



POLISI ATAL - YMYRRAETH GORFFOROL

Mabwysiadwyd y polisi gan y corff llywodraethol:

Llofnod y cadeirydd:..... Dyddiad:

Llofnod y pennaeth: Dyddiad:

Dyddiad adolygu:

Trin Cadarnhaol (Atal Disgyblion)

Rydym yn cydnabod bod Adran 93 Deddf Addysg ac Arolygu 2006 yn caniatáu i staff yr ysgol ddefnyddio grym rhesymol i atal disgyblion rhag gwneud, neu barhau i wneud, unrhyw un o'r canlynol:

- cyflawni unrhyw drosedd (neu, i ddisgybl o dan oed cyfrifoldeb troseddol, a fyddai'n drosedd i ddisgybl hŷn);
- achosi niwed personol i, neu ddifrod i eiddo, unrhyw unigolyn (gan y disgybl ei hun); neu
- niweido ar gadw trefn a disgyblaeth dda yn yr ysgol neu ymysg disgyblion sy'n cael addysg yn yr ysgol, boed yn ystod sesiwn addysgu neu arall

(Yr Adran dros Blant, Ysgolion a Theuluoedd – Defnyddio Grym i Reoli neu Atal Disgyblion)

Deallwn nad oes diffiniad cyfreithiol pryd y gall grym rhesymol gael ei ddefnyddio. 'Bydd hynny bob amser yn dibynnu ar yr union amgylchiadau unigol achosion unigol. I gael ei ystyried yn gyfreithiol, dylai'r grym a ddefnyddiwyd fod yn gyfraneddol i'r canlyniadau mae'n bwriadu eu hatal. Dylai graddfa'r grym a ddefnyddir fod y lleiafswm sydd ei angen i gyflawni'r canlyniad a ddymunir. Ni ellir cyfiawnhau grym i atal camymddwyn dibwys'. (Yr Adran dros Blant, Ysgolion a Theuluoedd – Defnyddio Grym i Reoli neu Atal Disgyblion).

Dymunwn weithio'n glos gyda chyngor yr ysgol a chael eu barn wrth i ni gydnabod a chefnogi Erthygl 12 Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn y dylai plant gael eu hannog i lunio a mynegi eu barn.

Fel ysgol mae gennym ymrwymiad i hyrwyddo cydraddoldeb. Felly, cynhaliwyd asesiad effaith cydraddoldeb a chredwn fod y polisi hwn yn unol â Deddf Cydraddoldeb 2010.

Nod

- gwneud staff yr ysgol yn ymwybodol na allant ddefnyddio rhesymol i atal disgybl ond mewn amgylchiadau eithafol
- gweithio gydag ysgolion eraill i ledaenu ymarfer da er mwyn gwella'r polisi hwn.

Cyfrifoldeb am y Polisi a'r Drefn

Gwaith y corff llywodraethol:

- dirprwyo grymoedd a chyfrifoldebau i'r pennaeth i sicrhau bod holl staff yr ysgol yn ymwybodol y gallant ddefnyddio grym rhesymol i reoli neu atal disgyblion mewn rhai amgylchiadau
- dirprwyo grymoedd a chyfrifoldebau i'r pennaeth i sicrhau bod holl staff yr ysgol ac ymwelwyr â'r ysgol yn ymwybodol o ac yn cydymffurfio â'r polisi hwn
- cyfrifoldeb am sicrhau bod yr ysgol yn cydymffurfio â'r holl ddeddfwriaeth cydraddoldeb
- enwebu llywodraethwr cydraddoldeb dynodedig i sicrhau y bydd gweithredu priodol i drin pob digwyddiad sy'n ymwneud â rhagfarn neu ddigwyddiadau sy'n torri'r polisi hwn
- cyfrifoldeb am sicrhau bod arian yn ei le i gefnogi'r polisi hwn
- cyfrifoldeb am sicrhau bod y polisi hwn a pholisïau eraill yn cael eu cynnal a'u diweddarau'n rheolaidd
- cyfrifoldeb am sicrhau bod pob polisi ar gael i rieni
- cyfrifoldeb am gynnwys cyngor yr ysgol yn natblygiad, cymeradwyaeth, gweithrediad ac adolygiad y polisi hwn
- enwebu llywodraethwr cyswllt i ymweld â'r ysgol yn rheolaidd, i ymgynghori gyda'r pennaeth a'r cydlynnydd a rhoi adroddiad yn ôl i'r corff llywodraethol
- cyfrifoldeb am weithrediad, monitro a gwerthuso'r polisi hwn.

