

# Ysgol Gynradd Llandegfan



## *Polisi Hyrwyddo Ymddygiad Da*

Cytunwyd gan Staff: Hydref 2017  
Mabwysiadwyd gan y Llywodraethwyr: Hydref 2017  
Adolygiad nesaf: Hydref 2019

### Arwyddwyd

Cadeirydd y Llywodraethwyr: Mr C. Jones

Pennaeth: Mr D. Hood

Datganiad o egwyddorion cyffredinol ynglyn ag ymddygiad. (Rhydd Deddf Addysg 1997 ddyletswydd statudol ar y llywodraethwyr i lunio datganiad ysgrifenedig o egwyddorion cyffredinol ynglyn ag ymddygiad).

### **Ethos yr Ysgol ac Elfennau Moesol**

- 1 Yn unol a nodau ac amcanion cyffredinol yr ysgol bydd y Corff Llywodraethol yn ceisio sicrhau o fewn yr ysgol, amgylchfyd ac awyrgylch lle y gall y disgyblion dyfu, datblygu ac aeddfedu i ddod yn unigolion hyderus, yn ymwybodol o les eraill ac yn aelodau cyfrifol o'r gymdeithas y maent yn rhan ohoni.
- 2 Bydd yr ysgol yn sefydlu, drwy ei gweithdrefnau, awyrgylch hapus a gweithgor yn seiliedig ar gydberthynas o barch a gofal saff a'i gilydd, staff a disgyblion a disgyblion a'i gilydd, sydd yn galluogi disgyblion i ymagweddu'n gadarnhaol a datblygu hunan hyder.

### **Trefn Gweithredu Cynnal Ymddygiad**

O gysidro fod ymddygiad plant yn ganolog i'r broses o ddysgu ac addysgu, bydd yr ysgol yn sicrhau dulliau o strategaethau pendant fel y gall systemau addysgol yr ysgol weithredu'n effeithiol.

Wrth lunio'r strategaethau bydd angen rhoddi ystyriaeth i'r canlynol:-

- 3 bod problemau ymddygiad yn gallu deillio o sawl cyfeiriad a bod angen cydweithio rhwng cartref, ysgol ac asiantaethiau eraill pan fo'n briodol.
- 4 bod angen cynnal gwerthoedd a hawliau cytunedig sy'n hysbys i'r ysgol, y plant a'r cartref.
- 5 bod addysg bersonol a chymdeithasol a datblygiad moesol yn elfen ganolog o'r ddarpariaeth.
- 6 bod angen sicrhau cysondeb yn y dulliau gweithredu gan roddi pwyslais arbennig ar y cadarnhaol trwy weithredu trefn wobrwyo a gosod sancsiynau.
- 7 rhaid ystyried cyfle cyfartal a chynhwysiad llawn.

Prif nod gweithredu trefn o fewn yr ysgol fydd i hybu hunan ddisgyblaeth ymysg y disgyblion a pharch at eraill, fydd yn rhoddi'r hawl sylfaenol i bob disgybl o gael cyfle i ddatblygu heb ymyrraeth gan arall neu eraill, o fewn awyrgylch hapus a chyfeillgar.

Bydd y datganiad yma yn sail i bolisi a threfn yr ysgol ar gynnal ymddygiad.

### **Ymateb i Achosion o Gamymddwyn**

Gellir crynhoi côd disgyblaeth yr ysgol mewn un frawddeg:

*'Disgwyliwn i'r plant weithio'n galed ac ymddwyn yn gyfrifol.'*

Drwy ddeall pwrpas trefn a disgyblaeth yn yr ysgol bydd disgyblion yn ffurfio'r agweddau cywir tuag at yr ysgol, nid yn unig drwy wneud yr

ysgol yn lle effeithiol i ddysgu ond drwy ddatblygu'r arfer o hunan ddisgyblaeth fydd yn eu gwneud yn well dinasyddion. Rhoi eglurhad i'r disgyblion o bwrpas trefn a rheolau, er mwyn sicrhau diogelwch ac effeithiolrwydd fydd y nod.

