# Ysgol Gymraeg Bro Ogwr

## Polisi Ymddygiad Cadarnhaol

## *Positive Behaviour Policy*

## Agweddau Cadarnhaol a Pharodrwydd i Ddysgu

Nôd

Mae Bro Ogwr yn ymrwymedig i greu amgylchedd lle mae ymddygiad rhagorol wrth wraidd dysgu cynhyrchiol. Mae disgwyl i bawb gynnal y safonau uchaf o ran ymddygiad personol, derbyn cyfrifoldeb am eu hymddygiad ac annog eraill i wneud yr un modd.

Mae ein polisi ymddygiad yn rhoi arweiniad i staff fel eu bod yn addysgu hunanddisgyblaeth ac nid cydymffurfiaeth ddall. Mae'n adleisio ein gwerthoedd craidd gyda phwyslais mawr ar ymddygiad parchus, dull partneriaeth o reoli ymddygiad craidd ac ymyriadau deinamig sy'n cefnogi staff a dysgwyr.

Ein nôd yw:

- Creu diwylliant o ymddygiad eithriadol o dda ar gyfer dysgu, ar gyfer cymuned ac ar gyfer bywyd.
- Sicrhau bod yr holl ddysgwyr, gan gynnwys y rhai sydd ag anghenion dysgu ychwanegol, yn cael eu trin yn deg, y dangosir parch tuag atynt a hybu perthnasoedd da.
- Helpu dysgwyr i gymryd rheolaeth ar eu hymddygiad a bod yn gyfrifol am ei ganlyniadau.
- Meithrin cymuned sy'n gwerthfawrogi caredigrwydd, gofal, hwyliau da, tymer dda, ac empathi tuag at eraill.
- Hybu cydlyniant cymunedol trwy berthnasoedd gwell.
- Sicrhau mai ymddygiad ardderchog yw'r isafswm a ddisgwylir.

Bydd y polisi hwn yn:

- Diffinio beth yw ymddygiad annerbyniol yn ein tyb ni, gan gynnwys bwlio neu ymddygiad wedi'i dargedu.
- Nodi sut y disgwylir i ddisgyblion ymddwyn.
- Crynhoi rolau a chyfrifoldebau gwahanol bobl yng nghymuned yr ysgol o ran disgwyliadau'r ysgol.
- Nodi ein system o wobrwyon a sancsiynau.

Rolau a Chyfrifoldebau

Y Corff Llywodraethu sy'n gyfrifol am fonitro effeithiolrwydd y polisi hwn ac am ddwyn y Pennaeth a'r Uwch Dîm Arwain i gyfrif am ei roi ar waith.

Y Pennaeth a'r Uwch Dîm Arwain sy'n gyfrifol am adolygu a chymeradwyo'r polisi hwn. Bydd y Pennaeth a'r Uwch Dîm Arwain yn sicrhau bod amgylchedd yr ysgol yn hybu ymddygiad cadarnhaol, bod staff yn ymdrin yn effeithiol ag ymddygiad gwael a byddant yn monitro'r modd y caiff y polisi ei roi ar waith i sicrhau bod gwobrwyon a chanlyniadau / sancsiynau'n cael eu cymhwyso mewn modd cyson.

Mae staff yn gyfrifol am:

- Roi’r polisi hwn ar waith mewn modd cyson
- Modelu ymddygiad cadarnhaol
- Darparu dull wedi’i bersonoli o ddiwallu anghenion ymddygiadol disgyblion penodol
- Cofnodi digwyddiadau ymddygiad gan ddefnyddio *My Concern*
- Bod yn enghraifft o atal yn hytrach na sancsiwn.

Mae disgwyl i ddisgyblion:

- Ddilyn rheolau’r ysgol.
- Ymlynu wrth yr Arferion Ardderchog

Mae disgwyl i rieni:

- Gynorthwyo eu plentyn i ymlynu wrth Reolau’r Ysgol a’r Arferion Ardderchog.
- Hysbysu’r ysgol ynghylch unrhyw newidiadau mewn amgylchiadau a all effeithio ar ymddygiad eu plentyn
- Trafod unrhyw bryderon ymddygiadol gyda’r Athro/Athrawes Dosbarth a hynny’n ddiymdroi
- Ymlynu wrth y Côd Ymddygiad Rhieni.

