



YSGOL MORGAN LLWYD

Polisi Disgyblaeth Disgyblion (2018)

**Cafodd y polisi hwn ei
gymeradwyo gan Gorff
Llywodraethu Ysgol Morgan
Llwyd.**

Llofnodwyd ar ran
y Corff Llywodraethu

Pupil Discipline Policy (2018)

***This policy was approved by
the Governing Body
of Ysgol Morgan Llwyd.***

*Signed on behalf of
the Governing Body*

Aled Roberts Dyddiad / Date

Cadeirydd Bwrdd Llywodraethu
Ysgol Morgan Llwyd

*Chair of the Board of Governors
Ysgol Morgan Llwyd*

Adolygiadau

Caiff y polisi hwn ei adolygu pob
tair blynedd.

Reviews

*This policy will be reviewed every
three years.*

Dyddiad Adolygiad <i>Revision Date</i>	Cadeirydd <i>Chair</i>	Llofnod <i>Signature</i>	Dyddiad <i>Date</i>

1 Cyflwyniad

“Daw ymddygiad disgyblion yn yr ysgol o dan ddylanwad bron pob agwedd o’r ffordd mae’r ysgol yn cael ei rhedeg, a’r ffordd y mae’r ysgol yn ei pherthnasu ei hun i’r gymuned y mae’n ei gwasanaethu”.

(Adroddiad Elton – ‘Disgyblaeth mewn Ysgolion’ – HMSO 1989)

O dderbyn y dyfyniad a nodir uchod dylai polisi ymddygiad a disgyblaeth ysgol edrych ar bob agwedd o fywyd yr ysgol a’r tu hwnt. Mae llu o ffactorau sy’n allweddol yn y broses o sicrhau ymddygiad derbynol a safonau disgyblaeth uchel yn yr ysgol

2 Yn Ysgol Morgan Llwyd credwn:

- fod ymddygiad derbynol yn sylfaen i berthynas effeithiol rhwng staff a disgybl, a rhwng disgybl a disgybl ac felly yn ysgogi’r broses o sefydlu awyrgylch sy’n ffafriol i ddysgu yn ogystal ag addysgu.
- fod rhyng-berthnasu effeithiol yn allweddol yn y broses o wneud i blentyn deimlo’n hapus yn yr ysgol ac yn barod i fynychu’r ysgol yn rheolaidd.
- fod ymddygiad derbynol sy’n arwain at berthnasau iach yn allweddol yn y broses o ddatblygiad cognyddol, moesol, ysbrydol a chymdeithasol plentyn.
- fod creu awyrgylch gadarnhaol ac un o barch tuag at bawb yn holl bwysig beth bynnag fo natur y person(au) dan sylw. Yn ddi-amheul mae tystiolaeth ymchwil (Rutter 1979 a Mortimore 1988) yn cadarnhau fod awyrgylch gadarnhaol ac un o barch at eiddo a phobl yn creu gwell safonau o ymddygiad.
- fod disgyblaeth yn fater ysgol gyfan
- fod cysondeb yn bwysig a bod y disgyblion yn gweld fod y staff yn gweithredu yn yr un modd.
- fod prif brosesau’r ysgol yn hanfodol bwysig wrth ystyried safonau ymddygiad. Mae rhain yn cynnwys:

- a) Rheolaeth dosbarth effeithiol
- b) Disgyblaeth
- c) Cwricwlwm
- ch) Gofal Bugeiliol
- d) Adeiladau a’r awyrgylch ffisegol
- dd) Amserlen a threfniadaeth

1. Introduction

“Pupil discipline is influenced by almost every aspect of the way the school is run, and the way it relates to the community it serves.”

(Elton Report – ‘Discipline in Schools’ HMSO 1989)

By accepting the quotation cited above, a school’s behaviour and discipline policy should look at all aspects of school life and beyond. There are a host of factors, which are responsible in the process of ensuring acceptable behaviour and high standards of discipline in the school.

2. At Ysgol Morgan Llwyd, we believe:

- *That acceptable behaviour is the foundation of an effective relationship between staff, and between pupil and pupil and that it therefore stimulates the process of establishing an atmosphere conducive to learning as well as to teaching.*
- *That effective interrelating is the key to the process of making a child feel happy at school and ready to attend school regularly.*
- *That effective behaviour leading to healthy relating is crucial to the process of a child’s cognitive, moral, spiritual and social development.*
- *That creating a positive atmosphere and one of respect for everybody is all- important, whatever the nature of the person(s) in question may be. It is indisputable that the evidence of research (Rutter 1979 and Mortimore 1988) affirms that a positive atmosphere and one of respect for property and people, creates better standards of behaviour.*
- *That discipline is a whole school matter.*
- *That consistency is important and that pupils see that the staff operate in the same way.*
- *That the main processes of school is vitally important when considering standards of conduct. These include:*
 - a) *Effective class management*
 - b) *Discipline*
 - c) *Curriculum*
 - d) *Pastoral care*
 - e) *Buildings and the physical surroundings*
 - f) *Timetable and organisation*

