



# POLISI YMDDYGIAD, DISGYBLAETH a GWAHARDDIAD

Mabwysiadwyd gan y Corff Llywodraethol :

Llofnod y Cadeirydd: ..... Dyddiad: .....

Llofnod y Pennaeth: ..... Dyddiad: .....

Dyddiad Adolygu: .....



## **YMDDYGIAD -**

### **Cyflwyniad:**

Yn unol â datganiad y Corff Llywodraethol o egwyddorion cyffredinol ynglŷn â chynnal ymddygiad, ac i gyd fynd ag amcanion cyffredinol yr ysgol byddwn yn:-

- ceisio creu ethos priodol fydd yn sicrhau amgylchfyd ac awyrgylch hapus a threfnus lle gall pob unigolyn ddatblygu i'w lawn potensial;
- sefydlu trefn bendant i gynnal ymddygiad yn seiliedig ar gyd berthynas o barch rhwng pawb o fewn y sefydliad;
- llunio systemau a fydd yn ymgyrraedd tuag at ddatblygu hunan ddisgyblaeth ac yn adlewyrchu gwerthoedd cytûn yr ysgol fel cymuned, a gwerthoedd y gymdeithas ehangach.

### **Nod:**

- Disgwylir i bob disgybl ymddwyn yn briodol fel aelod o gymdeithas yr ysgol. Rydym yn annog disgyblion i barchu eraill, ac i ddangos hunanddisgyblaeth. Ein nod yw meithrin a chreu ymdeimlad o hunan-barch.
- Gweithredu ac ymateb i achosion camymddwyn yn gyson a theg drwy'r ysgol.
- Meithrin ac atgyfnerthu cydweithrediad a chysondeb rhwng y cartref, rhieni, athrawon a Llywodraethwyr yr ysgol.

### **Amcanion:**

- Mynnu ymddygiad priodol bob amser.
- Gosod sylfaen i blant dyfu'n aelodau cyfrifol o'u cymdeithas.
- Gwahaniaethu rhwng ymddygiad drwg ac ymddygiad direidus.
- Meithrin ac atgyfnerthu hunan barch a pharch tuag at gyfoedion, oedolion ac eiddo.
- Bod yn ystyriol o safbwyntiau a barn eraill.
- Gwerthfawrogi bodolaeth gwahanol bobl, traddodiadau, diwylliannau a chrefyddau a.y.b.
- Mynnu bod unigolion yn derbyn cyfrifoldeb am eu hymddygiad a chanlyniad eu gweithredoedd.

### **Canllawiau Cyffredinol:**

- Creu awyrgylch hapus a chartrefol o fewn yr ysgol a'r dosbarthiadau.
- Sicrhau gosod rheolau teg a chyson drwy'r ysgol sydd yn hysbys i'r holl ddisgyblion (Rheolau Aur). Egluro'r rhesymau y tu ôl i'w bodolaeth.
- Atgoffa disgyblion yn rheolaidd o'r rheolau.

- Sicrhau trefn a disgyblaeth wrth i ddisgyblion adael a mynd i ddsbarthiadau a manau eraill o gwmpas yr ysgol.
- Dylid rhoi pwyslais ar y cadarnhaol drwy annog a chanmol, yn hytrach na cheryddu.
- Dylid beirniadu ymddygiad y plentyn ac nid y plentyn ei hun.
- Dylid ceisio ymresymu yn hytrach nag arthio, gan amlygu'r broblem a thrafod y goblygiadau/canlyniadau.
- Ni ddefnyddir cosb gorfforol o unrhyw fath.
- Dylid ceisio annog y plentyn i ymddiheuro pan fo'n briodol.
- Ymgorffori'r gweithgareddau o fewn cynlluniau gwaith i hybu ymddygiad da. Mae rôl bwysig i ABCh, Addysg Grefyddol a Gwasanaethau.
- Dylid cofnodi achosion o ymddygiad drwg fel tystiolaeth ar gyfer camau eraill.