<u>Rheoli ymddygiad</u>

Staff addysgu a chymorth sy’n gyfrifol am osod y cywair a’r cyd-destun ar gyfer ymddygiad yn yr ystafell ddosbarth. Byddant yn:

- Creu a chynnal amgylchedd ysgogol sy’n annog disgyblion i ymgysylltu
- Arddangos a thrafod rheolau’r ysgol er mwyn iddynt gael eu henghreifftio fel sy’n berthnasol i oedran y plant yn y dosbarth.
- Datblygu perthynas gadarnhaol â disgyblion a fydd yn cynnwys:
    - Cyfarch disgyblion
    - Sefydlu arferion eglur
    - Cyfleu disgwyliadau ar gyfer ymddygiad mewn ffyrdd heblaw geiriau
    - Amlygu, canmol a hybu ymddygiad da
    - Dod â’r diwrnod i ben mewn modd cadarnhaol a dechrau’r diwrnod nesaf o’r newydd
    - Bod â chynllun ar gyfer ymdrin â tharfu lefel-isel
    - Defnyddio atgyfnerthu cadarnhaol
- Dilyn canllawiau hyfforddi *Team Teach* os yw’n ofynnol.

Bydd yr holl staff yn

- Modelu ymddygiadau cadarnhaol a meithrin perthnasoedd

- Cynllunio gwersi sy’n ennyn ymgysylltiad yr holl ddysgwyr, yn eu herio ac yn diwallu eu hanghenion
- Peidio â chynhyrfu a cheisio atal cyn rhoi sancsiwn
- Cymryd camau dilynol bob tro, cadw perchnogaeth a chymryd rhan mewn deialog fyfyriol gyda dysgwyr
- Gyfrifol am yr holl ymddygiadau ar draws yr holl ddysgwyr
- Ymwybodol o fathau o ymddygiad penodol a strategaethau i gefnogi disgyblion gydag anghenion dysgu ychwanegol
- Gweithio ochr wrth ochr asiantaethau allanol, lle bo’r angen
- Ymatal rhag trafodaethau diddiwedd am ymddygiad a defnyddio ein hegni’n cynorthwyo dysgwyr i ailgydio yn y dysgu.
- Arddangos y thermomedrau ymddygiad fel canllawiau i helpu disgyblion i gymryd cyfrifoldeb am eu gweithredoedd a deall eu canlyniadau.

Bydd uwch arweinwyr yn

- Sefyll ochr yn ochr â chydweithwyr i gefnogi, tywys, modelu a dangos cysondeb unedig i ddysgwyr. Nid oes disgwyl iddynt ymdrin ag atgyfeiriadau ymddygiad ar wahân
- Bresenoldeb gweladwy o amgylch yr ysgol i hybu ymddygiad priodol
- Cefnogi cydweithwyr wrth iddynt gynorthwyo dysgwyr i ailgydio yn y dysgu trwy eistedd mewn cyfarfodydd gwneud iawn a chefnogi athrawon mewn sgyrsiau
- Rhoi anogaeth i ddefnyddio cyfathrebu cadarnhaol gyda rhieni
- Sicrhau bod anghenion hyfforddi staff yn cael eu hadnabod a’u diwallu
- Defnyddio data ymddygiad ar gyfer eu cyfnod i dargedu ac asesu ymyriadau
- Sicrhau bod gweithdrefnau’n cael eu dilyn a bod yr holl gyfleoedd yn cael eu harchwilio cyn uwchgyfeirio
- Uwchgyfeirio at y Pennaeth, y Dirprwy Bennaeth a’r CADY os yn briodol
- Sicrhau bod y Pennaeth yn cael diweddariadau rheolaidd ar ddigwyddiadau