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| <p>e) Perthynas â rhieni/gofalwyr</p> <ul style="list-style-type: none"> • fod i'r ysgol swyddogaeth ganolog yn y broses o sicrhau ymddygiad derbyniol a disgyblaeth. Ni ellir derbyn mai ffactorau allanol yn unig (e.e. natur y dalgylch ac ati) sy'n creu problemau disgyblaeth o fewn ysgol • fod swyddogaeth y tiwtor dosbarth yn un hanfodol bwysig yn y broses o ofalu. • Fod angen rhoi pwyslais ar ddatblygu agweddau cadarnhaol at eraill trwy gyfrwng y sesiynau ABCh a'r cwricwlwm yn ei gyfanrwydd. • Fod angen goruchwyliaeth fanwl o'r ysgol yn ystod amser rhydd y disgyblion h.y. egwyl y bore, yr awr ginio, ac ar ddechrau a diwedd y dydd. Dylai cyfadrannau fod yn bennaf gyfrifol am eu milltir sgwâr! Mae prydlondeb staff i wersi yn holl bwysig. | <p>g) Relationship with parents/guardians</p> <ul style="list-style-type: none"> • That the school has a central function in the process of ensuring acceptable behaviour and discipline. It cannot be accepted that it is only external factors (e.g. the nature of the catchment area and so forth) that create disciplinary problems within a school. • That the function of the class tutor is one of crucial importance in the process of caring. • That emphasis needs placing on the development of a positive attitude towards others by means of the PSE sessions and the curriculum in its entirety. • That detailed supervision of the school is needed during the pupils' free time, i.e. the morning break, the lunch-hour, and at the beginning and end of the day. Staff's punctuality to lessons is all-important. |
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MAE GAN BOB AELOD O STAFF GYFRANIAD I'W WNEUD YN Y BROSES O ORUCHWYLIO'R YSGOL BOB DYDD. NID TASG Y PERSONAU AR DDYLETSWYDD YN UNIG MOHONI.

EVERY MEMBER OF STAFF HAS A CONTRIBUTION TO MAKE TO THE PROCESS OF SUPERVISING THE SCHOOL EVERY DAY. IT IS NOT JUST THE TASK OF THOSE PERSONS ON DUTY.

"The standards you walk past are the standards you accept." (Sir David Carter)

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| <ul style="list-style-type: none"> • Fod angen i staff fod yn fodelau da o ran ymddygiad ac agwedd. • Fod angen i staff ddarparu gwersi diddorol a heriol er mwyn sicrhau cymhelliant y disgyblion. | <ul style="list-style-type: none"> • That staff need to be good models in relation to behaviour and attitude. • That staff need to provide interesting and challenging lessons to ensure pupils' motivation. |
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Dengys ymchwil fod disgyblion difreintiedig yn debygol o wneud yn well mewn ysgol effeithiol na disgybl breintiedig mewn awyrgylch aneffeithiol. (Elton 1989).

Research shows that underprivileged pupils are likely to do better in an effective school than a privileged pupil in an ineffective atmosphere. (Elton 1989)

3 Agweddau sy'n Dylanwadu ar Ymddygiad a Disgyblaeth

1. Aspects that influence Behaviour and Discipline

(i) Y Cartref

Mae'n dasg anodd ceisio dylanwadu ar y cartref ac mae'n rhaid derbyn fod dylanwad cartref yn un holl bwysig yn natblygiad plentyn. Credwn, fodd bynnag, fod ffurfio perthynas gadarnhaol â'r cartref yn sicrhau fod rhieni yn meithrin ymdeimlad o berthyn i'r ysgol ac felly fod trafod problemau a gweithredu er mwyn gwella'r sefyllfa yn llawer haws. Gwneir hyn drwy

(i) The Home

It is a difficult task to try to influence the home and it has to be accepted that the home's influence is an all-important one in a child's development. However, we believe that forming a positive relationship with the home ensures that parents foster a feeling of belonging to the school, and therefore discussing problems and

gysylltu'n aml â chartrefi, (trwy lythyr neu â ffôn); trefnu nosweithiau rhieni ffurfiol ac anffurfiol, ac ati. [Gweler y polisi – Cysylltiadau â'r Cartref].

(ii) Cwricwlwm

Dylai cwricwlwm yr ysgol fod yn berthnasol i anghenion y disgyblion. Rhoddir pwyslais er enghraifft ar golofnau dewis yng Nghyfnod Allweddol 4. Ceisiwn gyflwyno cyrsiau addas sydd, nid yn unig yn berthnasol ond yn cydweddu â gallu'r disgyblion dan sylw, ac yn cynnig sialens iddynt ond heb fod yn drech na hwy.

(iii) Yr Amserlen

Rhoddir pwyslais ar sicrhau amrywiaeth o wersi o fewn diwrnod ysgol cyn belled ag y bo modd, a cheisir sicrhau amrywiaeth o fewn yr wythnos hefyd. Dosrennir gwersi er enghraifft o fewn pynciau penodol fel nad yw pob gwersi i'r grŵp yn ystod y cyfnod olaf o'r dydd. Wrth drefnu grwpiau dylid ystyried natur y disgyblion. Wrth drefnu setiau, dylid ystyried gallu'r disgyblion ac nid eu hymddygiad. Dylid sicrhau nad yw athrawon yn cael eu gorlwytho â grwpiau anodd. Mae hyn hefyd yn holl bwysig ar gyfer athrawon newydd gymhwyso.

(iv) Cyfnodau Cofrestru

Dylai pob tiwtor dosbarth fod yn yr ystafell ddosbarth cyn y disgyblion am 8.50 y.b. a 1.45 y.p.

Dylai'r plant eistedd yn drefnus fel mewn gwersi arferol. Mae cychwyn taclus i'r diwrnod yn holl bwysig.

Dylid sicrhau tawelwch a threfn.

DYLID YSTYRIED Y CYFNOD BYR HWN YN ALLWEDDOL O SAFBWyNT RHOI CYCHWYN TREFNUS I'R BORE A'R PRYNHAWN.