## **MAE YMRWYMIAD HOLL AELODAU'R STAFF I WEITHREDU'R POLISI YN HANFODOL.**

### **Materion Pwysig i'w cadw mewn cof:**

- Mae'n rhaid i'r staff allu cyfiawnhau'r hyn a wnânt a phlant yn arbennig wrth ymateb i gamymddwyn.
- Mae camymddwyn yn aml yn digwydd o ganlyniad i blant beidio â bod dan oruchwyliaeth. Mae'n hanfodol felly i'r staff sicrhau nad yw hyn yn digwydd trwy:-
  - fod yn y dosbarth yn disgwyl y plant cyn dechrau pob sesiwn;
  - ymateb yn syth i'r gloch ar ddiwedd cyfnod chwarae;
  - yr athrawon sydd ar ddyletswydd amser chwarae i sicrhau trefn wrth i'r plant ddod i mewn i'r adeilad;
  - hebrwng y plant i'r neuadd i wasanaethau a.y.b. gan sicrhau ymddygiad priodol wrth deithio drwy'r ysgol;
  - pan fo angen gadael y dosbarth dylai'r athro/awes sicrhau fod person arall yn cadw golwg ar y plant.

Mae sicrhau ymddygiad ac agwedd briodol yn gyfrifoldeb ar **BAWB**.

Pan fo plentyn yn camymddwyn neu'n aflonyddu o fewn y sefyllfa ddsbarth dylid ystyried y ddarpariaeth ar ei gyfer/chyfer e.e. ydy'r gwaith tu hwnt i allu'r plentyn a.y.b.

Pan fod athro/awes yn cadw plentyn i mewn dros gyfnod 'chwarae' i orffen gwaith neu fel cosb, yna cyfrifoldeb yr athro/awes fydd y plentyn yma, a dylid sicrhau lefel o oruchwyliaeth briodol.

Anogir plant i ddweud wrth ffrind neu oedolyn os ydynt yn meddwl eu bod yn cael eu bwlio. Gwahodddwn y swyddog cyswllt ysgol a'r PCSO i siarad â disgyblion o bob oed.

## DISGYBLAETH -

### Y Drefn Disgyblu:

- Sicrhau fod y plant yn ymwybodol o Reolau Aur yr ysgol a'r rhesymau dros eu cael.
- Athro/awes dosbarth i ddelio â'r mater yn ôl trefniant yr ysgol. Rydym yn dilyn system ymddygiad gadarnhaol. Gwobrwyir ymddygiad da gydag Amser Aur yn wythnosol, a sesiwn wobrwyo ychwanegol bob hanner tymor. Bydd unrhyw gosb a weinyddir yn dilyn y system ymddygiad gadarnhaol:

*MAT MEDDWL* – Defnyddir y mat meddwl fel man i roi munud i'r disgyblion i feddwl am eu gweithredoedd os ydynt yn torri rheolau'r Ysgol. Bydd yr athrawes yn trafod gyda'r disgybl ac yn eu hatgoffa o reolau'r Ysgol. (Dosbarth Meithrin/Derbyn)

### *SYSTEM CERDYN COCH* -

1. Bydd disgybl yn derbyn **rhybudd ar lafar** os yw'n torri rheolau'r Ysgol.
2. Dyfernir **Cerdyn Melyn** os yw disgybl yn parhau i dorri'r rheolau. (Colli amser Aur.)
3. Dyfernir **Cerdyn Coch** os yw'r ymddygiad amhriodol yn parhau wedi'r cerdyn melyn, neu ei roi yn syth mewn achosion difrifol. (Collir Amser Aur ac amser chwarae.) Hysbysir rhieni/warcheidwaid.
4. **2<sup>il</sup> Cerdyn Coch** – llythyir rhieni/warcheidwaid.
5. **3<sup>ydd</sup> Cerdyn Coch** – Gwahoddir rhieni/warcheidwaid i'r Ysgol er mwyn llunio cynllun ymddygiad personol i gynorthwyo plentyn i ddilyn rheolau.
6. Athro/awes ar ddyletswydd iard/cinio i ddelio a'r plant yn ôl trefniant yr ysgol.
7. Ceisio sicrhau fod y disgybl yn sylweddoli beth a wnaethpwyd yn anghywir/beth oedd y camymddwyn.
8. Pennaeth i ddelio a chamymddwyn parhaus neu ddifrifol.
9. Cadw cofnodion o gamymddwyn difrifol/parhaus.
10. Gwahodd rhieni i drafod y sefyllfa pan fydd camymddwyn parhaus neu ddifrifol. Trafodir y sefyllfa gan ddod i gytundeb gyda'r rhiant am y camau nesaf.
11. Bydd y Pennaeth yn ymgynghori ag asiantaethau eraill yn ôl yr angen.
12. Mewn rhai achosion, bydd angen creu Cynllun Ymddygiad.
13. Mewn sefyllfa ddifrifol iawn, rhaid adrodd i'r Llywodraethwyr, ac fe all hyn arwain at wahardd plentyn o'r ysgol. Mewn achosion dwys byddwn yn sicrhau fod y canllawiau uchod a chanllawiau'r Awdurdod wedi eu dilyn.
14. Os difrodid eiddo'r ysgol codir tâl ar riant plentyn sy'n gyfrifol am y difrod.
15. Mewn unrhyw achos o aflonyddu rhywiol a/neu hiliol, bydd angen dwyn sylw'r Pennaeth yn syth. Y Pennaeth fydd yn gyfrifol am weithredu'r camau priodol yn unol â'r angen a difrifoldeb y digwyddiad.

