



Polisi Disgyblaeth ac Ymddygiad

Cyflwyniad

Mae ethos a chwricwlwm yr ysgol wedi ei wreiddio yn ein bwriad i ddatblygu plant a phobl ifanc sydd yn dangos parch, gofal a goddefgarwch tuag at eu cufoedion, oedolion, eiddo a'r amgylchedd.

Fel ysgol rydym yn canolbwyntio ar 4 gwerth allweddol fel rhan o'n gweledigaeth ar gyfer datblygu unigolion hapus a chyflawn. Y gwerthoedd hynny yw:

- Parch
- Cwrteisi
- Caredigrwydd
- Dyfalbarhad

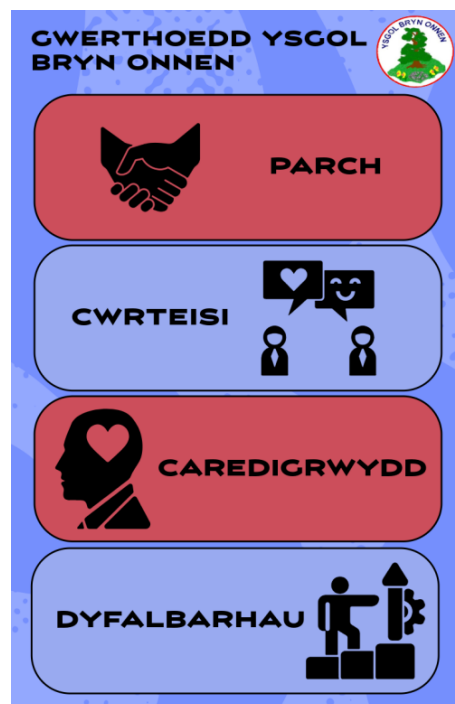
Bydd y gwerthoedd hyn yn weledol drwy'r ysgol ac yn sail i wobrwyo ymddygiad da.

Mae ein rheolau ysgol a rheolau dosbarth wedi eu llunio law yn llaw a disgyblion er mwyn rhoi cyfoedd iddynt ddatblygu y rhinewddau uchod.

Egwyddorion

Er mwyn gwireddu'r amcanion yma ac i hyrwyddo safonau uchel o ymddygiad yn yr ysgol credwn y dylid:

- Creu awyrgylch diogel a chefnogol ble bod pob aelod o'r ysgol (oedolyn neu blentyn) yn teimlo eu bod yn rhan ac yn chwarae rhan yng nghymdeithas yr ysgol.
- Datblygu disgyblion sydd yn meddu ar hunan-reolaeth, hunan-ddisgyblaeth a hunan-barch sydd wrth iddynt dyfu yn gwneud penderfyniadau da, diogel ac egwyddorol.
- Hyrwyddo agweddau cadarnhaol tuag at bobl ac eiddo
- Gosod telerau ac esiampl gryf gyda disgyblion o ddisgwyliadau o ran ymddygiad



- Datblygu systemau i atgyfnerthu'r disgwyliadau ar gyfer ymddygiad derbyniol e.e systemau gwobrwyo
- **Sicrhau cysondeb** yn ein hymateb i'r disgyblion. Dylai pob disgybl deimlo'n gyfwerth o fewn cymuned yr ysgol. N.B. Dydy hyn ddim yn golygu trin pob disgybl yr un peth, mae anghenion pob disgybl yn wahanol.
- Tynnu sylw at yr ymddygiad yr hoffem weld gan ddisgyblion yn hytrach na thuag at yr ymddygiad nad ydym eisiau ei weld
- Byddwn yn gwahaniaethu ein disgwyliadau o ran ymddygiad yn ol oed, dealltwriaeth ac anghenion pob disgybl
- Byddwn yn cydweithio yn agos a rhieni a chymdeithas yr ysgol er mwyn hybu a chefnogi ymddygiad da
- Sicrhau trefn yn holl weithgareddau'r ysgol. Gall trefn gyfrannu'n sylweddol tuag at amgylchedd gadarnhaol a thuag at ymddygiad yn gyffredinol

Gweithredu'r Egwyddorion

Rôl yr athro/athrawes dosbarth

Cysylltir addysgu a dysgu effeithiol ag ymddygiad da. Yn eu dosbarthiadau ac er mwyn hyrwyddo ymddygiad da, dylai'r athrawon anelu at:

Y Dysgu a'r Addysgu

- darparu gweithgareddau o her addas er mwyn symbylu'r plant
- darparu gweithgareddau gwahaniaethol er mwyn rhoi mynediad i'r cwricwlwm i bob plentyn beth bynnag eu anghenion
- cael disgwyliadau uchel o bob plentyn beth bynnag eu gallu
- cyflwyno bywiog er mwyn denu a chynnal diddordeb y plant
- canmolwn ymdrech **bob** plentyn a rhown iddynt dasgau clir a phwrpasol o fewn ei gyrraedd
- cynnig cymorth a chefnogaeth cadarnhaol i bob plentyn

Hyrwyddo ymdeimlad o falchder

- rhannu llwyddiannau pob disgybl y tu fewn a thu allan i'r ysgol e.e. dangos tystysgrifau neu dlysau
- caiff gwaith y plant ei arddangos a'i barchu er mwyn hybu hunan hyder y disgybl a meithrin ynddo y teimlad o berchnogaeth
- gofalwn fod pob ardal o'r ysgol yn daclus, yn drefnus ac yn atyniadol

- rhown gyfle i blant i arddangos eu gwaith i eraill e.e. cyfoedion, rhieni oedolion eraill, pennaeth a.y.y.b.

Arweiniad drwy ddangos esiamp

- bydd staff yn cyfarch plant pan yn eu gweld y peth cyntaf pob bore
- bydd oedolion yn cydnabod a llongyfarch disgyblion ar gwrtaisi ac ymddygiad da
- rhown gyfle cyfartal i'r plant pan yn – gweithio, chwarae defnyddio offer, dewis rhannau actio / cyngerdd / gwasanaeth
- gofalwn rhag 'stereoteipio' e.e. merched i lanhau, bechgyn i gludo offer
- gofalwn rhag 'stereoteipio' yng nghyd destun disgyblu e.e. peidio â chymryd yn ganiataol mai yr un plentyn 'drwg' sy'n troseddu bob tro
- gofalwn fod y plentyn yn gallu ymddiried mewn oedolion a'i fod yn cael **gwrandawriad llawn a theg** ganddo drwy feithrin perthynas o barch rhwng yr oedolion a'r plentyn
- dangoswn ar bob achlysur fod yr oedolion yn yr ysgol yn gefnogaeth - ym mhob sefyllfa – i'r plentyn.
- ni fyddwn yn cosbi grwp neu ddsbarth am ymddygiad rhoi o'u mysg

Cymreictod

Dylid ystyried y rhan yma o'r polisi yng nghyd destun datganiadau y Siarter Iaith a pholisiau eraill.

- Y Gymraeg yw prif iaith yr ysgol, yn y dosbarth ac ar y buarth
- Byddwn yn defnyddio strategaethau o'r Siarter Iaith i annog defnydd o'r Gymraeg e.e. pompoms, tystysgrif Siradwr Cymraeg yr Wythnos, Sgwter Seren a Sbarc

Disgwyliadau ymddygiad

- Siarad Cymraeg
- Dangos parch at bawb; rhannu, cymryd tro, gwrandawro, bod yn gwrtais.
- Dangos parch at eiddo
- Rydym yn gwrtais i bawb
- Dangos caredigrwydd i bob un person
- Dangos parch tuag at yr amgylchedd
- Dangos parch tuag at ein cymdeithas
- Bod yn barod i roi cynnig arni a gwneud ein gorau
- Dangos dyfalbarhad