Bydd Y Pennaeth, y Dirprwy Bennaeth a’r CADY yn

- Bresenoldeb gweladwy o amgylch yr ysgol i hybu ymddygiad priodol
- Rhannu arfer da’n rheolaidd
- Cynorthwyo uwch arweinwyr i reoli dysgwyr ag ymddygiadau annerbyniol sy’n fwy cymhleth neu wedi caledu
- Defnyddio data ymddygiad i dargedu ac asesu polisi ac arfer ysgol gyfan o ran ymddygiad
- Mynd ati’n rheolaidd i adolygu’r ddarpariaeth ar gyfer dysgwyr

Achosion a gaiff eu huwchgyfeirio

Bydd ymchwiliadau'n cael eu cynnal a thrafodaethau'n digwydd i benderfynu ar y dull gweithredu nesaf a all gynnwys:

- Cyfarfod gyda'r rhieni
- Atgyfeiriad at asiantaethau cymorth priodol
- Atgyfeiriad at asiantaethau allanol
- Gwaharddiad

Dogfennaeth Ategol:

Ataliaeth gorfforol – Cyfeirier at y canllawiau *Team Teach*

Cymorth i ddisgyblion – Cyfeirier at y Côd Anghenion Dysgu Ychwanegol Cymru 2021

Disgwyliadau ar gyfer Rhieni – Cyfeirier at y Côd Ymddygiad Rhieni

Polisi Gwrth-fwlio

Rheolau Ysgol ac Arferion Ardderchog

Poster Gwobrwyo Ymddygiad Cadarnhaol

Darperir hyfforddiant mewnol a chyfoes ar reoli ymddygiad ar gyfer staff pan fo'n ofynnol. Mae rheoli ymddygiad yn rhan o ddatblygiad proffesiynol parhaus trwy werthuso rheolaidd a negeseuon atgoffa trwy sesiynau briffio ar gyfer staff.

Bydd y polisi'n cael ei fonitro'n flynyddol ac yn cael ei adolygu bob tair blynedd.

Medi 2023

## Positive Attitudes and Readiness to Learn

### Aims

Bro Ogwr is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, partnership approach to managing core behaviour and dynamic interventions that support staff and learners.

We aim to:

- Create a culture of exceptionally good behaviour for learning for community and for life.
- To ensure that all learners, including those with additional learning needs, are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community that values kindness, care, good humour, good temper, and empathy towards others.
- To promote community cohesion through improved relationships.
- Ensure that excellent behaviour is a minimum expectation.

This policy will:

- Define what we consider to be unacceptable behaviour, including bullying or targeted behaviour.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people within the school community with regards to the school expectations.
- Outline our system of rewards and sanctions.

### Roles & Responsibilities

The Governing Body is responsible for monitoring this policy’s effectiveness and for holding the Head Teacher and Senior Leadership Team to account for its implementation.

The Head Teacher and Senior Leadership Team are responsible for reviewing and approving this policy. The Head Teacher and Senior Leadership Team will ensure that the school environment encourages positive behaviour, that staff deal effectively with poor behaviour and will monitor how the policy is implemented to ensure consistent application of rewards and consequences / sanctions.

Staff are responsible for:

- Implementing this policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents using My Concern.
- The exemplification of prevention rather than sanction.

Pupils are expected to:

- Follow school rules.
- Abide by the Excellent Routines

Parents are expected to:

- Support their child in adhering to the School Rules and Excellent Routines.
- Inform the school of any changes in circumstance that may affect their child's behaviour.
- Discuss any behavioural concerns with the Class Teacher promptly.
- Abide by the Parent's Code of Conduct.

<u>Behaviour Management</u>

All staff are responsible for setting the tone and context for behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display and discuss the school rules in order that it is exemplified as relevant to the age of the children in the class.
- Develop a positive relationship with all pupils which will include:
  - Greeting pupils.
  - Establishing clear routines.
  - Communicating expectations of behaviour in ways other than verbally.
  - Highlighting, praising and promoting good behaviour.
  - Concluding the day positively and starting the next day afresh.
  - Having a plan for dealing with low-level disruption.
  - Using positive reinforcement
- Follow Team Teach training guidelines if required.