### **Y Drefn Wobrwyo:**

- Bwriad y drefn wobrwyo yw hyrwyddo disgyblaeth gadarnhaol trwy roddi sylw i'r positif yn hytrach na'r elfennau negyddol yn unig. Bydd ymddygiad cadarnhaol, da yn cael ei bwysleisio pryd bynnag y bo'n briodol.
- Mae'r drefn yn ffrwyth trafod a chytundeb pob aelod o'r staff. Yn weithredol drwy'r ysgol, yn dangos datblygiad ac yn treiddio i bob rhan o fywyd yr ysgol.
- Gwobrwyir gwaith da ar sail ymdrech yr unigolyn.
- Rhoddir clod am unrhyw weithgaredd/llwyddiant cwricwlaidd neu all-gwricwlaidd, e.e. tystysgrifau chwaraeon, cerdd a.y.b. yn y neuadd mewn gwasanaeth ysgol.
- Bydd pob dosbarth yn dyfarnu tystysgrif Seren yr Wythnos a Cymro/Cymraeg yr wythnos a cheir seremoni gwobrwyo yn y neuadd bob Dydd Gwener. Gwobrwyir hefyd bresenoldeb llawn ar ddiwedd pob tymor
- Er mwyn annog a gwobrwyo ymddygiad da bydd '**amser aur**' wythnosol a bydd disgyblion yn cael gwobr/ddigwyddiad arbennig ar ddiwedd pob hanner tymor. Bydd y gwasanaeth gwobrwyo ysgol gyfan ar ddydd Gwener yn gyfle i ganmol ymddygiad da.

### **Casgliadau:**

Mae disgyblaeth yn rhan hanfodol o ddatblygiad plentyn i sicrhau addysg o'r ansawdd orau. Mae'r polisi hwn yn ceisio creu naww warchodol, ddi-ormes a charedig o fewn yr ysgol.

Os yw cosb i fod yn effeithiol rhaid ei defnyddio yn anaml a dylai olygu rhywbeth i unigolyn. Hanfod disgyblaeth dda yw adnabod ein plant.

Rhaid cofio fod positifrwydd yn effeithiol cyn gorfod ystyried disgyblaeth.

### **Cefnogaeth:**

Os bydd yr ysgol yn ystyried bod angen cefnogaeth ychwanegol i wella ymddygiad, fe gysylltir â Thîm Cefnogi Ymddygiad y Sir, ac ar ôl ymgynghoriad gyda'r rheini, bydd cynllun gweithredu yn cael ei weithredu. Gallai'r cynllun gynnwys gwaith ymestynnol gan y Tîm Cefnogi Ymddygiad a/neu gyfnod yn y Ganolfan Gefnogi.

## **GWAHARDDIAD -**

Pe bai rheolau wedi'u torri yn ddifrifol, bydd y Corff Llywodraethol yn ystyried gwaharddiad cyfnod gosodedig neu drosglwyddiad a reolwyd i ysgol arall. Bydd yr ysgol yn dilyn y camau a nodir yn nogfen Cynulliad Cenedlaethol Cymru 'Gwahardd o Ysgolion ac Unedau Cyfeirio Disgyblion' yn ofalus er mwyn sicrhau tegwch i'r plentyn ac i'r ysgol.