Gwaith y Pennaeth

- sicrhau bod holl staff yr ysgol, disgyblion a rhieni yn ymwybodol ac yn cydymffurfio â'r polisi hwn
- darparu arweiniad a chefnogaeth i'r holl staff
- darparu hyfforddiant i'r holl staff wrth anwytho a phan fo'r angen yn codi
- cadw'n gyfredol gyda datblygiadau ac adnoddau newydd
- gweithio'n glos gyda'r llywodraethwr cyswllt a'r cydlynnydd
- darparu arweiniad a gweledigaeth ynghylch cydraddoldeb
- monitro effeithiolrwydd y polisi hwn
- rhoi adroddiad blynyddol i'r corff llywodraethol ar lwyddiant a datblygiad y polisi hwn.

Gwaith y Llywodraethwr a Enwebwyd

- gweithio'n glos gyda'r pennaeth a'r cydlynnydd
- sicrhau bod y polisi hwn a pholisïau cysylltiedig eraill yn gyfredol
- sicrhau bod pawb sy'n gysylltiedig â'r ysgol yn ymwybodol o'r polisi
- rhoi adroddiad i'r corff llywodraethol bob tymor
- rhoi adroddiad blynyddol i'r corff llywodraethol ar lwyddiant a datblygiad y polisi.

Gwaith Staff yr Ysgol

- cydymffurfio â phob agwedd o'r polisi
- cymryd rhan mewn hyfforddiant technegau trin cadarnhaol
- bod yn ymwybodol o'u cyfrifoldeb wrth asesu risgiau mewn amgylchiadau arbennig
- llunio barn ynghylch pan fo defnyddio grym yn angenrheidiol a faint o rym a ddefnyddir

- hysbysu'r pennaeth o bob achos o atal a chofnodi pob digwyddiad ar y ffurflen adroddiad priodol
- gweithredu polisïau a chynlluniau cydraddoldeb yr ysgol
- dweud am a thrin pob achos o wahaniaethu
- mynychu hyfforddiant priodol ar gydraddoldeb
- dweud am bryderon sydd ganddynt ar unrhyw agwedd o gymdeithas yr ysgol.

Disgyblion

- bod yn ymwybodol o a chydymffurfio â'r polisi hwn
- gwrando'n ofalus ar bob cyfarwyddyd a roddwyd gan yr athro
- gofyn am fwy o help os nad ydynt yn deall
- cymryd rhan lawn mewn gwersi
- trin eraill, eu gwaith ac offer gyda pharch
- cefnogi Cod Ymddygiad yr ysgol a'r canllawiau sydd eu hangen i sicrhau rhediad esmwyth yr ysgol
- siarad gydag eraill heb waeddi a defnyddio iaith nad yw'n sarhaus nac ymosodol
- ymgynghori gyda chynghor yr ysgol
- cymryd rhan mewn holiaduron ac arolygon.

Rhieni/Gofalwyr

- bod yn ymwybodol a chydymffurfio â'r polisi hwn
- cymryd rhan mewn arolygon achlysurol a gynhelir gan yr ysgol
- cefnogi cod ymddygiad yr ysgol a'r canllaw angenrheidiol i sicrhau rhediad esmwyth yr ysgol.