All staff will

- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners, including those with additional learning needs.
- Be calm and seek prevention before sanction.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Be responsible for all behaviours across all learners.
- Have an awareness of specific behaviours and strategies to support pupils with additional needs.
- Work alongside external agencies, where required.
- Resist endless discussions around behaviour and spend our energy returning learners to their learning.
- Display the behaviour thermometers as guidelines to help pupils take responsibility for their actions and understand the resulting consequences.

Senior Leaders will

- not be expected to deal with behaviour referrals in isolation. They are to stand alongside colleagues to support, guide, model and show a unified consistency to learners.
- Be a visible presence around the school to encourage appropriate conduct.
- Support colleagues in returning learners to learning by sitting in on reparation meetings and supporting teachers in conversations.
- Encourage use of positive communication with parents.
- Ensure staff training needs are identified and met.
- Use behaviour data to target and assess interventions when required.
- Ensure that procedures are followed, and all avenues explored before escalating.
- Escalate to HT, DHT and ALNCo if appropriate.
- Ensure that HT is kept updated of incidences.

Head Teacher, Deputy Headteacher and ALNCo will

- Be a visible presence around the school to encourage appropriate conduct.
- Regularly share good practice.
- Support senior leaders in managing learners with more complex or entrenched unacceptable behaviours.
- Use recorded behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners.

Escalated Cases

Investigations will be undertaken, and discussions will be held to decide on the next course of action which may include:

- Meeting with parents
- Referral to appropriate support agencies
- Referral to external agencies
- Exclusion

Supporting Documentation:

Physical restraint - Refer to Team Teach guidelines

Pupil support - Refer to The Additional Learning Needs Code for Wales 2021

Parental Expectations - Refer to Parents Code of Conduct

Anti-Bullying Policy

School Rules and Excellent Routines

Rewarding Positive Behaviour Poster

Staff are provided with in house and up to date training on managing behaviour when required. Behaviour management forms part of continuing professional development through regular evaluation and reminders through staff briefings.

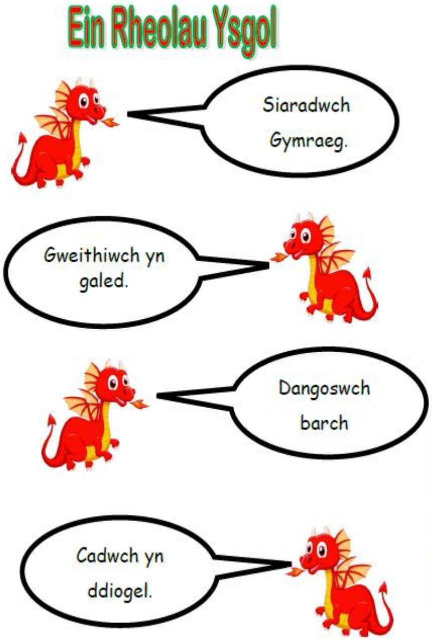
This policy will be monitored annually and reviewed every three years.

September 2023

# DATHLU A GWOBRYWO LLWYDDIANNAU
# CELEBRATING AND REWARDING SUCCESSES

Wrth ddilyn rheolau ysgol gall ddisgyblion ennill deilen i roi ar y Goeden Glod ac ennill gwobr bob hanner tymor.

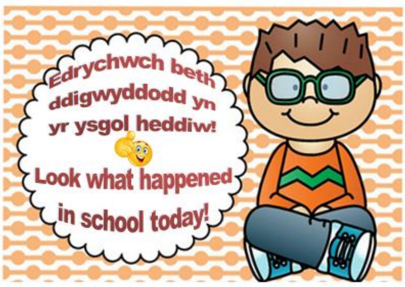
*By following school rules, pupils can win a leaf to place on the tree and receive a prize every half term.*

