

YSGOL CWMMLLYNFELL



"Dysgwyr da, dyfodol disglair"

YMDDYGIAD A DISGYBLAETH POSITIF
POSITIVE BEHAVIOUR AND DISCIPLINE

Medi 2025 / September 2025

Cyflwyniad

Rydym yn gymuned ofalgar ac ein prif nod yw sicrhau bod pob aelod o'r gymuned yn teimlo'n ddiogel ac yn teimlo eu bod nhw'n cael eu gwerthfawrogi a'u parchu.

Yn Ysgol Gymraeg Cwmllynfell, rydym yn credu bod ymddygiad cymdeithasol priodol o'r pwys mwyaf, ac yn rhan hanfodol o addysg. Mae ymddygiad da yn un o'r rhagofynion ar gyfer addysgu a dysgu effeithiol ac mae gan bob plentyn hawl i gael y cyfleoedd addysgu a dysgu gorau posibl. Ni fyddwn yn derbyn unrhyw ymddygiad sy'n amharu ar yr hawliau hyn. Rydym yn disgwyl i'n disgyblion gymryd cyfrifoldeb dros eu hymddygiad a'u gweithredoedd, gan ddangos hunan ddisgyblaeth a pharch at ei gilydd. Ni fydd unrhyw ymddygiad sy'n peryglu iechyd a diogelwch plant neu oedolion yn yr ysgol yn cael ei oddef.

Yn Ysgol Gymraeg Cwmllynfell rydym yn cydnabod taw'r ffactorau pwysicaf sy'n gysylltiedig ag ymddygiad da yw:

- Perthynas dda a pharch rhwng athrawon a disgyblion;
- Disgwyliadau uchel gan athrawon mewn perthynas â galluoedd academiaidd eu disgyblion a'u sgiliau cymdeithasol;
- Dulliau dysgu a chwricwlwm sy'n diwallu anghenion y disgyblion;
- Meithrin agweddau cadarnhaol a hunan barch.

Ein Nodau

- I greu amgylchedd gofalgar, cynhwysol a hapus, lle disgwylir i bob unigolyn ymddwyn mewn modd cwrtais, parchus a goddefgar;
- I annog y disgyblion i gymryd cyfrifoldeb dros eu gweithredoedd a'u dewisiadau, er mwyn datblygu agweddau cadarnhaol a pharchus tuag atynt eu hunain, eu cyfoedion a'r rhai mewn awdurdod.
- I fod yn deg ac yn gyson wrth gosbi disgyblion.

Ar ddechrau pob blwyddyn academiaidd, mae'r athrawon yn gweithio gyda'r dysgwyr i sefydlu siartr ymddygiad eu hunain, yn roi pwyslais ar safonau ymddygiad disgwyliedig. Mae pob siartr yn rhoi dangos ystyriaeth am Hawliau Plant UNICEF.

Disgyblion

Gwneir disgyblion yn ymwybodol o'r safonau a ddisgwylir bob amser ac mae'r ysgol gyfan wedi cytuno ar yr egwyddorion clir a chyson o ymddygiad:

- Siarad Cymraeg ar bob achlysur;
- Cynhyrchu y gwaith gorau gallwn ni;
- Siarad yn gwrtais ac yn garedig i eraill bob amser – dim gweiddi;
- Gwrando ar y bobl sy'n edrych ar ein hol – dim ateb nôl;
- Aros ein tro i siarad;

- Chwarae yn ddiogel a chyfrifol;
- Parchu hawl pawb i chwarae a gweithio mewn tawelwch;
- Cofio dweud “os gwelwch yn dda,” “diolch,” ac “esgusodwch fi”;
- Helpu eraill;
- Rhannu gydag eraill;
- Cerdded yn smart yn yr adeilad ysgol;
- Agor y drysau i eraill yn yr adeilad ysgol;
- Edrych ar ôl ein eiddo personol;
- Edrych ar ôl eiddo pobl eraill;
- Chwarae’n neis gyda’n gilydd;
- Cadw’n hysgol yn lân a thaclus;
- Parchu’r adeilad a eiddo’r ysgol.