(v) Trefn Eistedd Dosbarthiadau

Dylai staff benderfynu ar drefn eistedd dosbarthiadau, nid y disgyblion, gan dalu sylw i ffactorau a all ddylanwadu ar gymhelliant ac ymddygiad.

Mae gan bob aelod o staff ddyletswydd i ymgyfarwyddo â'r wybodaeth a ddarparwyd ar gyfer pob disgybl yn eu gofal.

taking action in order to improve the situation is much easier. This is achieved by regular contact with the home, (via letter and or telephone/email); arranging formal and informal parents evenings, etc. [See the policy - home links].

(ii) Curriculum

The school curriculum should be relevant to the needs of the pupils. For example, emphasis is placed on option columns at Key Stage 4. We try to introduce suitable courses which are not only relevant but which match the ability of the pupils in question, and offer a challenge to them but without getting the better of the pupils, e.g. C.E. courses for less able children at Key Stage 4.

(iii) The Timetable

Emphasis is placed on ensuring a variety of lessons within the school day, and a variety within the week is also attempted. For example, lessons are apportioned within specific subjects so that not all groups' lessons are held during the last period of the day. When arranging groups, the nature of the pupils should be considered. When arranging sets, pupils' abilities should be considered, not their behaviour. Teachers should not be overloaded with difficult groups. This is also important for newly qualified teachers.

(iv) Registration Period

Every class tutor should be in the classroom before the pupils at 8.55a.m. and 1.45p.m.

The children should sit in an orderly manner as they do in usual lessons. A tidy start to the day is all-important.

Silence and order should be ensured.

THIS SHORT PERIOD SHOULD BE CONSIDERED CRUCIAL FROM THE POINT OF VIEW OF GIVING THE MORNING AND AFTERNOON AN ORDERLY AND TIDY START.

(v) Sitting Arrangements in Classes

Staff should decide on the order of sitting arrangements in class, not pupils, by paying attention to factors that can influence motivation and behaviour.

All staff have a duty to familiarize themselves with the information provided for each pupil in their care.

CANLLAWIAU GWEITHREDU**OPERATING GUIDELINES****Cynnal Safonau Uchel o Ymddygiad a Disgyblaeth yn yr Ysgol a'r Drefn o Gyfeirio Problemau***Maintain High Standards of Conduct and Discipline at School and the Procedure of Referring Problems*

[Gweler Atodiad A – Ffurflen Cyfeirio Disgyblion]

[See Appendix A - Pupil Referral Form]

Rhaid defnyddio'r ffurflen uchod ar gyfer gyfeirio unrhyw broblem academaidd neu fugeiliol.

*Above form must be used above for referring any academic or pastoral problem.***1 Egwyddorion Cyffredinol**

- Yn y pendraw, yr aelod o staff sydd yn dysgu'r dosbarth ar unrhyw adeg yw'r person sydd yn gorfod sicrhau disgyblaeth a threfn effeithiol.

1 General Principles

- Ultimately, it is the member of staff teaching the class at any point who has to ensure discipline and effective order.

Ni all neb o'r tu allan ddisgyblu dosbarth yn effeithiol. Dylid, fodd bynnag, gynnig cymorth a chefnogaeth i unigolion sy'n cael trafferthion.

No-one from outside can discipline a class effectively. However, assistance and support should be offered to individuals who are having difficulties.

- Yn syml, rhaid i'r plant ein parchu ac felly ninnau eu parchu hwythau. Dengys adroddiad Elton (1989) bod y ffactorau canlynol am athrawon yn creu sefyllfa ddysgu/dosbarth effeithiol.

- Simply, the children have to respect us and therefore we must respect them. The Elton report (1989) shows that the following factors about teachers create an effective learning/teaching situation.

- (i) Parch at blant
- (ii) Bod yn deg wrth eu trin
- (iii) Ymroddiad, brwdfrydedd a symbyliad i'r gwaith
- (iv) Hoffter o blant
- (v) Gonestrwydd
- (vi) Trefnusrwydd
- (vii) Adnabyddiaeth o'r Grŵp

- (i) Respect for children
- (ii) Fairness when dealing with them
- (iii) Dedication, enthusiasm and motivation for the work
- (iv) Being fond of children
- (v) Confidence in the subject/field
- (vi) Honesty
- (vii) Orderliness
- (viii) Knowing the group

Tueddir i ddibrisio rhai o'r sgiliau hyn. Maent yn holl bwysig, a dywedodd disgyblion bod y ffactorau canlynol yn creu awyrgylch bositif; gwenu, hiwmor, dealltwriaeth, bod yn bwylllog, amynedd, trefn.

*There is a tendency to undervalue some of these skills. They are all-important. Pupils said the following factors creates a positive atmosphere; smiling, humour, understanding, being calm, patience, order.**"I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized." Marland.**"I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized." Marland.*

Dywedodd yr athro, seicolegydd plant a seicotherapydd Haim G. Ginott, "The craft of the classroom won't work without a spirit compounded of the salesman, the music-hall performer, the parent, the clown, the intellectual, the lover and the organiser, but the spirit won't win through on its own either. Method matters. The more 'organised' you are, the more sympathetic you can be. The better your classroom management, the more help you can be to your pupils." (Michael Morland – The Craft of the Classroom)

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- Dylid trin sefyllfa o gamymddygiad yn syth a pheidio gadael i'r sefyllfa ddatblygu'n waeth na'r hyn ydyw mewn gwirionedd. Mae troi clust fyddar a chau llygaid i broblem yn sicr o greu problem lawer gwaeth yn hwyr neu'n hwyrach. Dylid hefyd gofio fod trin sefyllfa mewn modd pwylllog yn holl bwysig ac yn gallu osgoi ei waethygu.
- Dylid cofio fod cymorth parod ar gael pan nad oes gwelliant i'w gael ar ôl disgyblu.