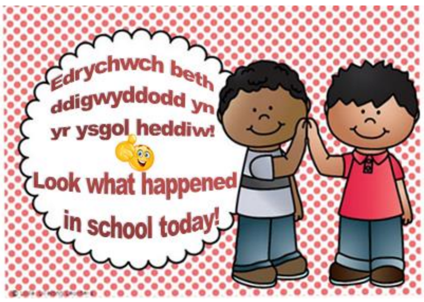


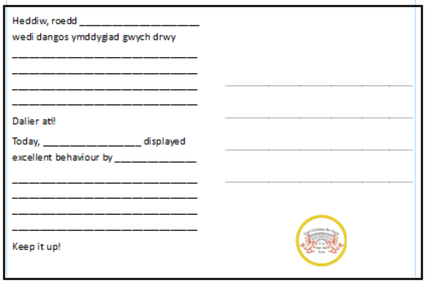
Mae disgyblion yn gweithio gyda'i gilydd i gasglu tocynnau am gadw rheolau. Ar ddiwedd bob tymor fe fydd y flwyddyn fuddugol yn dewis ffordd o ddathlu.

*Pupils work together to collect tokens for keeping the rules. At the end of each term the winning year group chooses their celebration.*

Ysgol Gymraeg Bro Ogwr
A fo ben bid bont



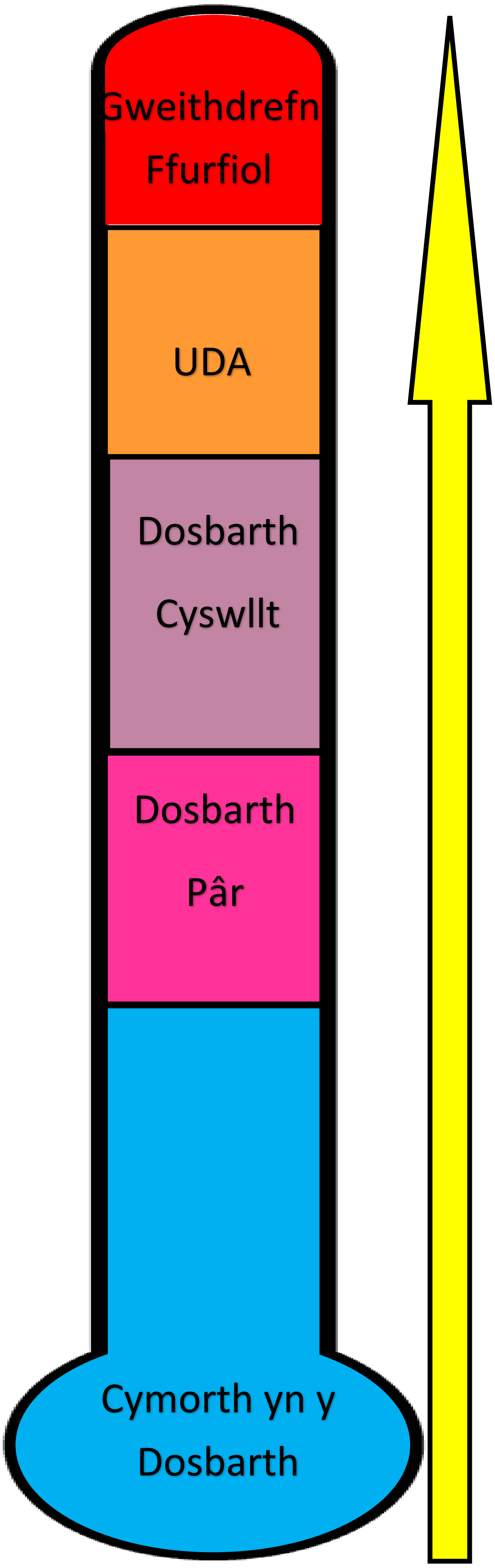
Heddiw, roedd ____________________
wedi dangos ymddygiad gwych drwy
______________________________
______________________________
______________________________
______________________________

Dalier ati!

Today, ______________ displayed excellent behaviour by ____________
______________________________
______________________________
______________________________
______________________________

Keep it up!