Ar ddechrau pob blwyddyn academaidd, bydd athrawon dosbarth yn gweithio gyda'r disgyblion i sefydlu eu rheolau dosbarth eu hunain, gan dynnu sylw at safonau disgwyliedig o ymddygiad. Fydd y rheolau hyn yn cymryd mewn i hystyriaeth Hawliau'r Plentyn UNICEF ac maent yn cael eu harddangos yn amlwg mewn gwahanol ardaloedd i atgoffa'r disgyblion yn gyson.

Staff

Disgwylir i bob aelod staff i:

- Fod yn fodolau rôl dda yn y ffordd y maent yn ymddwyn a'r iaith gadarnhaol a ddefnyddiant;
- Trin pob disgybl yn deg, gyda pharch a dealltwriaeth;
- Defnyddio arfer adferol wrth ymdrin ag achosion o ymddygiad annerbyniol neu amhriodol;
- Sicrhau bod rheolau ysgol yn cael eu gorfodi mewn gwahanol rannau o'r ysgol;
- Annog disgyblion i ymddwyn yn gyfrifol;
- Meddu ar ddisgwyliadau uchel ac annog pob disgybl i weithio hyd eithaf ei allu;
- Cadw cofnod o bob ymddygiad sy'n achosi pryder;
- Ymateb mewn modd amserol i ymddygiad annerbyniol;
- Sicrhau awyrgylch cefnogol a chyfforddus lle mae disgyblion yn teimlo'n ddiogel ac yn cael eu hannog i wneud eu gorau;
- Datblygu ac egluro siarteri dosbarth fel bod pob disgybl yn deall yr hyn a ddisgwylir ganddynt;
- Cymhwysu codau ymddygiad yn deg ac yn gyson;
- Mynnu bod disgyblion yn gofalu am eu hamgylchedd;
- Arddangos gwaith disgyblion yn effeithiol, a marcio darnau o waith yn rheolaidd er mwyn dangos bod ymdrechion yn cael eu parchu a'u gwerthfawrogi;
- Canmol a gwobrwyo ymddygiad da;
- Byddwch yn ymwybodol o newidiadau ym mhatrymau ymddygiad unigolion ac ystyriwch y ffactorau a all fod yn cyfrannu at hyn.

Rhieni

Mae gan rieni ran hanfodol i'w chwarae o ran disgyblaeth ac ymddygiad. Gwerthfawrogwn y berthynas dda sy'n bodoli rhwng ein hysgol a'r cartref, ac mae croeso bob amser i rieni ddod i'r ysgol i drafod cynnydd eu plant o ran ymddygiad a hunanddisgyblaeth. Mae cytundeb cartref ysgol yn bodoli ac mae'n rhaid i bob teulu lofnodi hyn pan fydd eu plentyn yn dechrau'r ysgol, a hyderwn y bydd rhieni a gofalwyr yn annog eu plant i gydymffurfio â'n Siarter Ysgol.

Llywodraethwyr

Mae cyfrifoldeb ar y corff llywodraethu i adolygu effeithiolrwydd y polisi hwn a chefnogi a herio'r Pennaeth i weithredu'r canllawiau o fewn y polisi hwn. Gall y llywodraethwyr roi cyngor i'r Pennaeth ar faterion neu bryderon disgyblaeth arbennig, a rhaid i'r Pennaeth bob amser gymryd hyn i ystyriaeth wrth wneud penderfyniadau am rai materion ymddygiad. Cyfrifoldeb y corff llywodraethu yw monitro cyfradd ataliadau a gwaharddiadau, a sicrhau bod y polisi'n cael ei weinyddu'n deg ac yn gyson.

Gwobrwyo Disgyblion

Rydym yn credu bod gwobrwyo disgyblion yn arf pwerus ar gyfer meithrin, annog a chynnal ymddygiad da. Er mwyn adnabod a chydabod ymddygiad da, mae gennym system wobrwyo sy'n rhoi pwyslais ar ganmoliaeth. Gall gwobrau fod yn ffurfiol ac anffurfiol:

- Canmoliaeth ar lafar;
- Sylwadau ysgrifenedig ar ddarn o waith;
- Sticeri perfformiad;
- Anfon y disgyblion i ddangos eu gwaith da i bobl eraill;
- Seren yr Wythnos (tystysgrifau a gyflwynir mewn gwasanaeth);
- Cymraeg Cŵl (tystysgrifau a gyflwynir mewn gwasanaeth);
- Pwyntiau Dosbarth / Grŵp / Unigolion;
- Cyswllt rhieni ar ddiwedd y dydd;
- Adroddiadau ysgrifenedig.