- Gwneir y penderfyniad i wahardd plentyn am gyfnod penodedig neu'n barhaol:
  - i) os bydd disgybl wedi torri Polisi Disgyblaeth yr ysgol yn ddifrifol; neu/ac
  - ii) os byddai gadael i'r disgybl aros yn yr ysgol yn gwneud niwed i addysg neu les disgybl neu ddisgyblion eraill yn yr ysgol.
- Mae gwahardd plentyn yn barhaol yn benderfyniad difrifol. Bydd yr ysgol yn rhoi cynnig ar bob math o strategaethau i ddelio â'r plentyn cyn gwneud y penderfyniad hwn.
- Y Pennaeth yn unig a all wahardd disgybl.
- Sefydli'r Is-Bwyllgor Disgyblu o blith aelodau Corff Llywodraethu'r ysgol gyda'r hawl dirprwyedig i ymwneud â gweithdrefnau gwahardd. Ni ddylai'r Is-Bwyllgor hwn chwarae unrhyw ran mewn prosesau disgyblaeth eraill a allai lygru'r aelodau o safbwynt y broses wahardd.
- Sefydlu'r Is-Bwyllgor Apêl o blith aelodau Corff Llywodraethu'r ysgol. Ni ddylai'r Is-Bwyllgor hwn chwarae unrhyw ran mewn prosesau disgyblaeth eraill a allai lygru'r aelodau o safbwynt y broses wahardd.







# BEHAVIOUR, DISCIPLINE & EXCLUSION POLICY

Policy adopted by Governing Body :

Signed by Chairperson: ..... Date: .....

Signed by Headteacher: ..... Date: .....

Review Date: .....



## **BEHAVIOUR -**

### **Introduction:**

In accordance with the Governing Body's statement of general principles regarding behaviour, and in line with the school's general objectives we will:-

- try to create an appropriate ethos which will ensure a happy and organized environment and atmosphere where every individual can develop to their full potential;
- establish a robust procedure to maintain behaviour based on a mutual relationship of respect between everyone in the establishment;
- create systems which will aim towards developing self-discipline and reflect the school's agreed values as a community, and the values of the broader society.

### **Aim:**

- Every pupil is expected to behave appropriately as a member of the school's community. We encourage pupils to respect others, and to show self-discipline. Our aim is to foster and create a feeling of self-respect.
- Act and respond to incidents of misbehaviour consistently and fairly across the school.
- Foster and reinforce co-operation and consistency between the home, parents, teachers and school governors.

### **Objectives:**

- Demand appropriate behaviour at all times.
- Set a foundation for pupils to grow into responsible members of their society.
- Differentiate between bad behaviour and mischievous behaviour.
- Foster and reinforce self-respect and respect towards peers, adults and property.
- Be considerate of other opinions.
- Appreciate the existence of different people, traditions, cultures and religions etc
- Demand that individuals accept responsibility for their behaviour and the result of their actions.

### **General guidelines:**

- Create a happy and homely environment within the school and classrooms.
- Ensure that fair and consistent rules are set across the school which are known to all pupils (Golden Rules). Explain the reasons behind their existence.
- Regularly remind pupils of the rules.

- Ensure organisation and discipline when pupils leave and enter classrooms and other areas around the school.
- Emphasis should be placed on the positive by encouraging and praising, rather than reprimanding.
- The pupils' behaviour should be judged and not the pupil themselves.
- You should try to reason rather than shout, by highlighting the problem and discussing the implications/consequences.
- No physical punishment of any type is used.
- The pupil should be encouraged to apologise when appropriate.
- Incorporate the activities within the schemes of work to promote good behaviour. PSE, religious education and assemblies have an important role.
- Incidents of bad behaviour should be recorded as evidence for other steps.

**THE COMMITMENT OF ALL MEMBERS OF STAFF TO IMPLEMENT THIS POLICY IS ESSENTIAL.**

**Important matters to keep in mind:**

- Staff must be able to justify what they do with pupils especially in response to misbehaviour.
- Misbehaviour often occurs as a result of pupils not being supervised. It is essential therefore for staff to ensure that this does not happen by:-
  - being in the classroom waiting for the pupils before every session;
  - respond immediately to the bell at the end of playtime;
  - the teacher on playtime duty to ensure order as pupils come into the building;
  - escort the pupils to the hall for assemblies etc, ensuring appropriate behaviour when going around the school;
  - when they need to leave the classroom the teacher should ensure that another person supervises the pupils.

Ensuring appropriate behaviour and attitude is **EVERYONE**'s responsibility.

When a pupil misbehaves or is disruptive within the classroom the provision for them should be considered e.g. is the work beyond the pupil's ability etc.

When a teacher keeps a pupil in over 'playtime' to finish work or as a punishment, then this pupil will be the responsibility of the teacher, and a level of appropriate supervision should be ensured.

Pupils are encouraged to tell a friend or an adult if they think they are being bullied. We invite the school's link officer and the PCSO to talk to pupils of every age.