- *Incidents of misbehaviour should be dealt with immediately and the situation should not be allowed to become worse than it actually is. Turning a deaf ear and a blind eye to a problem will certainly create a much bigger problem sooner or later. It should be also be remembered that the handling of a situation in a prudent way is crucial and can avoid exacerbating it.*
- *It should be borne in mind that assistance is readily available when disciplining yields no improvement.*

2 Rheolaeth Dosbarth – Arferion Da

Yn ôl Adroddiad Elton (1989) mae cytundeb amlwg ymysg y proffesiwn fod yr agweddau a nodir isod yn arwain at reolaeth effeithiol gan eu bod oll yn arferion da.

- Adnabyddiaeth o blant – adnabod eu henwau, personoliaethau, diddordebau a phwy yw eu ffrindiau.
- Cynllunio gwersi yn fanwl fel bod diddordeb disgyblion yn cael ei gynnal fel nad oes cyfle i ddisgyblion anesmwytho a tharfu ar wersi.
- Dylid bod yn hyblyg ac yn barod i newid strwythur y wers yn ôl yr angen.
- Gellir gwneud defnydd o hiwmor a brwdfrydedd er mwyn creu awyrgylch gadarnhaol.
- Dylid gwneud y rheolau dosbarth sydd mewn bodolaeth yn glir i'r disgyblion.
- Rhaid cydnabod gwaith da (yn unol â gallu'r disgybl).
- Pan fydd angen rhybuddio a chosbi dylid ceisio gwneud hynny'n dawel neu yn breifat os yn bosibl drwy dargedu ymddygiad drwg unigolyn. Dylid ymwrthod â chosbi'r grŵp cyfan os mai unigolion sydd ar fai. Nid yw bychanu'n effeithiol nac yn dderbyniol ychwaith.

2 Classroom management – Good Practices

According to the Elton Report (1989) there is obvious agreement amidst the profession that the features noted below lead to effective management as they are all good practice. These are the important points:

- *Knowledge of the children – knowing their names, personalities, interests and who their friends are.*
- *Detailed lesson planning so the pupils' interest is maintained so there is no opportunity for the children to become restless and disturb lessons.*
- *One should be flexible and ready to change the structure of the lesson as necessary.*
- *One can make use of humour and enthusiasm in order to create a positive atmosphere.*
- *Existing classroom rules should be made clear to the pupils.*
- *Good work must be acknowledged (in accordance with the pupil's ability)*
- *When there is a need to warn and punish, one should try to do so quietly in private if possible, by targeting the naughty individual's behaviour. Punishing the whole group should be rejected if individuals are to blame. Belittling is not effective or acceptable either.*

MAE'N HOLL BWYSIG BOD AELOD O STAFF YN TREFNU I DYST FOD YN BRESENNOL TRA

IT IS ABSOLUTELY CRUCIAL THAT A MEMBER OF STAFF ARRANGES FOR A WITNESS TO BE PRESENT WHILST WARNING/REBUKING IN

YN RHYBUDDIO/CERYDDU’N BREIFAT.**PRIVATE.****3 Amser Egwyl a’r Awr Ginio**

Dyma gyfnod lle mae angen goruchwyllo’n fanwl. Dylai’r sawl sydd ar ddyletswydd blismona’r ysgol yn effeithiol yn ogystal â sgwrsio a siarad a’r plant. Gwirfoddol yw dyletswydd yr awr ginio. Ni ddylem ar unrhyw gyfrif ddibrisio gwerth goruchwyliaeth effeithiol yn ystod y cyfnod hwn. Mae trafferthion awr ginio yn arwain at anesmwythyd am weddill y dydd.

Camymddwyn yn ystod egwyl y bore

- Yr aelod o staff i geisio delio gyda’r broblem ei hun.
- Trafod y sefyllfa gydag aelod arall o’r tîm dyletswydd sydd ar gael.
- Cyfeirio’r mater i’r Pennaeth Blwyddyn.

MEWN ARGYFWNG DYLLID CHWILIO AM GYMORTH YN SYTH AC ANFON NEGES AT AELOD O’R UWCH DÎM RHEOLI AR FYRDER.

Dylem fel staff fod yn agored gyda’n gilydd. Dylem gynnig cymorth a derbyn cymorth heb deimlo cywilydd na gwendid.

4 Plismona’r Coridorau Rhwng Gwersi

Dyma gyfnod arall pwysig lle mae angen goruchwyliaeth fanwl. Dylai pawb gyfrannu tuag at y broses o sicrhau disgyblaeth effeithiol. Cyfadranau i fod yn bennaf gyfrifol am eu milltir sgwâr. Mae disgwyl i’r disgyblion ddilyn y rheolau ynglŷn â symud o gwmpas yr ysgol.

Mae’n holl bwysig fod staff yn brydlon i wersi. Dylent fod wrth ddrws yr ystafell ddosbarth i gyfarfod y disgyblion ar gychwyn pob gwers. Ni ddylai staff ryddhau dosbarth cyn i’r gloch ganu heblaw am eu bod ar ddyletswydd.