System Wobrwyo

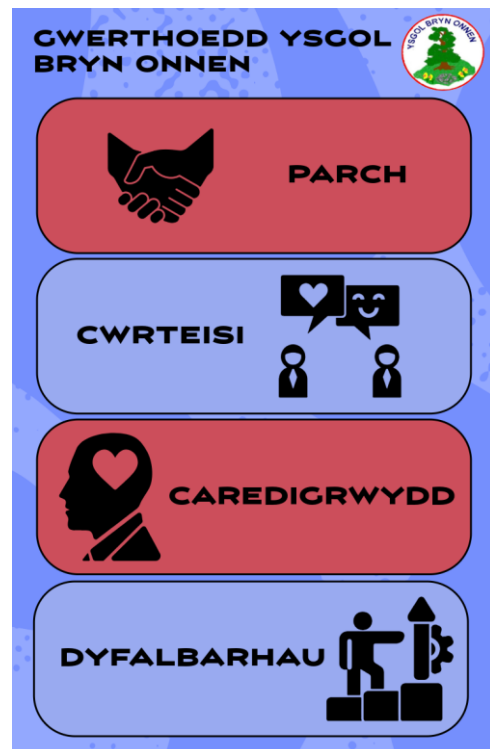
- Mae staff wedi cydweithio i adolygu ein system wobrwyo o fewn yr ysgol.
- Rydym wedi gwneud hyn er mwyn sicrhau cysondeb ac i sicrhau fod pawb yn deall beth yr ydym yn ei wneud.
- Byddwn yn parhau i wobrwyo disgyblion yn wythnosol gyda Disgybl yr Wythnos, Siaradwr Cymraeg yr Wythnos a Thysysgrif Caredigrwydd.

Mae disgyblion a staff wedi cytuno ar system wobrwyo sydd wedi addasu ar gyfer y dosbarth unigol ac sy'n gweddu i anghenion pob unigolyn, tra hefyd yn dilyn yr un system.

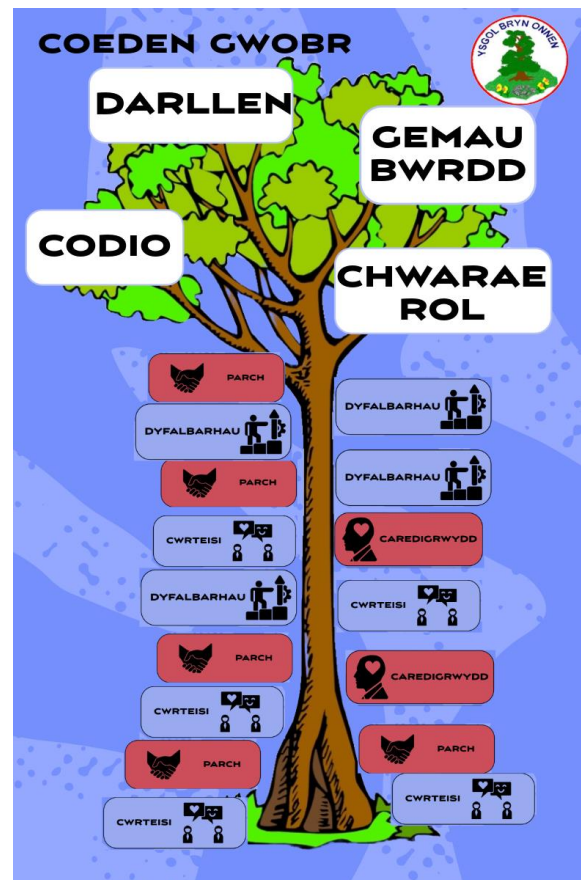
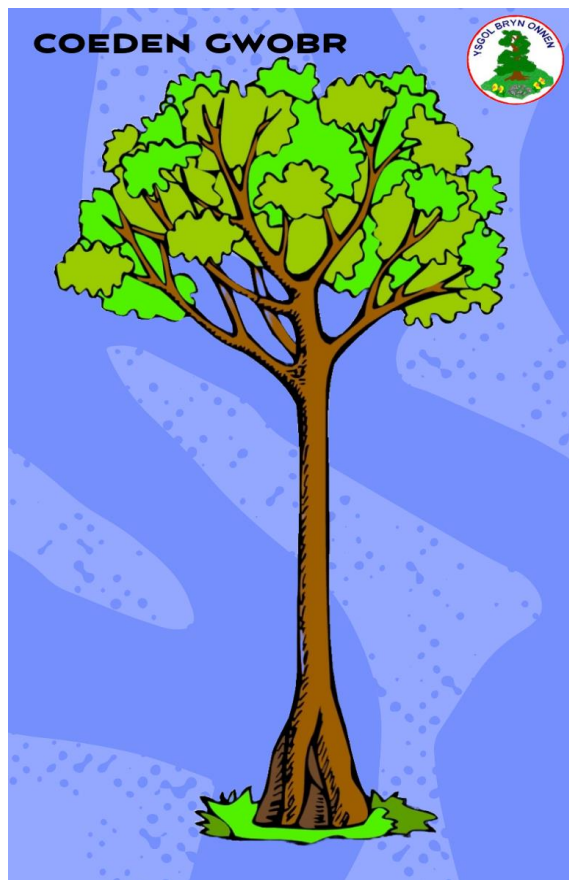
Bydd gan bob dosbarth 'Coeden Gwobr' lle bydd disgyblion yn gallu ennill cardiau cyflawniad yn seiliedig ar ein pedwar gwerth; Parch, Cwrteisi, Caredigrwydd, a Dyfalbarhau.