# Thermomedr Ymddygiad Disgyblion




Ymddygiad parhaus sy'n galw am y P, DB a'r CADY

Ymosodedd corfforol yn erbyn staff

Ymosodedd corfforol difrifol / parhaus yn erbyn plentyn / plant

Gadael yr ysgol heb ganiatâd

Colli rheolaeth / ymddygiad eithafol

Bwlio parhaus / Sylwadau hiliol

Parhau â'r ymddygiad yn y dosbarth cyswllt

Ymosodedd corfforol parhaus yn erbyn plentyn arall / plant

Bwlio / Sylwadau hiliol

Gadael y dosbarth yn barhaus heb ganiatâd

Parhau â'r ymddygiad yn y camau pinc

Ymosodedd corfforol yn erbyn plentyn arall / plant

Gadael y dosbarth heb ganiatâd

Gwrthod dilyn cyfarwyddiadau

Parhau â'r ymddygiad yn y camau glas

Peidio â chydymffurfio â:

1. Rheolau'r ysgol

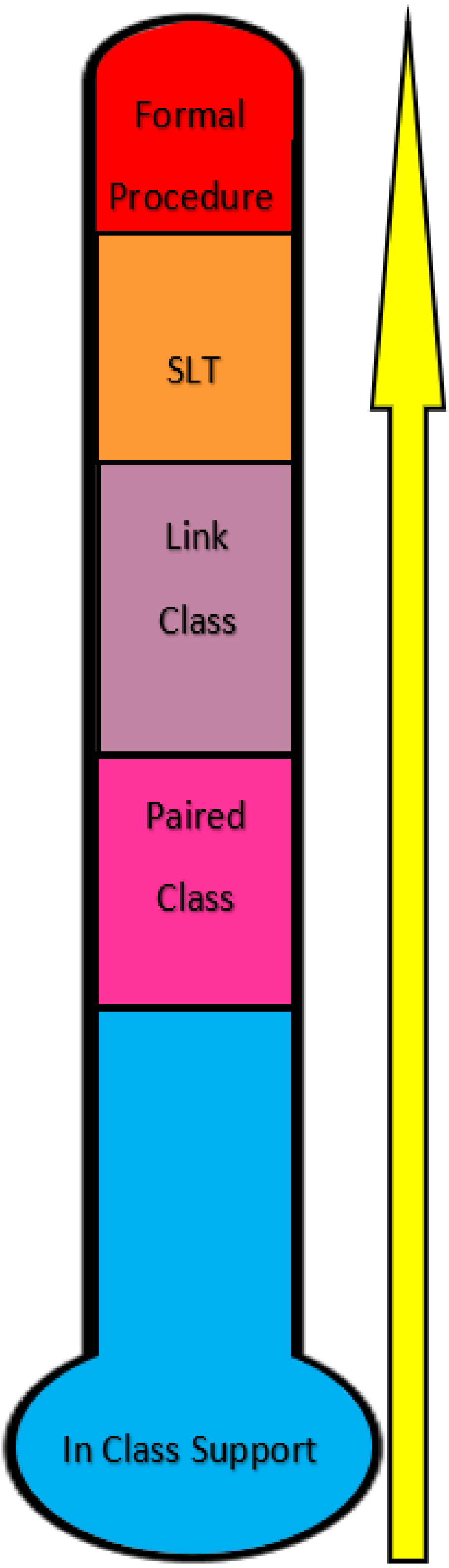
2. Arferion ardderchog

Er enghraifft,

Rhedeg yn yr ysgol, Ateb yn ôl, Mynd â sylw eraill,

Peidio â bwrw ymlaen â gwaith, Tarfu lefel-isel, Galw allan, Peidio â chyfranogi, Siarad, Methu â chadw'n llonydd, synau amhriodol/sy'n tarfu

# Pupil Behaviour Thermometer




**Persistent behaviour requiring HT, DHT and ALNCo**

Physical aggression against staff

Severe / persistent physical aggression against child / children

Leaving school without permission

Loss of control / extreme behaviour

Persistent bullying / Racist comments

Continuing the behaviour in link class

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Persistent physical aggression to another child / children