Os bydd plentyn yn camymddwyn yn ddifrifol dilynir y camau canlynol:

1. Bydd yr athro dosbarth yn trafod ymddygiad y plentyn gydag ef.
2. Bydd y disgybl yn colli amser chwarae.
3. Bydd y prifathro yn trafod ymddygiad y plentyn gydag ef.
4. Os na fydd gwelliant gelwir y rhieni i'r ysgol.
5. Bydd y disgybl yn colli gweithgaredd mae'n ei fwynhau yn yr ysgol.
6. Bydd y disgybl yn cael ei symud i ddosbarth arall os yn briodol.
7. Byddwn yn cadw'r disgybl yn yr ysgol am gyfnod ar ddiwedd y dydd (byddwn yn dilyn canllawiau'r llywodraeth os oes angen gwneud).
8. Gwneir cytundeb rhwng yr ysgol, rhieni a'r plentyn.
9. Gofynnir am gymorth y Gwasanaeth Arwain Plant, neu Gwasnaethau Cymdeithasol os yn berthnasol..
10. Gwaherddir y plentyn o'r ysgol.

Dim ond adegau prin y bydd gofyn mynd ymhellach na Cham 4 ar y rhestr uchod. Amlinellwn y camau uchod fel ganllaw yn unig. Nid yw'n angenrheidiol i bob cam cael ei gymryd mewn unrhyw achos penodol. Er enghraifft, gall digwyddiad difrifol iawn gwarantu symud i'r cam olaf yn syth. Mae'r pennaeth yn cadw cofnod o bob digwyddiad o gam 3 i fyny. Mae gan yr ysgol polisi gwrth-fwlio hefyd..

### **Defnydd o Rym Rhesymol i Reoli Disgyblion ac i'w Hatal**

Mae'r ysgol yn teimlo ei fod yn ddoeth i nodi cyngor Llywodraeth Cynulliad Cymru yn eu dogfen *Ymyriad Diogel ac Effeithiol - defnyddio grym rhesymol a chwilio am arfai* (Dogfen Canllawiau Rhif 041/2010). Mae'r cyngor isod wedi cael ei fabwysiadu i bolisi Ymddygiad yr ysgol:

Mae gan bob aelod o staff ysgolion bŵer cyfreithiol i ddefnyddio grym rhesymol i atal disgyblion rhag cyflawni trosedd, anafu eu hunain neu eraill, neu ddifrodi eiddo; a chynnal trefn a disgyblaeth dda ymhlith y disgyblion.

Dylid ond defnyddio grym fel y dewis olaf, pan mae'n amlwg fod un o'r sefyllfaeodd uchod ar fin digwydd.

Mewn ysgolion, defnyddir grym yn gyffredinol ar gyfer dau ddiben gwahanol – i reoli disgyblion ac i'w hatal:

- Gall rheoli olygu cyswllt corfforol goddefol (ee atal llwybr disgybl) neu gyswllt corfforol gweithredol (ee gafael yn llaw neu fraich disgybl i'w arwain).
- Pan fydd aelodau o staff yn defnyddio "ataliaeth" maent yn atal disgybl yn gorfforol rhag parhau i wneud yr hyn yr oedd yn ei wneud ar ôl i chi ddweud wrtho am stopio. Defnyddir technegau atal fel arfer mewn amgylchiadau mwy eithafol, pan fydd dau ddisgybl yn ymladd, er enghraifft, ac mae angen ymyriad corfforol i'w gwahanu.

Gellir defnyddio'r pŵer pan fydd y disgybl (yn cynnwys disgybl o ysgol arall) ar dir yr ysgol neu leoliad arall sydd o dan reolaeth neu ofal cyfreithiol yr aelod o staff (er enghraifft ar ymweliad ysgol).

I gael ei ystyried yn gyfreithiol, byddai'n rhaid i'r grym fod yn gymesur â'r canlyniadau y mae'n ceisio eu hosgoi. Dylai graddau'r grym fod y lefel isel sydd ei hangen i gyflawni'r canlyniad a ddymunir.

Mae bob amser yn anghyfreithlon defnyddio grym fel cosb

Dylid cofnodi unrhyw defnydd o rym ar y ffurflen *Use of Force to Control or Restrain Pupils: Incident Record Form*. Dylid sicrhau fod y ffurflen yn cael ei arwyddo gan tystion i'r digwyddiad.