5 Bwlio

Gwneir popeth o fewn ein gallu i sicrhau nad oes bwlio yn digwydd o gwbl ar safle’r ysgol neu oddi ar y safle yn ystod teithiau ac ati. (Gweler y Polisi Gwrth-Fwlio)

3 Break and lunch hour

These are the times when detailed supervision is needed. Those on duty should police the school effectively as well as chat and talk to the children. Lunch-time supervision is voluntary. On no account should we undervalue effective supervision during this period. Lunchtime difficulties lead to disquiet for the rest of the day.

Misconduct during the morning break

- *The member of staff to try to deal with the problem himself/herself.*
- *Discuss the situation with another member of the team duty available.*
- *Refer the matter to a Head of Year.*

IN AN EMERGENCY SHOULD SEEK HELP IMMEDIATELY AND SEND A MESSAGE TO MEMBERS OF THE SENIOR MANAGEMENT TEAM URGENTLY.

We as staff can be open with each other. We should offer help and receive help without feeling shame or weakness.

4 Policing the Corridors Between Lessons

This is another important time during which detailed supervision is needed. Everyone should contribute to the process of ensuring effective discipline. Faculties to be primarily responsible for their areas. Pupils are expected to follow the rules about moving around the school.

It is all-important that staff is punctual to lessons. They should be near the classroom door to meet pupils at the start of each lesson. Staff should not release their class before the bell goes except for when they are on duty.

5 Bullying

Everything in our power will be done to ensure that no bullying takes place on the school site or off – site during trips and so forth. (See the policy on Anti-Bullying for details)

Camau i Ddelio Gyda Chamymddwyn Mewn Gwers

Cam Un: Strategaethau i ddelio gyda chamymddwyn mewn gwers.

Os yw disgybl neu ddisgyblion yn camymddwyn mewn gwers cyfrifoldeb yr athro yw defnyddio'r strategaethau canlynol i ddelio gyda'r ymddygiad:

- Gofyn i'r disgybl yn dawel i beidio â siarad/tarfu/tynnu sylw/torri'r rheolau dosbarth.
- Rhoi rhybudd i'r disgybl bod canlyniadau i'w gamymddwyn.
- Symud y disgybl i flaen y dosbarth neu i eistedd ar ei ben ei hun.
- Gwahanu disgyblion sy'n tarfu.
- Rhoi'r disgybl tu allan i'r drws am bum munud.
- Cael gair gyda'r disgybl tu allan i'r dosbarth.
- Cael gair ar ddiwedd y wers am ei ymddygiad.
- Gwneud nodyn yn y Trefnydd Personol am y camymddwyn.
- Cadw i mewn amser egwyl neu ginio.
- Cyfeirio at y Pennaeth Adran.
- Cerdyn monitro pwnc.
- Gyrru'r disgybl i ddosbarth y Pennaeth Adran i weithio.
- Os yw'r camymddwyn yn cael ei ddelio gydag ef yn y wers nid oes angen cyfeirio'r achos ymlaen at y Pennaeth Adran.
- Os yw'r camymddwyn yn codi eto yn y wers ddilynol dylid cyfeirio ymlaen at y Pennaeth Adran gyda ffurflen cyfeirio yn nodi'r camymddwyn a'r strategaethau a ddefnyddiwyd gan yr athro i ddelio gyda'r achos.
- Mewn sefyllfa argyfwng (e.e. y disgybl yn ymosod ar ddisgybl arall, disgyblion yn ymladd), dylid gyrru am aelod o staff yn unol â'r amserlen argyfwng.

Cam Dau: Strategaethau'r Pennaeth Adran i ddelio gyda chyfeiriadau am gamymddwyn

Os yw athro yn cyfeirio disgybl at Bennaeth Adran am gamymddwyn, dylai'r Pennaeth Adran ofyn am y ffurflen cyfeirio a thrafod yr hyn a ddigwyddodd yn y wers a'r camau a gymerwyd gan yr athro.

Steps to Dealing with Misbehaving in Class

Step One: Strategies to dealing with misbehaving in class.

If a pupil or pupils misbehaves in a lesson, it is the teacher's responsibility to use the following strategies to deal with the behaviour:

- Ask the pupil quietly not to speak / disturb / distract / break the class rules.
- Warn pupils that there are consequences for misconduct.
- Move the pupil to the front of the class or sit on his own.
- Separate disruptive pupils.
- Put the pupil outside the door for five minutes.
- Have a word with the pupil outside the classroom.
- Have a word at the end of the lesson about his behaviour.
- Make a note in the Personal Organiser for misconduct.
- Keep the pupil in over break or lunch time.
- Refer to the Head of Department.
- Subject monitoring card.
- Send the pupil to the Head of Department's class to work.
- If the misconduct is dealt with in the lesson the case does not need to be referred to the Head of Department.
- If the misconduct arises again in the following lesson referral should be made to the Head of Department with a referral form indicating the misconduct and the strategies used by the teacher to deal with the case.
- In an emergency situation (e.g. the pupil assaults another pupil, pupils fighting), a member of staff should be called for in accordance with the emergency timetable.

Step Two: Head of Department's strategies to dealing with a misconduct referral

If a teacher refers a pupil to the Head of Department for misconduct, the Head of Department should request the referral form and discuss what happened in the lesson and the actions taken by the teacher.

The following strategies should be used to deal with

Dylai ddefnyddio'r strategaethau canlynol i ddelio gyda'r cyfeiriad.