Amser Egwyl

Cyfrifoldeb y staff addysgu a staff cefnogol yw dyletswydd yn ystod amser egwyl. Yn ystod y cyfnodau hyn, dylai staff osod , a disgwyl, safonau ymddygiad uchel.

Mae'r goruchwylwyr amser cinio yn gyfrifol am oruchwylio ymddygiad y disgyblion yn ystod yr awr ginio. Bydd y goruchwylwyr yn adrodd am achosion o ymddygiad amhriodol i'r athrawon dosbarth cyn gynted â phosibl, heb gyfaddawdu ar oruchwyliaeth disgyblion. Bydd

camymddwyn eithafol yn cael ei gyfeirio at aelod o'r staff addysgu ar unwaith.

Disgyblaeth Ysgol Gyfan

Mae'n ddyletswydd ar y Pennaeth a'r staff cyfan i:

- Sicrhau a chynnal amgylchedd gofalgar, meithringar a hapus;
- Datblygu siarter ymddygiad ysgol gyfan ac egluro safonau ymddygiad disgwylidig;
- Sicrhau bod disgwylidau'n cael eu gweithredu'n deg ac yn gyson;
- Canmol a gwobrwyo ymddygiad da yn holl ardaloedd cymunedol yr ysgol;
- Ymateb yn briodol i ymddygiad gwael ac annerbyniol;
- Arsylwi ymddygiad disgyblion mewn cyd-destun cymdeithasol;
- Cyfathrebu â rhieni pan fo angen (gweler yr adrannau ar wobrwon, disgyblaeth a sancsiynau);
- Cysylltu ag asiantaethau allanol pan fo angen a phan fydd angen cymorth ychwanegol.

Addoli ar y Cyd

Ystyriwn fod addoli ar y cyd yn bwysig iawn o ran gofalu a rhannu. Mae cyfrifoldeb ar bob athro i:

- Hybu agwedd ofalgar tuag at eraill;
- Rhannu a hyrwyddo ein siarter ysgol a chytunwyd arni;
- Uniaethu â theimladau pobl eraill a datblygu gwell dealltwriaeth ohonynt;
- Codi ymwybyddiaeth o eraill sy'n llai ffodus na ni, a'r angen i ddatblygu dyletswyddau dyngarol e.e. cefnogi apeliadau ac elusennau lleol, cenedlaethol a rhyngwladol.

Sancsiynau / Disgyblaeth

Weithiau, yn anffodus, nid yw rhoi boddhad ac enghreifftiau o ymddygiad cadarnhaol yn ddigon effeithiol ac mae cosbi ymddygiad negyddol yn dod yn anghenraid. Ar adegau, byddwn yn siarad â disgyblion ac yn rhoi gwybod am ganlyniadau tebygol o gamymddwyn ailadroddus. Mae achos difrifol o dorri rheolau ystafell ddosbarth / ysgol yn cyfiawnhau ymateb ar unwaith.

Os bydd disgybl yn parhau i ymddwyn yn annerbyniol, er gwaethaf pob ymdrech, gweithredir y raddfa ganlynol o sancsiynau:

Diffyg Parch at Eraill

1. Trafod pam fod yr ymddygiad yn annerbyniol neu'n amhriodol, yr effaith a gafodd ar y dioddefwr, ymdrechion a wnaed i atgyweirio'r berthynas a ddifrodwyd (os yw'n briodol) a'r canlyniadau os bydd yr ymddygiad yn parhau;
2. Trafod y rhan o Siarter yr Ysgol sydd wedi'i thorri neu pam mae'r ymddygiad yn amhriodol a thrafod y canlyniadau os bydd ymddygiad annerbyniol yn parhau;
3. Colli braint – 1 sesiwn (bore neu brynhawn)
4. Colli braint – 2 sesiwn (bore a phrynhawn)
5. Colli braint – 3 sesiwn (bore, amser cinio a phrynhawn) a chysylltu gyda rhieni
6. Cyfarfod i'w gynnal gyda'r ysgol, y disgybl a'r rhieni.

Os oes patrwm cyson i'r camymddwyn, gall staff gyfeirio eu pryderon at y Cydlynnydd Anghenion Dysgu Ychwanegol a fydd yn asesu'r angen am, ac yn llunio cynllun ymddygiad, mewn ymgynghoriad â'r rhieni.

