

Pupil behaviour, discipline and wellbeing policy.



'Gwnewch y Pethau Bychain'

Pupil behaviour, discipline and wellbeing policy.

Objectives and expectations

Ysgol Gymraeg y Cwm places great emphasis on maintaining standards of good behaviour, consideration for others, courtesy and respect. The behaviour of pupils at the school is expected to conform to the expectations of the school community, while reflecting the standards and values implicit in the school's mission statement 'Gwnewch y Pethau Bychain' (Do the little things) and the school's objectives.

Our aim is for all members of the school community to feel valued and respected and for all to be treated fairly and well. We are a caring community, and our values are built on mutual trust and respect for all. We emphasise the pupil voice and the right of every child to be listened to and treated fairly. Therefore, the school's Behaviour and Discipline Policy is designed to support and empower all members of the school to live together in a supportive manner and to refrain from anti-social behaviour.

It aims to promote an environment where all feel happy and safe, where pupils have opportunities to participate in and enjoy learning. The school believes that children have the right to order and discipline to enable them to work quietly and safely

Pupils are encouraged to be positive, responsible and increasingly independent members of the school community and wider society.

We are committed to implementing this behaviour policy on school premises and in undertaking out of school activities.

Aided by the staff, the Headteacher is responsible for the discipline, behaviour and wellbeing of pupils at the school and for ensuring a positive response to school rules.

There is a clear emphasis at our school on PRAISE and REWARD.

Implementing the policy

In order to implement the policy, the school has a number of rules which pupils are expected to respect. This is a means of ensuring good discipline and positive behaviour in lessons and around the school, while enabling

pupils to work together, learn and concentrate on their work in a happy and harmonious atmosphere. Restorative Practice strategies are an important part of the school's Discipline and Behaviour Policy. RP gives pupils the opportunity to raise concerns about their lives and incidents that occur in school so that their peers and staff can help resolve issues that arise. Evidence shows that RP is a proven and effective way to reduce conflict and improve behaviour and discipline within schools and the wider community.

The role of the class teacher

At the beginning of each academic year, the class teacher will discuss the school/class rules with the pupils. Through this, every child in the school knows the standard of behaviour that we expect in our school. The Headteacher and teachers will use the morning assembly as a forum to reinforce the school and class rules by means of appropriate religious and moral stories.

The class teachers at our school have high expectations of the children in respect of behaviour and they endeavour to ensure that all the children work to the best of their ability.

The class teacher treats every child fairly and implements the class code consistently. Teachers treat every child in their class with respect and understanding.

The school rewards good behaviour because it believes that this will develop an ethos of kindness and co-operation.

We reward children for good behaviour in a variety of ways:

- *Teachers congratulate children and acknowledge good behaviour
- *Children are rewarded with praise stickers
- *A 'star of the week' certificate is presented to one child in each class.
- *Children receive merits, either for consistently good work or behaviour, or to acknowledge outstanding effort or an act of kindness in the school.
- *'Golden time' - free time under supervision - is set aside.

If a child misbehaves in class, the class teacher deals with the situation in a fair and appropriate manner. Pupils who misbehave are encouraged to

consider their actions and the effect of their actions on others. The pupil is encouraged to reflect quietly upon their actions and to make sense of the situation e.g by use of 'thinking mat' - a recognised quiet area with in the class/on the yard. We will always try to understand the reason for their behaviour and implement Restorative Practice strategies. There will often be no need for punishment, but if the child deserves to be punished, the punishment should reflect the seriousness of the act e.g the teacher notifying the Head teacher of the behaviour and the Head teacher called to speak to the pupil.

The pupil should not be punished by being prevented from participating in a curricular subject, for example, physical education.

If the child's behaviour endangers the safety of others, the class teacher will stop the activity and contact the Head teacher.

The class teacher will consult with the ALN coordinator if a pupil's behaviour is a cause for concern and impacting on others in a negative way over a period of time. The class teacher will also contact the parent if there are concerns about a child's behaviour or welfare. A Home/School contact book can be used if appropriate to inform parents about their child's behaviour.

The class teacher in conjunction with the pupil, the ALNC and with parental permission will create an Individual Education Programme if appropriate and put strategies in place to help improve behaviour.

If the behaviour does not improve the ALNC will consult with outside agencies for guidance, advice and support. If the behaviour continues to be a concern at School Action level the class teacher in consultation with the ALNC could suggest moving to the next stage if deemed appropriate - School Action +, requesting support from external agencies. Parental consent will be required at this stage.

If any incidents of anti-social behaviour occur, the Headteacher/class teacher will discuss these with the whole school/class in assembly or in discussion sessions in class.

If a child threatens, hurts or bullies another child, the class teacher will record the incident and the child will be punished. If a child continues to misbehave regularly, and if the child does not respond to further

intervention by the head teacher, the parents will be invited to come to the school to discuss the matter and to agree on a way forward with a view to improving the behaviour.

The school does not tolerate bullying of any kind. If we find that bullying or intimidation has taken place, we will act immediately to prevent any further incidents of such behaviour. We do everything within our power to ensure that every child is able to attend school without fear.