- Cael gair gyda'r disgybl yn trafod yr ymddygiad a rhoi rhybudd.
- Rhoi'r disgybl ar gerdyn monitro pwnc gyda thargedau wedi eu trafod gyda'r disgybl.
- Dylai'r athro dosbarth fonitro'r cerdyn a chyfeirio cynnydd neu ddirywiad at y Pennaeth Adran.
- Tynnu'r disgybl o'r wers ac i weithio mewn dosbarth arall e.e. Pennaeth Adran.
- Canolfan gosb adran.
- Symud dosbarth.
- Sgwrs rhwng y cartref a'r Pennaeth Adran.
- Cyfeirio at y Pennaeth Blwyddyn os nad oes gwelliant. Os mae cynnydd, gyrru cerdyn post canmol i'r cartref.
- Mewn achosion o ddiffyg gwaith cartref neu dangyflawni academaidd dylai'r Pennaeth Adran ddelio â'r achos ond gadael i'r Pennaeth Blwyddyn wybod fel bod patrwm o dangyflawni yn cael ei adnabod yn gynnar.

Cam Tri: Strategaethau'r Pennaeth Blwyddyn i ddelio gyda chyfeiriad o gamymddwyn gan Bennaeth Adran

Os yw Pennaeth Adran yn cyfeirio disgybl at Bennaeth Blwyddyn am gamymddwyn, dylai'r Pennaeth Blwyddyn dderbyn y ffurflen cyfeirio a thrafod yr hyn a ddigwyddodd yn y wers a'r camau a gymerwyd gan yr athro.

Dylai ddefnyddio'r strategaethau canlynol i ddelio gyda'r cyfeiriad.

- Cael gair gyda'r disgybl a rhybudd am yr ymddygiad.
- Canolfan gosb ysgol.
- Cerdyn monitro gwersi.
- Cadw'r disgybl i mewn egwyl.
- Nodyn yn y Trefnydd Personol.
- Cysylltu â'r cartref.
- Tynnu'r disgybl o'r wers
- Ystafell gwaharddiad mewnol.
- Cyfarfod gyda'r rhieni.
- Cyfeirio at Cynnal.
- Gwaharddiad Allanol.

the referral:

- *Have a word with the pupil discussing the behaviour and give a warning.*
- *Give the pupil a subject monitoring card with targets discussed with the pupil.*
- *The class teacher should monitor the card and refer the progress or non-improvement to the Head of Department.*
- *Remove the pupil from the lesson to work in another class e.g. Head of Department.*
- *Department's Punishment Centre.*
- *Move class.*
- *Conversation between the Head of Department and home.*
- *Refer to Head of Year if there is no improvement. If there is progress, send a praise card to home.*
- *In cases of lack of homework or academic underachievement, the Head of Department should deal with the case but let the Head of Year know so that the pattern of underachievement is identified early.*

Step Three: Head of Department's strategies to dealing with a referral of misconduct by the Head of Department

If a Head of Department refers a pupil to the Head of Year for misconduct, the Head of Year should request the referral form and discuss what happened in the lesson and the actions taken by the teacher.

The following strategies should be used to deal with the referral:

- *Have a word with the pupil and give a warning.*
- *School Punishment Centre.*
- *Lesson monitoring card.*
- *Keep the pupil in over break.*
- *Note in Personal Organiser.*
- *Contact home.*
- *Remove the pupil from the lesson.*
- *Internal exclusion.*
- *Meeting with parents.*
- *Refer to Cynnal.*
- *External Exclusion.*

Polisi Canmol a Gwobrwyo

Mae gan bob aelod o staff gyfrifoldeb i arddangos a chefnogi ymddygiad sy'n bositif ac yn ystyriol o eraill er mwyn creu naws ac awyrgylch gefnogol yn yr ysgol. Disgwylir i staff a disgyblion gyfrannu gyda chysondeb at gynnal ethos gadarnhaol o barch a chydnyddiaeth o waith ac ymdrech ei gilydd.

Mae ymddygiad da yn arwydd o awydd i ddysgu ac agwedd bositif, sydd yn eu tro yn arwain at ddiwylliant o gyraeddiad uchel a llwyddiant.

Mae'r Polisi Canmol a Gwobrwyo yn mynd law yn llaw gyda'r Polisi Disgyblu.

Mae llwyddiant y Polisi Canmol a Gwobrwyo yn dibynnu ar:

- ddealltwriaeth staff a disgyblion ohono a'i fod yn cael ei fabwysiadu a'i weithredu yn gyson ac yn deg.
- staff yn sylweddoli eu dyletswydd i gydnabod llwyddiant disgyblion.
- rieni yn ei ddeall a'i gefnogi.

Mae'n rhaid i'r canmol fod yn:

- haeddiannol.
- bersonol ac yn seiliedig ar adnabyddiaeth staff o'r disgybl.
- sensitif i ddymuniad y disgybl e.e. yn gyhoeddus neu yn dawel.
- seiliedig ar ddisgwyliadau a safonau uchel.
- rhoi cyfle cyfartal i bawb beth bynnag bo'u gallu.
- seiliedig ar ymdrech, cyrhaeddiad a llwyddiant yn yr ysgol a'r tu allan.