Lleihau'r angen i ddefnyddio grym

Mae'r canlynol yn ei le er mwyn lleihau'r tebygolrwydd o unrhyw aelod o staff yn defnyddio grym:

- awyrgylch tawel, trefnus a chefnogol
- perthynas gref ac effeithiol rhwng disgyblion a staff
- dull ysgol gyfan o ddatblygu sgiliau cymdeithasol ac emosiynol trwy ddefnyddio rhaglen PATHS
- rhaglen datblygu staff effeithiol sy'n datblygu sgiliau rheoli ymddygiad cadarnhaol
- canfod pryd mae digwyddiad yn mynd i ddigwydd
- defnyddio strategau effeithiol i reoli pob digwyddiad sy'n digwydd
- hysbysu disgybl sy'n tarfu y gall grym gael ei ddefnyddio cyn ei ddefnyddio.

Staff yr ysgol sydd â'r awdurdod i ddefnyddio grym

Gall holl staff yr ysgol sy'n goruchwylio disgyblion ddefnyddio grym i atal disgybl, a hynny ond dan amgylchiadau eithriadol.

Penderfynu pryd i ddefnyddio grym

Credwn y dylai defnyddio grym a pha rym i'w ddefnyddio bob amser ddibynnu ar bob digwyddiad.

Rydym yn cydnabod pan fo digwyddiad nad oes fawr amser i staff yr ysgol feddwl cyn gwneud penderfyniad cyflym ond effeithiol.

Fodd bynnag, rhaid i staff yr ysgol fod yn ymwybodol o ac ystyried y canlynol:

- asesu difrifoldeb y digwyddiad os na fydd grym yn cael ei ddefnyddio y gallai arwain at niwed, difrod neu anhrefn
- ar ôl ystyried ffyrdd amgen o drin y sefyllfa, grym yw'r unig ffordd y gellir ei gyfiawnhau o gael canlyniad cadarnhaol
- asesu'r nifer o risgiau a gysylltwyd â defnyddio grym o gymharu â defnyddio dulliau eraill.

Mathau o Ddigwyddiad

Rhaid i staff yr ysgol wneud penderfyniadau wrth drin yr achosion canlynol:

- **ymladd** – disgyblion yn ymladd
- **ymosod** – disgybl yn ymosod ar oedolyn neu ddisgybl arall
- **difrod i eiddo** – disgybl yn difrodi eiddo'n fwriadol neu ar fin gwneud hynny
- **niwed neu ddifrod** – disgybl yn achosi neu ar fin achosi niwed neu ddifrod.
- **dianc** – pan fo disgybl yn ceisio dianc o'r ysgol a allai roi ei fywyd mewn perygl, diogelwch eraill neu ddifrod i eiddo
- **herio cyfarwyddyd** – pan fo disgybl yn gwrthod yn barhaus i adael y dosbarth
- **tarfu ar wersi** – pan fo ymddygiad disgybl yn tarfu ar wers yn ddifrifol
- **tarfu ar ddigwyddiad ysgol** – pan fo ymddygiad disgybl yn tarfu ar ddigwyddiad ysgol yn ddifrifol.

Defnyddio Grym

Pan wynebir digwyddiad a chyn i rym gael ei ddefnyddio, rhaid i staff yr ysgol:

- weithredu'n bwylllog a chymedrol
- peidio dangos dicter na rhwystredigaeth
- dweud wrth y disgybl am stopio camymddwyn neu bydd atal yn cael ei ddefnyddio a fydd yn stopio pan fydd y disgybl yn ymddwyn.

Gall ysgolion ddefnyddio'r mathau canlynol o rym:

- **cyswllt corfforol goddefgar** trwy sefyll rhwng disgyblion neu trwy rwystro llwybr y disgybl
- **cyswllt corfforol** trwy ddefnyddio gafael cyfyngol, arwain disgybl wrth ei fraich neu law neu hebrwng disgybl i ffwrdd trwy roi llaw yng nghanol y cefn

Rhaid i staff yr ysgol wneud pob ymdrech i beidio niweidio'r disgybl neu gyfyngol a allai gael ei ddehongli fel ymddygiad rhywiol amhriodol.