O bryd i'w gilydd efallai y bydd yr ysgol yn teimlo bod angen cymorth ychwanegol gan y Seicolegydd Addysg neu'r Tîm Cymorth Lles / Ymddygiad i addasu ymddygiad unigolyn.

Os yw natur y camymddwyn naill ai'n ddifrifol, yn ymestyn dros gyfnod hir neu'n ymddangos fel pe bai'n gwaethygu, gall disgybl gael ei wahardd o'r ysgol (gyda chymeradwyaeth y Corff Llywodraethol) am gyfnod byr penodol, yna am gyfnod hirach ac, mewn achosion eithafol, ei gwahardd yn barhaol. Hwn fyddai'r dewis olaf un.

Anufudd-dod Bwriadol

1. Trafod pam fod yr ymddygiad yn annerbyniol neu'n amhriodol, yr effaith a gafodd ar y dioddefwr, ymdrechion a wnaed i atgyweirio'r berthynas a ddifrodwyd (os yw'n briodol) a'r canlyniadau os bydd yr ymddygiad yn parhau;
2. Colli braint – 1 sesiwn (bore neu brynhawn)
3. Colli braint – 2 sesiwn (bore a phrynhawn)
4. Colli braint – 3 sesiwn (bore, amser cinio a phrynhawn) a chysylltu â rhieni
5. Cyfarfod i'w gynnal gyda'r ysgol, y disgybl a'r rhieni

Os bernir bod y weithred o anufudd-dod bwriadol yn ddigon difrifol i fod yn risg iechyd, diogelwch a lles, cysylltir â rhieni ar unwaith a chynhelir cyfarfod i drafod y camau gorau i'w cymryd.

Fandaliaeth neu Ddifrod Bwriadol i Eiddo

Cysylltir â rhieni bob amser a gellir cynnal cyfarfod i drafod y camau gorau i'w cymryd. Gall hyn gynnwys:

- Trafod pam fod yr ymddygiad yn annerbyniol neu'n amhriodol, yr effaith a gafodd ar eraill, ymdrechion a wnaed i atgyweirio'r berthynas a ddifrodwyd (os yw'n briodol) a'r canlyniadau os bydd yr ymddygiad yn parhau;
- Colli breintiau;
- Talu am eiddo sydd wedi'i ddifrodi;
- Gwaharddiad cyfnod penodol.

Ymddygiad Annerbyniol / Anaddas / Bygythiol / Dychrynlyd tuag at Eraill, (gan gynnwys bwlio)

Yn achos achosion o ymddygiad annerbyniol, amhriodol, bygythiol neu ddychrynlyd tuag at eraill, bydd pob achos yn cael ei ystyried yn unigol a bydd yr ysgol yn ymateb i ddigwyddiadau penodol drwy ystyried y camau gweithredu mwyaf addas. Mae hyn yn unol â'n polisi gwrth-fwlio ar wahân. Cysylltir â rhieni bob amser mewn achos o fwlio, ond efallai na chânt eu hysbysu am achosion unigol o ffraeo neu fod yn gas wrth eraill. Gall mesurau gynnwys:

- Trafod pam fod yr ymddygiad yn annerbyniol neu'n amhriodol, yr effaith a gafodd ar y dioddefwr, ymdrechion a wnaed i atgyweirio'r berthynas a ddifrodwyd (os yw'n briodol) a'r canlyniadau os bydd yr ymddygiad yn parhau;
- Colli braint – colli amser chwarae;
- Cyfarfod rhwng yr ysgol, y disgybl a'r rhieni;
- Cynllun cymorth ymddygiad;
- Gwaharddiad cyfnod penodol neu waharddiad parhaol mewn achosion eithafol iawn. Mewn achosion o'r fath, gall Cadeirydd y Llywodraethwyr a / neu'r Awdurdod Lleol fod yn gysylltiedig;

Mae'n bwysig cofio yn yr achosion hyn nad yw bwlio yn achlysur rhyfedd o ffraeo gyda ffrindiau, galw enwau a chwarae ambell jôc neu dric ar eraill. Mae'n fwlio os yw'n digwydd sawl gwaith yn rheolaidd, gyda'r bwriad o achosi loes, braw neu ofn. Fel arfer mae'r person sy'n cael ei fwlio yn teimlo na all ei atal rhag digwydd ac yn ei chael hi'n anodd amddiffyn ei hun. Fodd bynnag, rhaid inni ystyried y gall hyd yn oed digwyddiad un tro gael effeithiau dinistriol ar y dioddefwr.