Dylid cydnabod a chanmol y canlynol:

- Gwaith o safon uchel – academiaidd, ymarferol, ym maes chwaraeon a'r celfyddydau.
- Cynnydd arwyddocaol mewn unrhyw faes.
- Gwaith caled cyson ac agwedd ardderchog at waith.
- Defnydd cyson o'r Gymraeg mewn gwersi a'r tu allan.
- Presenoldeb ardderchog neu gynnydd sylweddol mewn presenoldeb neu brydlondeb.
- Gwasanaeth i'r ysgol a / neu'r gymuned.
- Nodweddion personol clodfawr e.e. cwrtseisi,

Praise and Reward Policy

All staff have a responsibility to demonstrate and support positive and considerate behaviour of others in order to create a supportive atmosphere and mood in the school. Staff and pupils are expected to contribute consistently to maintain a positive ethos of respect and recognition of each other's work and effort.

Good behaviour is a sign of desire to learn and a positive attitude, which in turn leads to a culture of high achievement and success.

The Praise and Reward Policy goes hand in hand with the Disciplinary Policy.

The success of the Praise and Reward Policy depends on:

- Staff and pupils' understanding of it and that it is adopted and implemented consistently and fairly.
- Staff realising their duty to recognise pupils' success.
- Parents understanding and supporting it.

The praise must be:

- Deserving.
- Personal and based on the staff's knowledge of the pupil.
- Sensitive to the pupil's wish e.g. in public or quietly.
- Based on high expectations and standards.
- Give everyone an equal opportunity regardless of their ability.
- Based on effort, attainment and success at school and outside.

The following should be acknowledged and praised:

- High standard of work - academic, practical, in the area of sport and the arts.
- Significant increase in any area.
- Consistent hard work and excellent attitude to work.
- Consistent use of Welsh in lessons and outside.
- Excellent attendance or substantial progress in attendance or punctuality.
- Service for the school and / or community.
- Celebrated personal traits e.g. courtesy,

gonestrwydd, cymwynasgarwch, dibynadwyedd, sgiliau arwain, blaengaredd ayyb.

- Llwyddiant yn wyneb amgylchiadau anodd.
- Adroddiadau sy'n dangos cyrhaeddiad uchel, ymdrech a chynnydd.

honesty, kindness, reliability, leadership skills, innovation etc.

- *Success in the face of difficult circumstances.*
- *Reports that show high achievement, effort and progress.*

Rhoddir cydnabyddiaeth a chanmoliaeth yn y ffyrdd canlynol:

- Rhoi sylwadau positif mewn llyfrau disgyblion.
- Ar lafar wrth ddychwelyd llyfrau ar ôl eu marcio.
- Cydnabod gwaith neu ymdrech dda yn y dosbarth ac wrth ateb cwestiynau.
- Arddangos gwaith ar waliau ystafelloedd a choridorau.
- Mewn adroddiadau.
- Ar lafar wrth ddosbarthu adroddiad da.
- Cofnodi ar SIMs.
- Canmoliaeth ar lafar yn dilyn cyfeiriad at Bennaeth Adran neu Bennaeth Blwyddyn.
- Cysylltu â rhieni trwy alwad ffôn.
- Llythyron adre (copïau canolog o lythyron ar y Q Drive).
- Tystysgrifau i'w cyflwyno mewn gwasanaethau ar ddiwedd pob tymor yn cydnabod gwaith da, ymdrech a chynnydd wedi enwebu gan athrawon pwnc a phenaethiaid blwyddyn. (Q Drive)
- Gwobrwyon cwricwlaidd a phresenoldeb mewn nosweithiau gwobrwyo. (CA4 a CA5)
- Gwybodaeth ar wefan yr ysgol/Trydar.
- Erthyglau a lluniau yn y wasg.
- Cyhoeddiadau mewn gwasanaethau.
- Lluniau ar wal yr ysgol.
- Breintiau e.e. cinio cynnar.
- Gwobrwyon e.e. tocynnau siop.
- Teithiau ar ddiwedd blwyddyn.
- Tarian llys ar gyfer diwrnod Mabolgampau ac Eisteddfod.
- Cardiau post yn cael eu gyrru adref – 1 yr wythnos gan bob athro/athrawes.
- Cyfnod Clod gyda'r Pennaeth.

Recognition and praise are given in the following ways:

- *Giving positive comments in pupils' books.*
- *Verbally when returning books after marking.*
- *Recognising work or good effort in class or by answering questions.*
- *Display work on room and corridors walls.*
- *In reports.*
- *Verbally when distributing a good report.*
- *Record on SIMs.*
- *Verbal praise following a referral to the Head of Department or Head of Year.*
- *Contact parents through a telephone call.*
- *Letters to home (central copies of letters on the Q Drive).*
- *Certificates to be presented in services at the end of each term recognising good work, effort and progress nominated by subject teachers and heads of year. (Q Drive)*
- *Curricular and attendance awards at reward evenings. (KS4 and KS5)*
- *Information on school website/Twitter.*
- *Articles and pictures in the press.*
- *Announcements in services.*
- *Pictures on the school wall.*
- *Privileges e.g. an early lunch.*
- *Rewards e.g. vouchers.*
- *End of year trips.*
- *House Award - Sports Day and the Eisteddfod.*
- *Postcards are sent to home - 1 per week by each teacher.*
- *Praise from the Headteacher.*

Gwobrwyir am ddefnydd o'r Gymraeg:

- Ar ddiwedd pob hanner tymor pob adran i enwebu disgyblion sydd wedi ymdrechu'n gyson i siarad Cymraeg. Bydd y disgyblion hynny yn cael cerdyn post adref gan y Pennaeth.
- Bydd y system 'Discover' yn cael ei ddefnyddio er mwyn tracio canmoliaeth ac er mwyn hyrwyddo'r broses o nodi'r disgyblion sy'n haeddu cael eu gwobrwyo. Wrth ddefnyddio'r system hyn, bydd yn bosib nodi'r disgyblion hynny sy'n haeddu cael eu gwahodd i fynd ar dripiâu ysgol, Prom ayyb.