Every member of staff is aware of the rules regarding the use of force by teachers. Staff will only intervene physically to restrain children or to prevent a child being hurt, or if a child is in danger of hurting himself/herself.

The role of the Headteacher

The Headteacher is responsible for implementing the school's behaviour policy consistently throughout the school and for reporting to the governors, when required, on the effectiveness of the policy. The Headteacher is also responsible for ensuring the health, safety and welfare of every child at the school.

The Headteacher supports the staff by implementing the policy, setting standards of behaviour, and supporting staff to implement the policy.

The Headteacher keeps a record of every serious case of misbehaviour which is reported.

The Headteacher is responsible for allocating fixed term exclusions to individual children in the case of serious misbehaviour. The Headteacher may exclude a child permanently following very serious or continuous acts of antisocial behaviour. These measures are taken only after notifying the school governors.

The role of the parents

The school works with parents so that the children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to work with the school, as noted in the home/school agreement, and we notify parents immediately if we have any concerns about their child's behaviour or welfare.

If the school has to use reasonable sanctions to punish a child, we expect the parents to support the school's actions. If parents have any concerns

about the way their child is treated, they should initially contact the class teacher and subsequently the head teacher. If the concern continues, they should contact the school governors. If these discussions are unable to resolve the problem, the formal complaints process can be initiated.

The Role of the Governing Body

The Governing Body is responsible for setting general guidelines on standards of discipline and behaviour and for reviewing their effectiveness. The Governing Body supports the head teacher in adhering to these guidelines. The head teacher has day to day authority to implement the school's discipline and behaviour policy.

Fixed term and permanent exclusions

We do not wish to exclude any child from the school, but this may be necessary on occasions.

Only the Headteacher (or the acting head teacher) has the right to exclude any child from the school. In extreme cases and exceptional circumstances, the Headteacher can exclude a child permanently.

If the head teacher excludes a child, he will inform the parents immediately and give the reasons for the exclusion. At the same time, the head teacher will make it clear to the parents that they can appeal to the governing body against the decision should they wish to do so. The school will inform the parents immediately how to submit such an appeal.

The Headteacher will inform the LEA and the Governing Body of any permanent exclusion and any fixed term exclusion in any term which is longer than five days.

When the appeal panel meets to consider an exclusion, it will consider the circumstances in which the child was excluded, together with any representations from the parents and the LEA and whether the child should be reinstated.

If the governors' appeal panel decides that the child should be reinstated, the Headteacher must abide by this ruling.

Monitoring and Review

The Headteacher will monitor the policy's effectiveness on a regular basis. The school keeps a variety of records regarding incidents of misbehaviour. Class teachers keep a record of minor incidents which occur in class. The

head teacher records incidents where a child is sent to the head because of bad behaviour.

The Headteacher keeps a record of any child who receives a fixed term or permanent exclusion.

The Governing Body is responsible for monitoring the exclusion rate and for ensuring that the school's policy is implemented fairly and consistently.

The Governing Body may review the policy if the government introduces new rules or if the Governing Body receives recommendations for the improvement of the policy.

*Cymeradwy Adolygwyd y polisi yma gan y Pennaeth a'r Llywodraethwyr ar y
This policy was approved/reviewed by the Headteacher and Governors on*

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Llofnod y Pennaeth
Headteacher's signature

Dyddiad:
Date

Llofnod Cadeirydd y Llywodraethwyr:
Chair of Governors' signature

Dyddiad:
Date

Polisi ymddygiad, disgyblaeth a lles disgyblion.



'Gwnewch y Pethau Bychain'

cyfleoedd i ddisgyblion godi pryderon am ddigwyddiadau sy'n effeithio arnynt yn eu bywydau beunyddiol ac yn yr ysgol er mwyn i'w cyfoedion a staff fedru helpu datrys materion sy'n codi. Mae tystiolaeth yn dangos fod Arfer Adferol yn ffordd effeithiol o leihau gwrthdaro a gwella ymddygiad a disgyblaeth mewn ysgolion a chymdeithas.

Rôl yr Athro Dosbarth

Ar ddechrau bob blwyddyn academaidd bydd yr athrawes/ athro dd/dosbarth yn trafod rheolau'r ysgol/dosbarth gyda disgyblion. Trwy hyn, mae pob plentyn yn yr ysgol yn gwybod y safon o ymddygiad rydym yn disgwyl yn ein hysgol. Bydd y Pennaeth a'r athrawon yn defnyddio gwasanaethau dyddiol fel fforwm i atgyfnerthu rheolau ysgol a dosbarth drwy gyfrwng storïau crefyddol a moesol priodol.

Mae gan yr athrawon dosbarth yn ein hysgol ddisgwyliadau uchel oddi wrth y plant parthed ymddygiad ac maent yn ymdrechu i sicrhau fod yr holl blant yn gweithio i eithaf eu gallu.

Mae'r athrawes/athro dosbarth yn trin pob plentyn yn deg ac yn gweithredu'r cod dosbarth yn gyson. Mae athrawon yn trin pob plentyn yn eu dosbarth gyda pharch a dealltwriaeth.