Bydd pob dosbarth yn gosod ei weithgareddau gwobrwyo ei hun a'r amser y cytunir arnynt gan y disgyblion a'r staff.

Bydd y gweithgareddau hyn yn herio'r disgyblion ar sail y cwricwlwm i Gymru a hefyd yn magu annibyniaeth ac yn rhoi'r cyfle iddynt ddewis.



Dyma enghraifft o'r 'Coeden Gwobr':



Fel ysgol rydym yn credu mewn gwobrwyo ymddygiad da ac ni fyddwn byth yn cymryd gwobrau sydd eisoes wedi'u hennill ar sail ymddygiad anaddas.

Lle mae ymddygiad yn annerbyniol byddwn yn dilyn y 'Camau ymddygiad'.

Mae disgyblion yn credu bod hon yn system deg sy'n tynnu sylw at ymddygiad anfoddhaol cyn gweithredu ond sydd hefyd yn sicrhau atebolrwydd a chysondeb.

CAMAU YMDDYGIAD

Tynnu Sylw

Tynnu sylw i'r ymddygiad

Rhybudd

Rhybuddio'r plentyn mi fydd carden melyn os mae'r ymddygiad yn barhau

Carden Melyn

Colli un amser chwarae
Neges ar Dojo i rienni

Carden Oren

Colli un amser chwarae ag ysgrifennu llythyr o ymddiheuriad wedi gosod gan y pennaeth
Galwad gan yr athro

Carden Coch

Colli amser chwarae trwy'r dydd
Galwad cartref gan y Dirprwy / Bennaeth



Discipline and Behavior Policy

Introduction

The school's ethos and curriculum are rooted in our intention to develop children and young people who show respect, care and tolerance towards their peers, adults, property and the environment.

As a school we focus on 4 key values as part of our vision for developing happy and complete individuals. Those values are:

- Respect
- Courtesy
- Kindness
- Perseverance

These values will be visible throughout the school and will be the basis for rewarding good behaviour.

Our school rules and class rules have been drawn up hand in hand with pupils in order to give them opportunities to develop the above qualities.

Principles

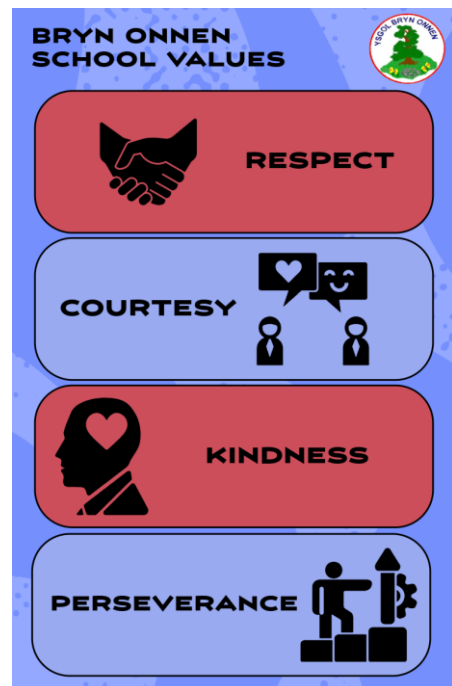
In order to realize these objectives and to promote high standards of behaviour in the school we believe in:

Creating a safe and supportive atmosphere where every member of the school (adult or child) feels that they are part of the school and play a part in the school's society.

Developing pupils who have self-control, self-discipline and self-esteem who, as they grow, make good, safe and principled decisions.

Promote positive attitudes towards people and property.

Set terms and a strong example with pupils of expectations in terms of behaviour.



Developing systems to reinforce expectations for acceptable behaviours e.g. reward systems

Ensuring consistency in our response to the pupils. All pupils should feel equal within the school community. This does not mean treating every pupil the same, every pupil's needs are different.

