugeiliol (PSP). Bydd gweithredu unrhyw CAU neu PSP yn cael ei fonitro

gan y Cydgysylltydd Anghenion Addysgol Arbennig (CADY) a'r Athro Dosbarth. Bydd yr holl staff eraill sy'n gysylltiedig (Cynorthwylwyr Cymorth Dysgu, Goruchwylwyr Cinio ac ati) yn cael gwybod am y targedau a bennwyd. Os nad yw ymddygiad yn gwella, rhoddir ystyriaeth i symud ymlaen i Gweithredu gan yr Ysgol a Mwy a chynnwys asiantaethau allanol.

YMDDYGIAD A DISGYBLAETH – SEFYLLFAOEDD PENODOL

Iard chwarae

Rheolau'r maes chwarae yw:

- Rydym yn dangos parch at bobl, eiddo a'r amgylchedd.
- Rydym yn gofalu am ein gilydd ac yn chwarae'n ddiogel.
- Rydym bob amser yn gwrtais, yn garedig ac yn gyfeillgar.
- Rydym yn cadw ein dwylo a thraed i ni'n hunain.
- Rydym yn dweud sori os byddwn yn brifo neu'n bwmpio i unrhyw un drwy ddamwain.
- Rydym yn dilyn cyfarwyddiadau ar unwaith.
- Yr ydym yn sefyll fel y disgwylir i ni, cyn gynted ag y clywn y gloch.

Gwobrau Nodweddiadol

- Defnyddio offer iard chwarae
- Pwyntiau gwobrwyo

Canlyniadau Nodweddiadol ar gyfer Ymddygiad Annerbyniol

- Amser allan oddi ar yr iard chwarae
- Colli amser chwarae (eistedd/gweithio yn yr adeilad)
- colli amser 'amser aur'

Amseroedd Chwarae Gwlyb/Chwarae Dan Do

Bydd adegau pan na fydd plant yn gallu mynd ar yr iard chwarae oherwydd y tywydd. Yn ystod yr amseroedd hyn yna:

- Rhaid i blant aros yn eu hystafell ddosbarth eu hunain
- Rhaid iddynt beidio â rhedeg o gwmpas neu beidio â chwarae ymddygiad annerbyniol.
- Ni ddylent ddefnyddio siswrn heb oruchwyliaeth.
- Bydd athrawon dosbarth yn sicrhau bod gemau tawel, papur sgrap a chreonau ac ati, comics/llyfrau i'w darllen.
- Mae rheolau'r ystafell ddosbarth yn dal i fod yn berthnasol.
- Mae o leiaf un oedolyn ar ddyletswydd ym mhob dosbarth

Dod i mewn a Gadael y Gwasanaeth

Disgwylir i blant:

- Dewch i mewn a mynd allan yn dawel – dan arweiniad yr athro dosbarth
- Wrando a pheidio â thynnu sylw eraill.
- Rhoi eu dwylo i fyny i ateb cwestiynau.
- Eistedd ar y llawr mewn ffordd synhwyrol a derbyniol.

Gwobrau Nodweddiadol:

- Canmol, naill ai'n unigol, fel dosbarth neu ysgol gyfan.
- Sêr Athrawon Dosbarth.
- Sticeri'r Pennaeth

Canlyniadau Nodweddiadol ar gyfer Ymddygiad annerbyniol

- Dychwelyd i'r neuadd yn ystod amser chwarae ac ymarfer mynd i mewn neu adael y neuadd fel dosbarth cyfan.
- Colli amser aur

Clybiau ar ôl Ysgol

Rydym yn annog plant i gymryd rhan yn ein clybiau ar ôl ysgol, ond efallai y cânt eu gwahardd dros dro neu'n barhaol o glwb am ymddygiad annerbyniol yn y clwb neu yn yr ysgol yn gyffredinol.

Addysg Gorfforol / Nofio

Disgwylir i bob plentyn weithio'n synhwyrol yn ystod y gwersi hyn. Rhaid iddynt wrando'n ofalus ar gyfarwyddiadau athrawon a gweithredu arnynt. Rhaid cadw at yr holl reolau diogelwch bob amser. Os na all plentyn weithredu'n gyfrifol ar unrhyw adeg, gellir ei eithrio o Addysg Gorfforol neu wers nofio.