Mae'r ysgol yn gwobrwyo ymddygiad da, gan ei bod yn credu bydd hyn yn datblygu ethos o garedigrwydd a chydweithrediad.

Rydym yn gwobrwyo plant am ymddygiad da mewn amrywiaeth o ffyrdd:

- *Athrawon yn llongyfarch plant ac yn cydnabod ymddygiad da
- *Gwobrwyo plant â sticeri clod
- *Cyflwyno tystysgrif 'seren yr wythnos' i blentyn o bob dosbarth.
- *Rydym yn dosbarthu teilyngdodau i blant, un ai am waith da cyson neu ymddygiad, neu i gydnabod ymdrech rhagorol neu weithred o garedigrwydd yn yr ysgol.
- *Caniatau 'amser aur' sef cyfnod o amser rhydd o dan orucwyliaeth.

Os yw plentyn yn camymddwyn yn y dosbarth, mae'r athro dosbarth yn delio gyda'r sefyllfa mewn modd teg a phriodol. Annogir disgyblion sydd yn cam-ymddwyn i ystyried eu gweithredoedd a'u heffaith ar eraill. Annogir y disgybl i fyfyrion'n dawel dros ei g/weithredoedd ac i wneud synnwyr o'r sefyllfa e.e. trwy ddefnydd o'r 'mat meddwl' - lle tawel cydnabyddedig oddi fewn i'r dosbarth/ar yr iard. Byddwn ar bob achlysur yn ceisio deall beth

Mae holl aelodau'r staff yn ymwybodol o'r rheolau parthed y defnydd o rym gan athrawon. Mae staff ond yn ymyrryd yn gorfforol i rwystro plant neu i atal niwed i blentyn, neu os yw plentyn mewn perygl o niweidio'i hun:

Rôl y Pennaeth

Mae'n gyfrifoldeb ar y Pennaeth i weithredu polisi ymddygiad yr ysgol yn gyson ar draws yr ysgol ac i adrodd i'r llywodraethwyr, yn ôl y gofyn, ar effeithiolrwydd y polisi. Y Pennaeth sydd hefyd yn gyfrifol am sicrhau iechyd, diogelwch a lles pob plentyn yn yr ysgol.

Mae'r Pennaeth yn cefnogi'r staff trwy weithredu'r polisi, gosod y safonau ymddygiad, a chefnogi'r staff wrth iddynt weithredu'r polisi.

Mae'r Pennaeth yn cadw cofnod o bob achos difrifol o gamymddwyn a adroddwyd.

Mae'r Pennaeth yn gyfrifol am roi gwaharddiad tymor penodol i blant unigol am weithredoedd difrifol o gamymddwyn. Mae'r Pennaeth yn gallu gwahardd plentyn yn barhaol yn dilyn gweithredoedd difrifol iawn neu barhaus o ymddygiad gwrthgymdeithasol. Dim ond ar ôl hysbysu llywodraethwyr yr ysgol y cymerir y camau yma.

Rôl y Rhieni

Mae'r ysgol yn cydweithio gyda'r rhieni, er mwyn i'r plant dderbyn negeseuon cyson am sut i ymddwyn adref ac yn yr ysgol.

Rydym yn disgwyl i rieni gefnogi dysgu eu plentyn, ac i gydweithio gyda'r ysgol, fel y'i gosodir yn y cytundeb cartref/ysgol, ac rydym yn hysbysu rhieni'n syth os oes gennym bryderon am les neu ymddygiad eu plentyn. Os oes rhaid i'r ysgol ddefnyddio sancsiynau rhesymol i gosbi plentyn, rydym yn disgwyl i'r rhieni i gefnogi gweithredoedd yr ysgol. Os oes gan rieni unrhyw bryderon am y modd mae eu plentyn wedi ei drin, i gychwyn, dylid cysylltu gyda'r athro dosbarth ac yna'r Pennaeth. Os yw'r pryder yn parhau, dylid cysylltu gyda Chorff Llywodraethu yr ysgol. Os nad yw'r trafodaethau yma'n gallu datrys y broblem, gellid gweithredu'r broses cwynion ffurfiol.

Rôl y Corff Llywodraethu

Mae'r Corff Llywodraethu yn gyfrifol am osod y canllawiau cyffredinol yma ar safonau disgyblaeth ac ymddygiad, ac o adolygu eu heffeithiolrwydd. Mae'r Corff Llywodraethu yn cefnogi'r Pennaeth trwy lynu at y canllawiau

Gall y Corff Llywodraethu adolygu'r polisi os yw'r llywodraeth yn cyflwyno rheolau newydd, neu os yw'r Corff Llywodraethu yn derbyn argymhellion ar sut y gellid gwella'r polisi.

Cymeradwyd/Adolygwyd y polisi yma gan y Pennaeth a'r Llywodraethwyr ar y
This policy was approved by the Headteacher and Governors on

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Llofnod y Pennaeth
Headteacher's signature

Dyddiad:
Date

Llofnod Cadeirydd y Llywodraethwyr: *J. Gwynedd*
Chair of Governors' signature

Dyddiad: *12-6-14*
Date