## DISCIPLINE -

### Discipline Procedure:

- Ensure that the pupils are aware of the school's rules and the reasons for having them.
- Classroom teacher to deal with the matter according to the school's procedure. We follow the positive behaviour system. Good behaviour is rewarded with weekly Golden Time, and an extra reward session every half term. Any sanction administered will follow the positive behaviour system:

**THINKING MAT** – The thinking mat is used as a place to give pupils time to think about their actions if they have broken the school rules. The teacher will discuss with the pupil and remind them of the school rules (reception/nursery class).

### **RED CARD SYSTEM**

1. A pupil will receive a **verbal warning** if they break the school's rules.
2. A **Yellow Card** is given if the pupil continues to break the rules (lose golden time).
3. A **Red Card** is given if the inappropriate behaviour continues following the yellow card, or to present it immediately in serious cases (golden time and playtime is lost). Parents/guardians informed.
4. **2<sup>nd</sup> Red Card** – letter to parents/guardians.
5. **3<sup>rd</sup> Red Card** – Parents/guardians invited into school to prepare a personal behaviour plan to assist a pupil to follow the rules.
6. Teacher on yard/lunchtime duty to deal with the pupils according to the school's arrangements.
7. Try to ensure that the pupil realises what was done wrong/what was the misbehaviour.
8. Headteacher to deal with persistent or serious misbehaviour.
9. Keep records of serious/persistent misbehaviour.
10. Invite parents to discuss the situation when there is persistent or serious misbehaviour. The situation is discussed and an agreement is reached with the parent on the next steps.
11. The Headteacher will consult with other agencies as required.
12. In some cases, a behaviour plan will need to be created.
13. In a very serious situation, governors must be informed, and this could lead to excluding a pupil from school. In serious cases we will ensure that the guidance above and the authority's guidance have been followed.
14. If the school's property is damaged the pupil's parent will be charged for the damage.
15. In any incident of sexual and/or racial harassment, the Headteacher must be informed immediately. The Headteacher will be responsible for taking the appropriate action in accordance to the need and seriousness of the incident.

### **The Rewarding Process:**

- The intention of the rewarding process is to promote positive discipline by focusing on the positive rather than only the negative elements. Good, positive behaviour will be emphasised whenever appropriate.
- The process is discussed and agreed by every member of staff. Implemented across the school, displays development and permeates to every part of the school's life.
- Good work is rewarded based on the individual's effort.
- Praise is given for any curricular or extracurricular activity/success, e.g. sports, music certificates etc. in the hall in a school assembly.
- Every class awards a Star of the Week and Welsh speaker of the week certificates and an award ceremony is held in the hall every Friday. Full attendance is also rewarded at the end of every term
- In order to encourage and reward good behaviour there is weekly '**golden time**' and pupils receive a reward/special event at the end of every term. The whole school service on a Friday is an opportunity to praise good behaviour.

### **Conclusions:**

Discipline is an essential part of a pupil's development to ensure education of the best quality. This policy tries to create a protective, non-oppressive and kind ethos within the school.

If the sanction is to be effective it should rarely be used and should mean something to an individual. The essence of good discipline is knowing our pupils.

We must remember that positivity is effective before having to consider discipline.

### **Support:**

If the school believes extra support is required to improve behaviour, the county's behaviour support team is contacted, and following consultation with the parents, an action plan will be implemented. The plan could include extensive work by the behaviour support team and/or a period at the support centre.

## **EXCLUSION -**

If the school rules have been seriously broken, the Governing Body will consider a fixed term exclusion or a managed transfer to another school. The school will carefully follow the steps noted in the National Assembly's 'Exclusion from schools and pupil referral units' document to ensure fairness to the pupil and to the school.

- A decision will be made to exclude a pupil for a fixed term or permanently:
  - i) if a pupils has seriously broken the school's discipline policy  
or/and
  - ii) if allowing the pupil to stay in school would cause detriment to the education or well-being of a pupil or other pupils in the school.
- Permanently excluding a pupil is a serious decision. The school will try every strategy to deal with the pupil before making this decision.
- Only the Headteacher can exclude.
- A Discipline Sub-Committee is established from amongst members of the school Governing Body with the delegated powers to be involved in exclusion procedures. This sub-committee should not play any part in other discipline processes which could corrupt members in terms of the exclusion process.
- Establish an Appeals Sub-Committee from amongst members of the school Governing Body. This sub-committee should not play any part in other discipline processes which could corrupt members in terms of the exclusions process.