Dirnadaeth

Yn achos achosion o dirnadaeth tuag at eraill, bydd pob achos yn cael ei ystyried yn unigol a bydd yr ysgol yn ymateb i ddigwyddiadau penodol drwy ystyried y camau gweithredu mwyaf addas. Cysylltir â rhieni bob amser mewn achosion o dirnadaeth. Gall mesurau gynnwys:

- Trafod pam fod yr ymddygiad yn annerbyniol neu'n amhriodol, yr effaith a gafodd ar y dioddefwr, ymdrechion a wnaed i atgyweirio'r berthynas a ddifrodwyd (os yw'n briodol) a'r canlyniadau os bydd yr ymddygiad yn parhau;
- Colli braint – colli amser chwarae;

- Cyfarfod rhwng yr ysgol, y disgybl a'r rhieni;
- Cynllun cymorth ymddygiad;
- Gwaharddiad cyfnod penodol. Mewn achosion o'r fath, bydd Cadeirydd y Llywodraethwyr a / neu'r Awdurdod Lleol yn cymryd rhan;

Bydd digwyddiadau o natur rywiol, homoffobig neu hiliol bob amser yn cael eu hadrodd i'r Awdurdod Lleol.

Trais

Cysylltir â rhieni bob amser yn yr achosion hyn a chynhelir cyfarfod i drafod y ffordd orau o weithredu. Gall hyn gynnwys:

- Trafod pam fod yr ymddygiad yn annerbyniol neu'n amhriodol, yr effaith a gafodd ar y dioddefwr, ymdrechion a wnaed i atgyweirio'r berthynas a ddifrodwyd (os yw'n briodol) a'r canlyniadau os bydd yr ymddygiad yn parhau;
- Colli breintiau;
- Cynllun cymorth ymddygiad – gall hyn gynnwys atgyfeiriad at ein Tîm Cymorth Lles / Ymddygiad a / neu ein Hadran Seicoleg Addysg;
- Gwaharddiad cyfnod penodol;
- Gwaharddiad parhaol mewn achosion mwy eithafol neu ymddygiad treisgar ailadroddus.

Cadw Cofnodion

Mae'r ysgol yn cadw cofnodion yn y modd canlynol:

- Bydd staff y dosbarth yn cofnodi mân ddigwyddiadau;
- Bydd staff amser cinio yn adrodd am ddigwyddiadau i'r athro dosbarth neu'r Pennaeth, naill ai yn ystod amser cinio neu ar ddiwedd amser cinio, yn dibynnu ar ddifrifoldeb yr ymddygiad;
- Bydd athrawon yn cofnodi digwyddiadau o natur fwy pryderus ar **My Concern**;
- Bydd y Pennaeth yn cadw cofnod o unrhyw ddisgybl sy'n cael ei wahardd am gyfnod penodol neu sy'n cael ei wahardd yn barhaol.

Hygyrchedd / Cyfle Cyfartal

Rydym yn Ysgol sy'n Parchu Hawliau UNICEF a'n rôl ni yw sicrhau bod pob disgybl yn gwybod am eu hawliau. Bwriad yr hawliau hyn yw cadw plant a phobl ifanc yn ddiogel, yn iach ac yn hapus. Mae Polisi Hygyrchedd a Pholisi Cyfle Cyfartal ein hysgol hefyd yn annog disgyblion, staff, rhieni ac ymwelwyr waeth beth fo'u hil, anableded neu ryw i ddod yn aelodau gweithgar o gymuned yr ysgol. Ni wahaniaethir yn erbyn unrhyw unigolyn trwy weithredu'r Polisi Ymddygiad a Disgyblaeth hwn.