Tripiau Ysgol

Cyn y daith, bydd athrawon dosbarth yn trafod gyda'u dosbarthiadau yr hyn a ddisgwylir ganddynt o ran ymddygiad a threfniadaeth. Byddant hefyd yn atgoffa'r plant i fod yn gwrtais ac i hyrwyddo enw da'r ysgol yn y gymuned. Os nad yw ymddygiad yn dderbyniol neu'n peri pryder y byddai diogelwch plentyn yn cael ei beryglu ar daith ysgol, yna canlyniadau nodweddiadol fyddai:

- Hysbysu y rhieni.
- Llythyr o ymddiheuriad i'r lleoliad neu'r arweinydd(i'w ysgrifennu gan y plentyn).
- Ystyried a fydd y plentyn yn cael mynd ar deithiau pellach yn y dyfodol nes bod ymddygiad yn gwella.

Monitro, Gwerthuso ac Adolygu

Mae'r Pennaeth yn gyfrifol am fonitro a gwerthuso'r Polisi hwn ac adrodd arno i'r Corff Llywodraethu bob blwyddyn.



Behaviour and Discipline Policy

AIMS AND STANDARDS

At our school discipline is based on a behaviour strategy which promotes positive attitudes towards behaviour and is founded 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.

The school recognises that some behaviour might be as a result of ALN needs. The headteacher will use his professional experience in deciding if a behaviour is a consequence of ALN need. If a behaviour that would normally fall under this policy, is as a result of ALN needs then the headteacher shall deal with the issue/behaviour through other means –

- PCP meetings
- IBP
- Consultation / Support with outside agencies e.g. TAF
- Risk Assessments / changes in school to minimise the risk of the behaviour
- Development of a Positive Handling plan (see policy)

These approaches are and very individualised and are adapted on a case by case basis.

OUR AIMS:

- To make school interesting, enjoyable, safe, secure and caring environment for children's learning.
- To provide structure in which children, adults and parents know what is expected of them and what strategies are provided to reward good behaviour and to deal with behaviour problems.
- To encourage all children to care and look after each other remembering the key elements of following the star through their school journey.

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 of children or adults in the school.

Standards of Behaviour expected at our school:

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
- not to use bad or abusive language
- not to bring into school sharp or dangerous instruments, electrical equipment, jewellery or toys

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

Bullying

Bullying is a serious breach of the above Standards of Behaviour and is a disciplinary offence. The school attaches particular importance to identifying and preventing bullying at school, to dealing with it effectively if it occurs and to educating children to a zero tolerance of it.

The School therefore has a separate School Anti-Bullying Policy covering these issues.

Behaviour outside the School Context

Childrens' behaviour outside school on school business, for example on 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 school uniform with school logo they are representing the school and should behave accordingly).

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 actively 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 Class or Head teacher of incidents or problems with a child.

- The Class Teacher or Head Teacher keeping parents informed.

All staff actions, words and behaviour 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.

Pupil Participation

Pupils have opportunities to take part in Circle time throughout the school and also discussions during Health and Wellbeing sessions. 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. The school council are also responsible for creating a child friendly version of the behaviour policy for the pupils.

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 should normally be the child's Class teacher. If unacceptable behaviour continues, parents will be invited to discuss issues with the Class Teacher and / 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. In more serious cases, outside agencies may be contacted for support or advice and multi-agency meetings may be arranged as necessary.

MANAGEMENT OF BEHAVIOUR AND DISCIPLINE - CONSEQUENCES

At our school, we show children that we care enough to let them know not only 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.

(A) POSITIVE RECOGNITION AND REINFORCEMENT OF GOOD BEHAVIOUR

Individual Positive recognition will include:

- Children are often praised for good behaviour by the class teacher
- Certificate – stars at the end of the week during Children’s Assembly
- Positive communication with parents, notes etc
- Win class dojos
- Special privileges
- Free choice – Amser Aur
- sent to the Head Teacher or another Class Teacher in recognition of good work.