Statement of general principles regarding behaviour. (The 1997 Education Act places a statutory duty on the governors to create a written statement of general principles regarding behaviour).

### **Ethos of the School and Moral Elements**

- In accordance with the school's general aims and objectives the Governing Body tries to ensure within the school, an environment and atmosphere where the pupils can grow, develop and mature to become confident individuals who are aware of the welfare of others, and are responsible members of the society of which they are part.
- The school will establish, through its procedures, a happy and hardworking atmosphere based on an interrelationship of the staff's respect and care of each other, the staff and pupils and pupils of each other, that enables pupils to behave positively and to develop self-confidence.

### **Procedure for Implementing Behavioural Support**

In considering that pupils' behaviour is central to the teaching and learning process, the school will ensure methods of definite strategies so that the school's educational systems can act effectively.

In creating the strategies consideration will need to be given to the following:

- that behavioural problems can derive from several directions and that there is a need for co-operation between the home, the school and other agencies when appropriate.
- that there is a need to maintain agreed values and rights that are known to the school, the pupils and the home.
- that personal and social education and moral development are a central element of the provision.
- that there is a need to ensure consistency in the implementation methods placing special emphasis on the positive by operating a rewarding and sanction setting procedure.
- equal opportunities and full inclusion have to be considered.

The main objective of implementing a procedure within the school will be to promote self-discipline among the pupils and respect towards others that will give each pupil the basic right to have an opportunity to develop without interference from another or others, within a happy and friendly atmosphere.

This statement will be the basis for the school's policy and procedure on maintaining behaviour.

### **Managing Cases of Inappropriate Behaviour**

The school's disciplinary code may be summarized in one sentence:

*"We expect pupils to work hard and behave responsibly"*

By understanding the purpose of order and discipline in school pupils will form correct attitudes towards the school, not only by making the school an effective place to learn but by developing the

habit of self-discipline that will make them better citizens.. The objective will be to explain to pupils the purpose for order and rules, in order to ensure safety and efficiency.

If a pupil seriously misbehaves the following steps are followed:

1. The class teacher will discuss the pupil's behaviour with him/her.
2. The pupil will lose a playtime.
3. The headmaster will discuss the pupil's behaviour with him/her.
4. If there is no improvement parents will be consulted.
5. The pupil will miss an activity that he/she enjoys in school.
6. The pupil will be removed to a different classroom.
7. After-school detention will be imposed (Government guidelines will be followed).
8. An agreement will be drawn up between school, parents and child.
9. The assistance of the Child Guidance Service will be asked for, or Social Services if relevant.
10. The pupil will be excluded from school.

It is only on rare occasions that there will be a need to go further than step 4 on the above list. The steps outlined above are highlighted as guidance. It is not necessary for each step to be taken in any individual case. For example, the most serious cases could result in the immediate invoking of step 10. The Headteacher keeps a record of all incidents which warrant intervention at point 3 and above. The school also has an anti-bullying policy.

## **USE OF FORCE AND RESTRAINT**

The school has felt it prudent to take note of the Welsh Assembly Government guidance document *Safe and effective intervention - use of reasonable force and searching for weapons* (Guidance Document No: 041/2010). The following advice from the document has been formally adopted into the school's Behaviour policy:

All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property; and to maintain good order and discipline amongst pupils.

The use of force should only be a last resort when any of the scenarios outlined above are clearly imminent.

In the school, force can generally be used for two different purposes - to control pupils and to restrain them:

- \* Control can mean either passive physical contact (eg blocking a pupils' path) or active physical contact (eg leading them by the hand or arm).
- \* When staff use 'restraint' they physically prevent a pupil from continuing what they were doing after they have been told to stop. Restraint techniques are usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.

These powers may be used where the pupil is on school premises or elsewhere in the lawful control or charge of the staff member.

To be judged lawful the force 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.

It is always unlawful to use force as a punishment.

Any incidents which have resulted in the use of force should be recorded on the *Use of Force to Control or Restrain Pupils: Incident Record Form*. This should be countersigned by any witnesses.