Dyddiad Monitro ac Adolygu

Bydd y Pennaeth, yr UDRh ac aelodau'r corff llywodraethu yn monitro'r polisi hwn yn flynyddol. Fodd bynnag, gellir ei adolygu a'i ddiwygio hefyd, mewn ymgynghoriad â'r holl rhanddeiliaid, yng ngoleuni digwyddiadau neu brofiad. Rhanddeiliaid y polisi hwn yw plant a phobl ifanc, staff, rhieni/gofalwyr, llywodraethwyr ac unrhyw sefydliadau eraill sy'n ymwneud â bywyd Ysgol Cwmllynfell.

Pennaeth/ Headteacher: *RA Sterl*

Cadeirydd y Llywodraethwyr/ Chair of Governors:

 C Gibala

Dyddiad/ Date: 8/10/2025

Introduction

We are a caring community and it is our primary aim to ensure that every member of the school community feels safe, valued and respected. We believe that to achieve this, positive social behaviour is of paramount importance, and a fundamental part of education throughout the school. Positive behaviour is one of the pre-requisites for effective teaching and learning and all children are entitled to the best teaching and learning opportunities possible. We expect our pupils to take responsibility for their behaviour and actions, demonstrating self-discipline and mutual respect for everyone. No behaviour that affects the wellbeing of children or adults in the school is acceptable.

We recognise that the most important factors linked to good behaviour are:

- A good relationship and mutual respect between staff and pupils;
- High expectations from teachers regarding their pupils' academic abilities and social skills;
- Teaching methods and a curriculum which meets the pupils' needs;
- Fostering pupils' positive attitudes and self-respect.

Our Aim:

- To create a caring, nurturing and happy environment, where all individuals are expected to behave courteously and respectfully;
- To encourage pupils to take responsibility for their actions and choices, to develop positive and respectful attitudes towards themselves and others;
- To be fair and consistent when listening to pupils and sanctioning pupils.

At the beginning of each academic year, all class teachers will work alongside the pupils to establish their own class charters, highlighting expected standards of behaviour. These charters will take into consideration UNICEF Rights of the Child and are prominently displayed in different areas as a constant reminder to pupils.

Pupils

Pupils regularly discuss the expected standards of behaviour and the whole school community have agreed the clear and consistent principles of behaviour in the form of a school charter:

- Speak Welsh at all opportunities;
- Produce the best work that we can;
- Speak with courtesy and kindly to everyone – no shouting;
- Listen to those who look after us – no answering back;
- Wait for our turn to speak;
- Play safely and responsibly;
- Respect everyone's right to play and work in peace;
- Remember to say "please," "thank you" and "excuse me."
- Help others;

- Share with others;
- Walk smartly within the school building;
- Open the doors to others within the school building;
- Look after our personal belongings;
- Look after other people's belongings;
- Play nicely with each other;
- Keep our school clean and tidy;
- Respect the building and school property.

At the beginning of each academic year, all class teachers will work alongside the pupils to establish their own class charters, highlighting expected standards of behaviour. These charters will take into consideration UNICEF Rights of the Child and are prominently displayed in different areas as a constant reminder to pupils.

Staff

All staff are expected to:

- Be good role-models in the way that they behave and the positive language that they use;
- Treat every pupil fairly, with respect and understanding;
- Use restorative practice when dealing with incidents of unacceptable or inappropriate behaviour;
- Ensure that school rules are enforced in different parts of the school;
- Encourage pupils to behave in a responsible manner;
- Have high expectations and encourage all pupils to work to the best of their ability;
- Keep a record of all behaviour that causes concern;
- Respond in a timely manner to unacceptable behaviour;
- Ensure a supportive and comfortable atmosphere where pupils feel safe and are encouraged to do their best;
- Develop and explain classroom charters so that every pupil understands what is expected of them;
- Apply codes of conduct fairly and consistently;
- Insist upon the pupils caring for their surroundings;
- Display pupils' work effectively, and mark pieces of work regularly to show that efforts are respected and appreciated;
- Praise and reward good behaviour;
- Be mindful of changes in individuals' behaviour patterns and consider the factors that may be contributing to this.

Parents

Parents have a vital role to play in terms of discipline and behaviour. We value the good relationship that exists between our school and the home, and parents are always welcome into school to discuss their children's progress in terms of conduct and self-discipline. There is a home school agreement that every family must sign when their child starts school, and

we trust that parents and carers will encourage their children to conform to our School Charter.

Governors

The governing body has a responsibility to review the effectiveness of this policy and support and challenge the Headteacher in carrying out the guidelines within this policy. The governors may give advice to the Headteacher about particular discipline issues or concerns, and the Headteacher must always take this into account when making decisions about some matters of behaviour. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the policy is administered fairly and consistently.