Asesiadau Risg:

Mae asesiadau risg yn eu lle ar gyfer:

- amrywiaeth o achosion posibl
- disgyblion unigol.

Hyfforddiant Staff Ysgol

Rhaid i staff yr ysgol gael eu hyfforddi mewn technegau cyfyngol pan maent yn ymuno â'r ysgol a bydd yr hyfforddiant yn cael ei ail adrodd bob tair blynedd.

Cofnodi Digwyddiadau

Bydd cofnod o bob digwyddiad yn cael ei gadw ar y daflen gofnodi briodol.

Dweud am Ddigwyddiad

Dweud wrth y pennaeth am bob digwyddiad a bydd yn hysbysu rhieni ar y ffôn ac wedyn trwy lythyr.

Cefnogaeth ar ôl y Digwyddiad

Ar ôl y digwyddiad bydd y camau canlynol yn cael eu cymryd:

- cymorth cyntaf pe bai angen
- cymorth meddygol pe bai angen
- cefnogaeth emosiynol i ddisgyblion a staff yr ysgol
- trafodaeth gyda rhieni.

Cwynion a Honiadau

Bydd pob cwyn yn cael ei thrin trwy ddefnyddio'r drefn a nodwyd ym mholisi cwynion yr ysgol.

Codi ymwybyddiaeth o'r Polisi

Byddwn yn codi ymwybyddiaeth o'r polisi:

- yn llawlyfr/prospectws yr ysgol
- ar wefan yr ysgol
- yn llawlyfr y staff
- cyfarfodydd gyda rhieni megis cyflwyniad, trosglwyddo, ymgynghoriad rhiant – athro a gweithdai cwricwlwm achlysurol
- digwyddiadau ysgol
- cyfarfodydd gyda staff yr ysgol
- cyfathrebu gyda'r cartref megis cylchlythyr wythnosol a chylchlythyr ar ddiwedd hanner tymor
- adroddiadau fel yr adroddiad blynyddol i rieni ac adroddiad y pennaeth i'r corff llywodraethol
- arddangos gwybodaeth ym mhrif fynedfa'r ysgol.

Hyfforddiant

Byddwn yn sicrhau bod holl staff yr ysgol yn cael cyfleoedd cyfartal i gael hyfforddiant, datblygiad gyrfa a dyrchafiad.

Bydd hyfforddiant achlysurol yn cael ei drefnu ar gyfer holl staff yr ysgol fel eu bod yn gyfredol gyda gwybodaeth newydd a chanllawiau ynghylch cyfle cyfartal.

Asesiad Effaith Cydraddoldeb

O dan Ddeddf Cydraddoldeb 2010 mae dyletswydd arnom i beidio gwahaniaethu yn erbyn pobl ar sail eu hoed, anabledd, rhyw, hunaniaeth rhyw, beichiogrwydd, mamolaeth, hil, crefydd neu gredo neu dueddiad rhywiol.

Aseswyd effaith cydraddoldeb y polisi a chredwn ei fod yn unol â Deddf Cydraddoldeb 2010 gan ei fod yn deg, nid yw'n blaenoriaethu nac anfanteisio disgyblion ac mae'n helpu i hyrwyddo cydraddoldeb yn yr ysgol.

Monitro Effeithiolrwydd y Polisi

Bydd effeithiolrwydd y polisi yn cael ei adolygu'n flynyddol (neu pan fo'r angen yn codi) gan y pennaeth a'r llywodraethwr a enwebwyd a bydd yr argymhellion angenrheidiol ar gyfer gwelliant yn cael eu gwneud i'r llywodraethwyr.