Drawing attention to the behaviour we would like to see from pupils rather than towards the behaviour we do not want to see.

We will differentiate our expectations in terms of behaviour according to the age, understanding and needs of each pupil.

We will work closely with parents and the school community in order to promote and support good behaviour.

Ensuring order in all school activities. Order can contribute significantly towards a positive environment and towards behaviour in general.

Implementation of the Principles

The role of the classroom teacher

Effective teaching and learning is linked to good behaviour. In their classes and in order to promote good behaviour, teachers should aim to:

The Teaching and Learning

- provide activities of suitable challenge in order to stimulate the children
- providing differentiated activities in order to give access to the curriculum for all children regardless of their needs
- have high expectations of all children regardless of their ability
- a lively presentation in order to attract and maintain the children's interest
- we praise each child's effort and give them clear and purposeful tasks within their reach
- offer positive help and support to all children

Promote a sense of pride

- share the successes of each pupil inside and outside the school e.g. show certificates or trophies
- the children's work is displayed and respected in order to promote the pupil's self-confidence and foster in him the feeling of ownership
- we make sure that every area of the school is tidy, organized and attractive
- we give children an opportunity to show their work to others e.g. peers, parents of other adults, head teacher etc.

Lead by example

- staff will greet children when they see them first thing every morning
- adults will recognize and congratulate pupils on good manners and behaviour
- we give equal opportunities to the children when they - work, play
- use equipment, choose acting / concert / service parts
- we take care not to 'stereotype' e.g. girls to clean, boys to carry tools
- we take care not to 'stereotype' in a disciplinary context e.g. not assuming that it is the same 'bad' child who offends every time
- we make sure that the children can trust adults and that they get a full and fair hearing fostering a relationship of respect between the adults and the child
- we show on every occasion that the adults in the school are a support - in every situation - for the child.
- we will not punish a group or class based on the behaviour of individuals

Welshness

This part of the policy should be considered in the context of the Language Charter statements and other policies.

- Welsh is the main language of the school, in the classroom and on the playground
- We will use strategies from the Language Charter to encourage the use of Welsh e.g. pompoms, Siradwr Cymraeg of the Week certificate, scooter reward, and 'Seren a Sbarc'.

Behavioral expectations

- Speak Welsh
- Show respect to everyone; share, take turns, listen, be polite.
- Show respect for property
- We are polite to everyone
- Show kindness to every single person
- Show respect for the environment
- Show respect for our society
- Being willing to try and do our best
- Show perseverance

Reward System

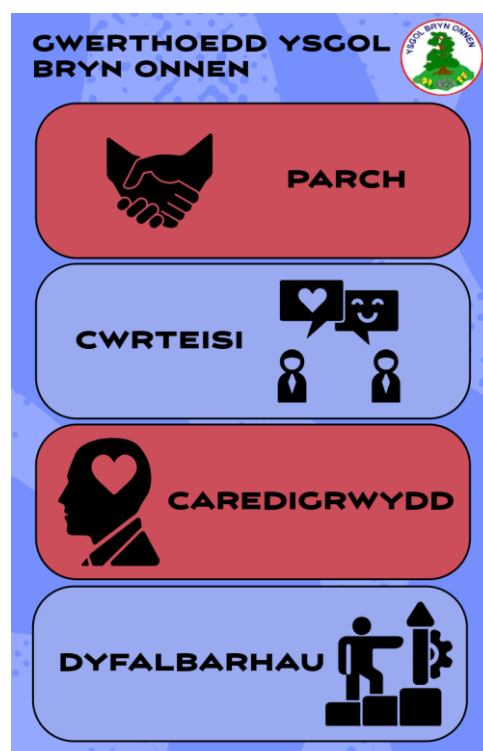
- Staff have worked together to review our reward system within the school.
- We have done this to ensure consistency and to ensure that everyone understands what we are doing.
- We will continue to reward pupils weekly with Pupil of the Week, Welsh Speaker of the Week and Certificate of Kindness.

Pupils and staff have agreed on a reward system which has been adapted for the individual class and which suits the needs of each individual, while also following the same system.