Bullying / Racist comments

Persistently leaving the classroom without permission

Continuing the behaviour in pink steps

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Physical aggression to another child / children

Leaving the classroom without permission

Refusal to follow instructions

Continuing the behaviour in blue steps

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Not conforming to:

1. School rules

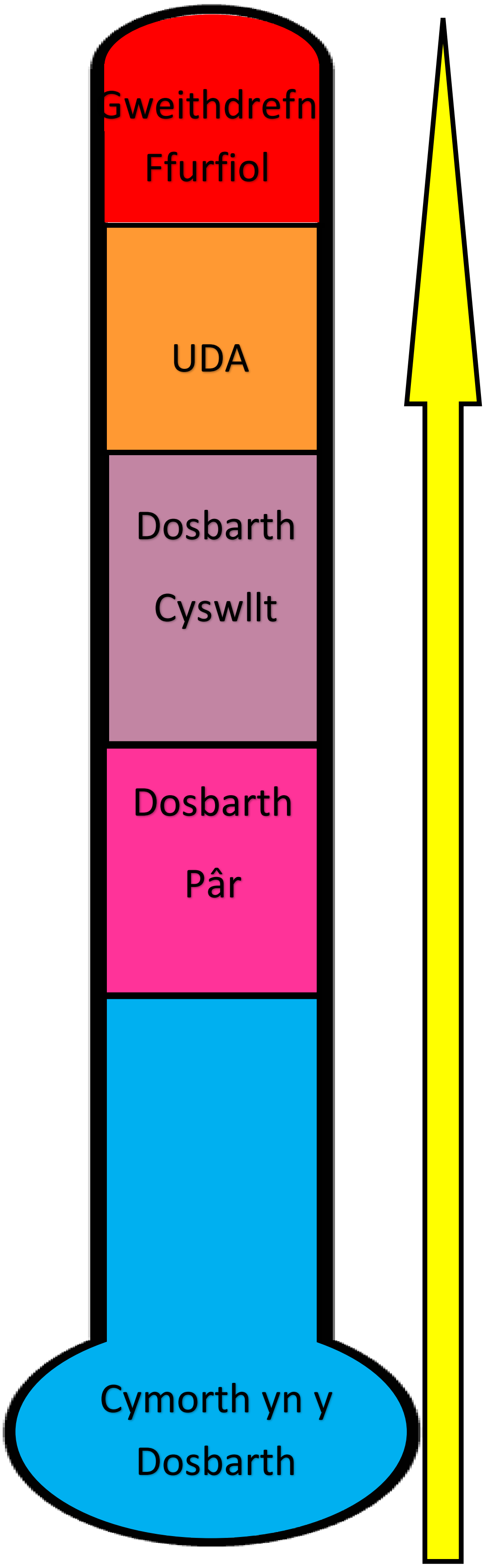
2. Relentless routines

For example,

Running in school, Answering back, Distracting others,

Not getting on with work, Low level disruption, Calling out, Not participating, Talking, Fidgeting, inappropriate/disruptive noises

# Thermomedr Arweiniad Staff




Gwaharddiad

Asiantaethau allanol a phriodol

Os yw'r ymddygiad yn parhau / yn cael ei ailadrodd caiff y cam nesaf ei egluro, llythyr / galwad ffôn at y rhieni'n gofyn am gyfarfod gyda'r Athro/Athrawes Dosbarth ac Uwch Arweinydd i egluro'r risg o waharddiad allanol

Athro/Athrawes Dosbarth ac Uwch Arweinydd yn cwrdd â'r rhieni a rhoi'r disgybl ar Lyfr Cyswllt y Cartref a'r Ysgol