The use of Welsh is rewarded:

- *At the end of each half term each department nominates pupils who have strived to speak Welsh consistently. Those pupils will receive a postcard from the Headteacher sent to their home.*
- *The 'Discover' system will be used to track praise and to promote the process of identifying pupils who deserve to be rewarded. When using this system, it will be possible to identify those pupils who deserve to be invited to go on school trips, Prom etc.*

Ffurflen Gyfeirio (Atodiad A)**ENW'R DISGYBL:** _____ **DOS.** _____**PWNC:** _____ **ATHRO:** _____ **DYDDIAD:** _____**NATUR Y BROBLEM**Cyd-destun y wers

Camau a gymerwyd gan yr athro pwnc

-
-
-
-

Camau a gymerwyd gan y Pennaeth Cyfadran

-
-
-

Dyddiad: _____

Camau a gymerwyd gan y Pennaeth Bugeiliol

-
-
-
-

Dyddiad: _____

Referral Form (Appendix A)

NAME OF PUPIL: _____ CLASS. _____

SUBJECT: _____ TEACHER: _____ DATE: _____

THE NATURE OF THE PROBLEM:

Lesson context:

Steps taken by the subject teacher

-
-
-
-

Steps taken by the Faculty Head

-
-
-

Date: _____

Steps taken by the Pastoral Head

-
-
-
-

Date: _____

Byddwch yn barod, byddwch yn barchus, byddwch yn gyfrifol

Atodiad B

- Cwrdd a chyfarch wrth y drws.
- Modelu ymddygiad cadarnhaol - cyson a phwyllog.
- Tynnu sylw at ymddygiad cadarnhaol mewn gwersi
- Cyfeirio at reolau'r ysgol - 'Byddwch yn barod, byddwch yn barchus, byddwch yn gyfrifol' ym mhob sgwrs am ymddygiad.
- Osgoi gofyn cwestiynau rhethregol.
- Rhoi cyfarwyddiadau positif e.e. cerddwch ar y chwith yn lle peidiwch â cherdded ar y dde.
- Ar y coridorau, dim anwybyddu disgyblion sy'n camymddwyn.

Cyn delio ag unrhyw achos o gamymddwyn, mae'n holl bwysig tawelu eich hunain – os yr ydym yn colli rheolaeth o'n hunan, yr ydym yn colli rheolaeth o'r sefyllfa.

Disgyblion sydd yn tarfu:

- ❖ Atgoffwch nhw o'r rheolau/disgwyliadau
- ❖ Rhowch rybudd iddynt
- ❖ Rhowch gyfle olaf iddynt
- ❖ Gweithredwch – symud sêd/gwahanu o'u ffrindiau/allan o'r dosbarth am 5 munud
- ❖ Trafodaeth 'symud ymlaen' gyda'r disgybl ar ddiwedd y wers/amser cyfleus i drafod y digwyddiad

System Gyfeirio:

- Mae'r ffurflen gyfeirio ar y G Drive
- Yn y lle cyntaf mae angen cyfeirio disgybl at y Pennaeth Adran os oes disgybl yn peri pryder mewn gwersi (ymddygiad/diffyg ymdrech/ansawdd gwaith)
- Os oes disgybl yn camymddwyn yn ddifrifol tu allan i wersi, mae angen cyfeirio at y Pennaeth Blwyddyn briodol.

Disgyblion sy'n ateb yn ôl:

- ❖ Tynnwch sylw at yr ateb yn ôl
- ❖ Rhowch gyfle iddynt ymddiheuro
- ❖ Os ddim ymddiheuriad, gyrrwch nhw allan am 5 munud
- ❖ Trafodaeth 'symud ymlaen' ar ddiwedd y wers/amser cyfleus i drafod y digwyddiad

Cofiwch feirniadu **ymddygiad** nid y **person**

Be ready, be respectful and be responsible

Appendix B

- Meet and greet by the door.
- Model positive behaviour – consistently and carefully
- Draw attention to positive behaviour in lessons.
- Refer to school rules – ‘Be ready, be respectful, be responsible’ in each conversation about behaviour.
- Avoid asking rhetorical questions.
- Give positive instructions e.g. walk on the left instead of don’t walk on the right.
- Do not avoid pupils who are misbehaving on the corridors.

Referral System:

- The referral form is on the G Drive
- In the first instance a pupil needs to be referred to the Head of Department if a pupil is causing concern in lessons (behaviour / lack of effort / quality of work)
- It is necessary to refer the pupil to the appropriate Head of Year if a pupil is severely misbehaving outside of lessons.

Before dealing with any misconduct, it is important to be calm - if we lose control of ourselves, we are losing control of the situation.

Pupils who are disturbing lessons:

- ❖ Remind them of the rules / expectations
- ❖ Give them a warning
- ❖ Give them a last chance
- ❖ Take action - move seats/ divide them from their friends /out of class for 5 minutes
- ❖ A 'moving on' discussion with the pupil at the end of the lesson / convenient time to discuss the incident

Pupils who answer back:

- ❖ Draw attention on the answering back
- ❖ Give them the opportunity to apologize
- ❖ If there is no apology, send them out for 5 minutes
- ❖ A 'move on' discussion at the end of the lesson / convenient time to discuss the incident

Remember to criticize the **behaviour**, not **the person**