PHYSICAL INTERVENTION - RESTRAIN POLICY

Policy adopted by Governing Body :

Signed by Chairperson: Date:

Signed by Headteacher: Date:

Review Date:

Positive Handling (Restraint of Pupils)

We acknowledge that Section 93 of the Education and Inspections Act 2006 allows school personnel to use reasonable force to restrain a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise

(Department for Children, Schools and Families – The Use of Force to Control or Restrain Pupils)

We understand that there is no legal definition when reasonable force can be used. ‘That will always depend on the precise circumstances of individual circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour’. (Department for Children, Schools and Families – The Use of Force to Control or Restrain Pupils).

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

- To make school personnel aware that they can use reasonable force to restrain a pupil only in extreme circumstances.
- To work with other schools to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel are aware that they can use reasonable force to control or restrain pupils in certain circumstances;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of School Personnel:

- comply with all aspects of this policy;
- take part in training in positive handling techniques;
- be aware of their responsibility in assessing risks in particular circumstances;
- make judgements when the use of force is necessary and how much force is to be used;
- report to the Headteacher all incidents of restraint and record all incidents on the appropriate report form;

- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Pupils:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- liaise with the school council;
- take part in questionnaires and surveys

Role of Parents/Carers:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Minimising the need to use force

We have the following in place in order to reduce the likelihood of any member of staff using force:

- A calm, orderly and supportive school climate.
- Strong and effective relationships between pupils and staff.
- A whole school approach to developing social and emotional skills by using the PATHS programme.
- An effective staff development programme that develops the skills of positive behaviour management.
- Identifying when an incident is going to happen.
- Using effective strategies to manage all incidents that occur.
- Informing a disruptive pupil that force may be used before using it.

School Personnel authorised to use force

All school personnel whose job involves supervising pupils may use force to restrain a pupil but only in extreme circumstances.

Deciding whether to use force

We believe that the use of force and what force to use must always depend on the circumstances of each incident.

We acknowledge that when faced with an incident there is very little time for school personnel to think before making a quick but effective decision.

However, school personnel must be aware of and consider the following:

- Assessing the seriousness of the incident that if force is not used then it could result in injury, damage or disorder.
- After considering alternatives for dealing with the situation, force is the only justifiable way of achieving a positive result.
- Assessing the number of risks connected with using force compared with using other strategies.

Types of Incidents

School personnel will have to make decisions when dealing with any of the following incidents:

- **Fighting** - pupils fighting.
- **Attack** - a pupil attacks an adult or another pupil.
- **Damage to property** – a pupil deliberately damages property or is about to.
- **Injury or damage** – a pupil causes or is about to cause injury or damage.
- **Absconding** – when a pupil tries to leave school which could put his/her own safety at risk, the safety of others or the damage to property.
- **Defying an instruction** – when a pupil persistently refuses to leave a classroom.
- **Disruption of lessons** – when a pupil’s behaviour seriously disrupts a lesson.
- **Disrupting a school event** – when a pupil’s behaviour seriously disrupts a school event.

Using Force

When faced with an incident and before force is used, school personnel must:

- act in a calm and measured manner;
- show no anger or frustration;
- tell the pupil to stop misbehaving or restraint will be used but will stop when the pupil behaves

School personnel may use the following types of force:

- **passive physical contact** by standing between pupils or by blocking a pupil’s path;
- **active physical contact** by using restrictive holds, leading a pupil by the arm or hand or ushering a pupil away by placing a hand in the centre of the back

School personnel must make every effort not to harm a pupil or restrain a pupil that could be interpreted as sexually inappropriate conduct.

Risk Assessments:

Risk assessments are in place for:

- a variety of potential incidents
- individual pupils

School Personnel Training

School personnel must be trained in the techniques of restraint when they join the school and this training will be repeated every three years.

Recording Incidents

Records will be kept of all incidents on the appropriate incident record sheet.

Reporting Incidents

All incidents will be reported to the Headteacher who will inform parents by telephone and then by letter of the incident.

Post-incident Support

After an incident has occurred the following procedure will take place:

- First aid if necessary
- Medical help if necessary
- Emotional support to pupils and school personnel
- Discussions with parents

Complaints and Allegations

All complaints will be dealt with by using the procedures as stated in the school Complaints Policy.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.