Rewarding Pupils

We believe that rewarding pupils is a powerful tool for nurturing, encouraging and maintaining good behaviour. To recognise and acknowledge good behaviour there is an existing rewards system which places great emphasis on praise. Rewards can be both formal and informal:

- Verbal praise;
- Written comments on pieces of work;
- Performance stickers;
- Sending pupils to show their good work to others;
- Seren yr Wythnos (certificates presented in assembly);
- Cymraeg Cŵl (certificates presented in assembly);
- Class / Group / Individual Dojos
- Certificates for kindness and caring for others
- Certificates at the end of every term;
- Parental contact at the end of the day – message slips;
- Written reports.

Break Times

Playground duty during break times is the responsibility of teaching staff and support staff. During these periods staff should also set and expect high standards of behaviour.

The lunchtime supervisors are responsible for overseeing the pupils' behaviour during the lunch hour. The supervisors will report instances of inappropriate behaviour to class teachers at the earliest opportunity, without compromising the supervision of pupils. Extreme misbehaviour will be referred to a member of teaching staff immediately.

Whole School Discipline

It is the duty of the Headteacher and whole staff to:

- Ensure and maintain a caring, nurturing and happy environment;
- Develop a whole school behaviour charter and explain expected standards of behaviour;
- Ensure that expectations are applied fairly and consistently;
- Praise and reward good behaviour in all communal areas of the school;
- Respond appropriately to poor and unacceptable behaviour;
- Observe pupils' behaviour in a social context;
- Communicate with parents when the need arises (see sections on rewards, discipline and sanctions);
- Contact external agencies when deemed necessary and when additional support is required.

Collective Worship

We consider collective worship to be very important regarding caring and sharing. It is the responsibility of all teachers to:

- Promote a caring attitude towards others;
- Share and promote our agreed school charter;
- Identify with, and develop a better understanding of the feelings of others;
- Raise awareness of others who are less fortunate than ourselves and the need to develop humanitarian duties e.g. supporting local, national and international appeals and charities.

Sanctions/ Discipline

Sometimes rewarding and exemplifying positive behaviour is unfortunately not effective enough and the sanctioning of negative behaviour becomes a necessity. At times, pupils will be spoken to and informed of the likely consequences of repeated misbehaviour. A serious breach of classroom / school rules warrants an immediate response.

If a pupil persists in displaying unacceptable behaviour, despite the use of restorative practices, the following scale of sanctions is applied:

Lack of Respect for Others

1. Discussing why the behaviour is unacceptable or inappropriate, the effect it has had on the victim, attempts made to repair the damaged relationship (if appropriate) and the consequences if the behaviour persists;
2. Discuss the area of the School Charter that has been broken or why the behaviour is inappropriate and discuss the consequences if unacceptable behaviour continues;
3. Loss of privilege – 1 session (morning or afternoon)
4. Loss of privilege – 2 sessions (morning and afternoon)
5. Loss of privilege – 3 sessions (morning, lunchtime and afternoon) and parents to be contacted
6. A meeting to be held with school, pupil and parents

If there is a consistent pattern to the misbehaviour, staff may refer their concerns to the Additional Learning Needs Co-ordinator who will assess the need for, and formulate a behaviour plan, in consultation with the parents.

Occasionally the school may feel that additional support from the Educational Psychologist or Wellbeing / Behaviour Support Team is necessary to modify an individual's behaviour.

If the nature of the misbehaviour is either serious, extends over a long period or seems to be deteriorating, a pupil may be excluded from school (with the Governing Body's approval) for a fixed short-term, then for a longer period and, in extreme cases, permanently excluded. This would be the very last resort.

Deliberate Disobedience

1. Discussing why the behaviour is unacceptable or inappropriate, the effect it has had on the victim, attempts made to repair the damaged relationship (if appropriate) and the consequences if the behaviour persists;
2. Loss of privilege – 1 session (morning or afternoon)
3. Loss of privilege – 2 sessions (morning and afternoon)
4. Loss of privilege – 3 sessions (morning, lunchtime and afternoon) and parents to be contacted
5. A meeting to be held with school, pupil and parents

If the act of deliberate disobedience is deemed serious enough to be a health, safety and wellbeing risk, parents will be contacted immediately and a meeting will be held to discuss the best course of action.