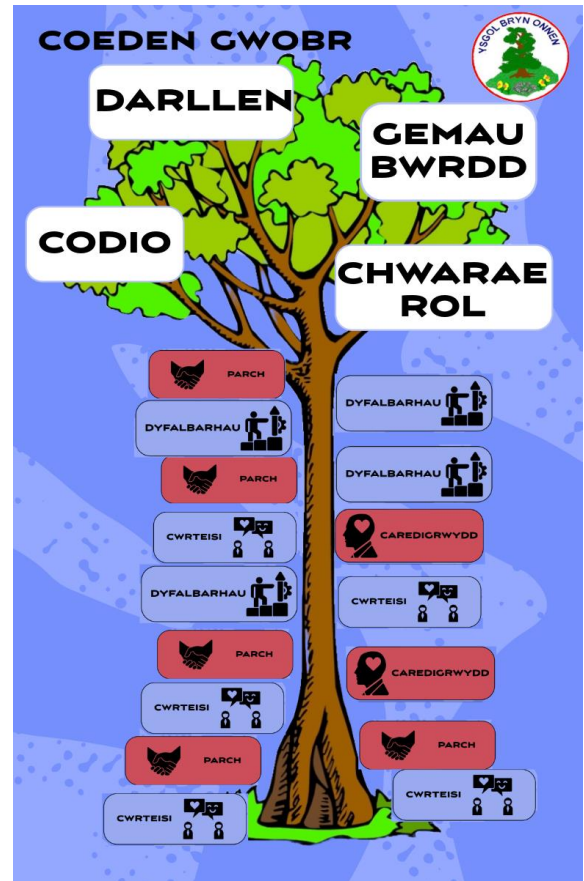
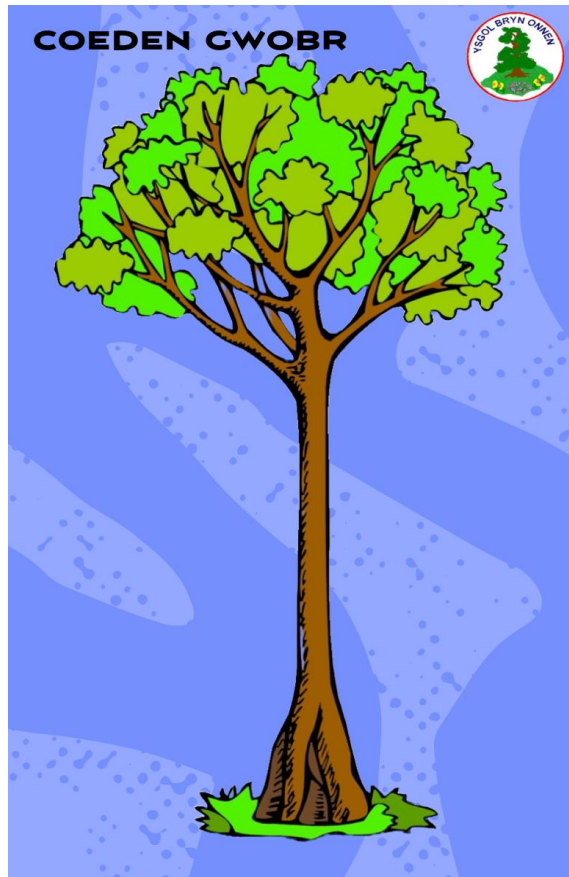
Each class will have a 'Reward Tree' where pupils will be able to earn achievement cards based on our four values; Respect, Courtesy, Kindness, and Perseverance.

Each class will set its own reward activities and the time agreed upon by the pupils and staff.

These activities will challenge the pupils based on the curriculum for Wales and also foster independence and give them the opportunity to choose.



Here is an example of the 'Reward Tree':



As a school we believe in rewarding good behaviour and we will never take away awards that have already been won on the basis of unacceptable behaviour.

Where behaviour is unacceptable we will follow the 'Behaviour Steps'.

Pupils believe that this is a fair system which draws attention to unsatisfactory behaviour before acting but which also ensures accountability and consistency.

BEHAVIOUR STEPS

Draw attention

Draw attention to the behaviour

Warning

Warn the child that there will be a yellow card if the behaviour continues

Yellow Card

Miss one playtime
A message on Dojo to parents

Orange Card

Miss one playtime and write a letter of apology imposed by the headteacher
A call home from the teacher

Red Card

Miss playtime all day
A call home from the Deputy / headteacher