Ffonio adref / cyfarfod gyda'r rhieni

Os yw'r ymddygiad yn parhau caiff y cam nesaf ei egluro

Trefnu cyfarfod gyda'r rhieni + Athro/Athrawes Dosbarth

Rhoi strategaethau rheoli ymddygiad penodol ar waith

Symud i'r dosbarth cyswllt am weddill y dydd

Os yw'r ymddygiad yn parhau caiff y cam nesaf ei egluro

Galwad ffôn i roi gwybod i'r rhieni

Digwyddiad yn cael ei logio yn llawlyfrau'r dosbarth

Symud i'r dosbarth pâr am weddill y diwrnod

Galwad ffôn adref os yw'n digwydd yn barhaus

Colli amser egwyl

Rhybudd ar lafar i ddweud y bydd y disgybl yn symud i fyny i'r adran nesaf os na wneir y dewisiadau cywir

Symud i disgybl i eistedd ar ei ben ei hun

Atgoffa'r disgybl am ddewisiadau o ran ymddygiad

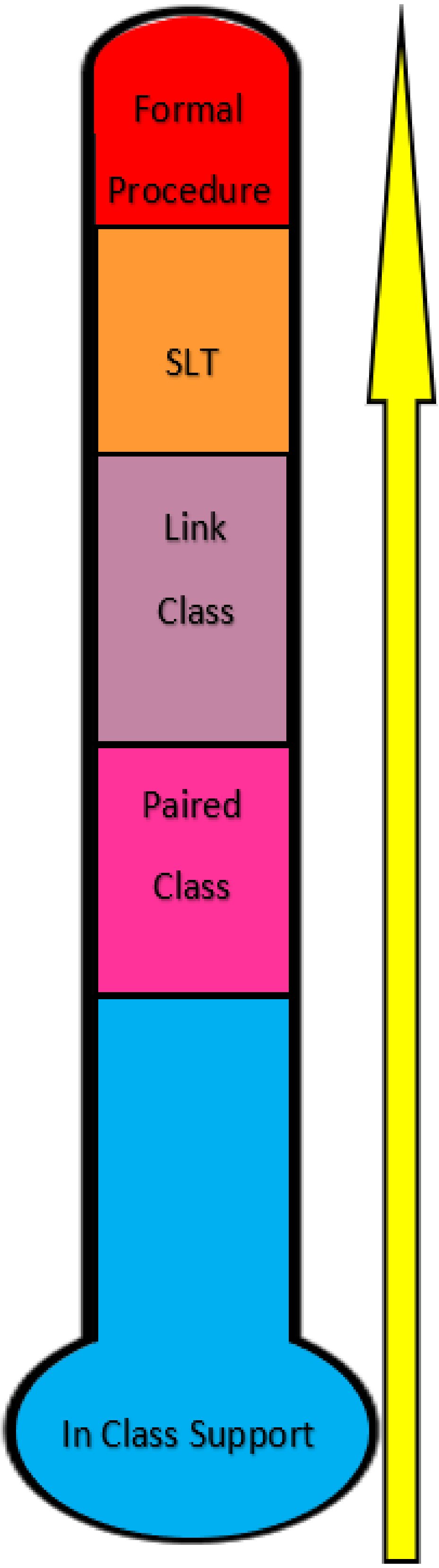
Rhybudd ar lafar – dweud enw'r disgybl

Canmol ymddygiad da disgybl arall

Cyswllt llygaid

Rhybudd dieiriau e.e. sefyll wrth ymyl y disgybl

# Staff Guidance Thermometer




Exclusion

External and appropriate agencies

If the behaviour continues / is repeated next step is explained, letter / phone call to parents requesting a meeting with Class Teacher and Senior Leader to explain the risk of external exclusion

Class Teacher and Senior Leader meet parents and pupil is put on Home School Contact Book

Phone call home / meeting with parents

If the behaviour continues next step is explained

Arrange meeting with parents + Class Teacher

Implement specific behaviour management strategies

Move to link class for the rest of the day

If the behaviour continues next step is explained

Phone call to alert parents

Incident logged in class handbooks

Move to paired class for the rest of the day

Phone call home if happening persistently

Loss of breaktime

Verbal warning that if the right choices are not made pupil will move up to the next section

Move pupil to sit alone

Reminder to pupil about behaviour choices

Verbal warning—say pupil's name

Praise another pupil's good behaviour

Eye contact

Non-verbal warning e.g. stand by pupil