Vandalism or Deliberate Damage of Property

Parents will always be contacted and a meeting may be held to discuss the best course of action. This may include:

- Discussing why the behaviour is unacceptable or inappropriate, the effect it has had on others, attempts made to repair the damaged relationship (if appropriate) and the consequences if the behaviour persists;
- Loss of privileges;
- Paying for damaged property;
- Fixed term exclusion.

Unacceptable / Inappropriate/ Threatening/ Intimidating Behaviour towards Others, (including bullying)

In the case of incidents of unacceptable, inappropriate, threatening or intimidating behaviour towards others, each case will be considered individually and the school will react to specific incidents by considering the most suitable course of action. This is in line with our separate anti-bullying policy. Parents will always be contacted in the case of bullying, but may not be informed of isolated incidents of falling out or being unkind to others. Measures may include:

- Discussing why the behaviour is unacceptable or inappropriate, the effect it has had on the victim, attempts made to repair the damaged relationship (if appropriate) and the consequences if the behaviour persists;
- Loss of privilege – loss of playtimes;
- Meeting between school, pupil and parents;
- Behaviour support plan;
- Fixed term exclusion or permanent exclusion in very extreme cases. In such cases, the Chair of Governors and / or Local Authority may be involved;

It is important to remember in these instances that bullying is not the odd occasion of falling out with friends, name-calling and playing the odd joke or prank on others. It is bullying if it happens several times on a regular basis, with intent to cause hurt, intimidation or fear. Usually, the person who is being bullied feels unable to stop it happening and finds it difficult to defend himself / herself. However, we must consider that even a one-off incident can have devastating effects on the victim.

Discrimination

In the case of incidents of discrimination towards others, each case will be considered individually and the school will react to specific incidents by considering the most suitable course of action. Parents will always be contacted in cases of discrimination. Measures may include:

- Discussing why the behaviour is unacceptable or inappropriate, the effect it has had on the victim, attempts made to repair the damaged relationship (if appropriate) and the consequences if the behaviour persists;
Loss of privilege – loss of playtimes;
- Meeting between school, pupil and parents;
- Behaviour support plan;
- Fixed term exclusion. In such cases, the Chair of Governors and / or Local Authority may be involved;

Incidents of sexual, homophobic or racial nature will always be reported to the Local Authority.

Violence

Parents will always be contacted in these cases and a meeting will be held to discuss the best course of action. This may include:

- Discussing why the behaviour is unacceptable or inappropriate, the effect it has had on the victim, attempts made to repair the damaged relationship (if appropriate) and the consequences if the behaviour persists;
- Loss of privileges;
- Behaviour support plan – this may include a referral to our Wellbeing / Behaviour Support Team and / or our Educational Psychology Department;
- Fixed term exclusion;

- Permanent exclusion in more extreme cases or repetitive violent behaviour.

Record Keeping

The school keeps records in the following way:

- Classroom staff will record minor incidents;
- Lunchtime staff will report incidents to the class teacher or Headteacher, either during lunchtime or at the end of lunchtime, depending on the seriousness of the behaviour;
- Teachers will record incidents of a more concerning nature on **My Concern**;
- The Headteacher will keep a record of any pupil who is suspended for a fixed-term or who is permanently excluded.

Accessibility/ Equal Opportunities

We are a UNICEF Rights Respecting School and it is our role to ensure that all pupils know about their rights. These rights are designed to keep children and young people safe, healthy and happy. Our school's Accessibility Policy and Equal Opportunities Policy also positively encourages pupils, staff, parents and visitors irrespective of race, disability or gender to become active members of the school community. No individual will be discriminated against through the implementation of this Behaviour and Discipline Policy.

Monitoring and Review Date

The Headteacher, SMT and members of the governing body will monitor this policy on an annual basis. However, it may also be reviewed and amended, in consultation with all stakeholders, in the light of events or experience. The stakeholders of this policy are children and young people, staff, parents / carers, governors and any other organisations involved with the life of Ysgol Cwmllynfell.

Pennaeth/ Headteacher: *RA Sterl*

Cadeirydd y Llywodraethwyr/ Chair of Governors:

 C Gibala

Dyddiad/ Date: 8/10/2025