Praising Good Behaviour

We believe praise and encouragement to be 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 continue to commend pupils in appropriate circumstances by such means as acknowledgement in School Assembly, use of School reports and letters to parents. Friday’s assembly each week is devoted to celebrating the children’s achievements. In addition to the stars, children may also be identified for commendation for their work, behaviour or achievements in other areas.

(B) DISCIPLINE FOR UNACCEPTABLE BEHAVIOUR

Procedure and Discretion

The appropriate disciplinary response to unacceptable behaviour will depend on many factors including the age of the children involved, past behaviour, relationships between children and (often) the need for a prompt response to the incident. The Class Teachers and the Head Teacher therefore have wide discretion as to how to deal with any particular incident, but (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.

Class Room Management

Teachers are responsible for drawing up classroom rules with their children. These rules will consist of 3 – 5 rules which children have decided are important in their classroom. These will be displayed prominently in the classroom. They will be reviewed each term.

Class Teacher – Consequences

Appropriate consequences of unacceptable behaviour (taking account of the age and character of the child) may be as follows:

- Discussion with child about behaviour and time to reflect on it; including “Time Out” if appropriate (see below).
- Completion of an Behaviour Incident Form (ABC) This will be filed for future reference.
- Verbal apology or completion of a written apology which the child will then hand to the person to whom they are apologising.

- Loss of 'amser aur'
- Losing all or part of a playtime and being set tasks in the time lost.
- If these responses appear inadequate, the Class Teacher should refer the matter to the Head Teacher.

Time Out /Quiet time

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/quiet time". This will involve the child being sent to the reading area / specific area where they will 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, following a discussion with the class teacher who will try and determine the cause of the incident, having looked at both sides of the incident.

Head Teacher – Consequences

In the event of significant or persistent unacceptable behaviour, the Head Teacher will deal with the matter. A Class 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 Teachers 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:

- Meeting with Class Teacher and child to discuss the problems with behaviour to date.
- Time for the child to reflect on behaviour and to discuss with the Head Teacher any situations that trigger unacceptable behaviour.
- 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.
- Letter to and meeting with parents in school to discuss the situation with their child and agree on a way forward.
- Involve outside agencies and set up an Individual Behaviour Management / Pastoral Support Plan.
- Fixed term or Permanent Exclusion. (see exclusion policy)

Loss of Privileges

The Class 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.

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 significant 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. The following examples of behaviour for which (depending on the circumstances) a child might be excluded:

- 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 commence with $\frac{1}{2}$ a day and increase every exclusion 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.

Special Needs and Disability

The Class Teacher or Head Teacher 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 (SENCO) and the Class Teacher. All other staff involved (Learning Support Assistants, Dinner Supervisors etc) will be informed of the targets set. If

behaviour does not improve, consideration will be given to progressing to School Action Plus and involving outside agencies.

BEHAVIOUR AND DISCIPLINE – SPECIFIC SITUATIONS

Playground

The playground rules are:

- We show respect for people, property and the environment.
- We look after each other and play safely.
- We are always polite, kind and friendly.
- Keep our hands and our feet to ourselves.
- We say sorry if we hurt or bump into anyone by accident.
- We follow instructions straight away.
- We line up as we are expected to, as soon as we hear the bell.

Typical Rewards

- Use of playground equipment
- Reward points

Typical Consequences for Unacceptable Behaviour

- Time out on playground
- Miss a playtime (sit/work in building)
- Losing Dojo points or 'amser aur' time

Wet Playtimes/Indoor Play

There will be times when children are unable to go onto the playground because of the weather. During these times then:

- Children must stay in their own classroom
- They must not run around or display unacceptable behaviour.
- They should not use scissors unsupervised.
- Class teachers will make available quiet games, scrap paper and crayons etc, comics/books to read.
- Classroom rules still apply.
- There is at least one adult on duty between two classrooms.

Entering and Leaving Assembly

Children are expected to:

- Come in and go out quietly – led by the class teacher
- 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.
- Dojo points
- Head Teacher stickers

Typical Consequences for unacceptable Behaviour

- Return to hall during playtimes and practice entering or leaving the hall as a whole class.
- Losing 'amser aur' time

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.

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.

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.
- To consider if the child will be allowed to go on further trips in the future until behaviour improves.

Monitoring, Evaluation and Review

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

