



Behaviour, Discipline and Relationship Policy – Ysgol Gwaun y Nant

Our aim is to create an environment where the child's self-respect is nurtured and incidents of challenging behaviour the exception.

We believe that the school should be a safe community which cares for all pupils' needs as individuals. All children, without exception, should feel that their contribution towards school life is respected and valued. Therefore, our aim is to create a friendly environment where all children are able to achieve their full potential free from any obstacle. We insist that children's behaviour is of the highest standard at all times.

We encourage all pupils to respect and take care of the school and all its resources, their own and others' property, their peers and adults within the school and the community. We are confident that the caring environment within the school will lead to good behaviour and an understanding of what is right and wrong.

We expect all parents to fully support us on matters involving discipline and to encourage their children to behave appropriately. Along with the high school staff expectations, the example set by adults within school and at home we are confident that our pupils will grow to be courteous and sensitive to others' feelings. We always try and praise and give attention to good behaviour, courtesy, hard work, good effort and respect and kindness towards others.

We believe that we should respond positively with regards to discipline.

Each class has a set of rules formulated by the pupils and class teacher along with general rules for behaviour in specific areas of the school.

Our school is invested in supporting the very best possible relational health between;

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies.

To this end our school is committed to educational practices which Protect, Relate, Regulate and Reflect;

Protect

- Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the classroom door and an open door policy for informal discussions with parents/ carers.
- Staff trained in 'PACE' modes of interaction (Hughes 2015); being warm emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions).

- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).
- Be mindful not to use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).
- Staff 'interactively repair' occasions when they themselves move into defensiveness.
- Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access a calmer, smaller areas with emotionally regulating adults).
- Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time. The nurturing of staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate

- A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

- Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.
- The emotional well-being and regulating of staff is treated as a priority to prevent burnout, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

Reflect

- Staff training and development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).

- Provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff , children are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of ‘working through’ these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/play/drama/ music/sand/emotion worksheets/emotion cards.
- Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.
- Staff development and training to help children move from ‘behaving’ their trauma/painful life experiences, to reflecting on those experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing children’s negative self referencing and helping them develop positive, coherent narratives about their lives.
- A behaviour policy based not on punishment and sanctions but resolution and interactive repair (e.g. restorative conversations).

Unacceptable behaviours can include:-

- Name calling
- Repeatedly interrupting
- Repeatedly wandering around the classroom / not completing tasks
- Swearing
- Threatening behaviour
- Kicking, pinching, scrambling
- Rude/impolite towards another pupil
- Lying
- Physically attacking somebody
- Vandalism
- Stealing
- Prejudicial remarks (Racial, regarding sex/gender, religion)
- Rude/impolite towards adults

Incidents will be investigated in order to clearly understand the circumstances.

PERSISTANT MISBEHAVING

Parents and children to meet with the headteacher and agree in writing an action plan with a date for review. A copy will be placed in the child’s record card.

VERY SERIOUS MISBEHAVIOUR

Child sent immediately to the Headteacher.

Notify parents

In extremely rare circumstances exclude from school for a specified period with the possibility of being permanently excluded. (WG guidelines will be adhered to)

In very extreme circumstances the school retain the right to physically restrain a child if the behaviour is deemed likely to cause the pupil, or other individuals, harm.

Time out should only be used as part of an agreed behaviour management plan, IBP and individual positive handling plan. This involves removing the child/young person from a situation, which causes anxiety or distress, to a location where they can be continually observed and supported until they are ready to resume their usual activities. The paramount consideration is that the action is taken in the best interest of the child/young person and that it reduces, rather than increases, risk to themselves or others.

The use of the time out area must ensure that safeguarding and welfare of the child/young person is of paramount importance.

Regular risk assessments will be undertaken with colleagues from appropriate agencies to ensure a shared understanding of the use of the time out area and restraint procedures to prevent inappropriate incidences arising.

Consideration will be given to the following:

Time-out should only be used as part of an agreed behaviour management plan.

Time-out is used for children and young people to prepare themselves for the classroom.

Use of time out area must be for relatively short, time limited periods relevant to age and risk.

A child or young person must **not** be locked in an area.

A child or young person must **not** be in an area where they cannot be continuously observed and supervised.

Staff must be trained on / clear about the use of the time out.

Discussion regarding how the time out area is used must be shared with parents and a signed written agreement produced.

Use of the time out area is recorded in writing and parents notified.

Clear monitoring arrangements must be in place.

Opportunities are created to give the child/young person the choice to re-join the class, group, activity.

The time out area should be seen as an extension of the classroom.

Good practice will always be concerned with assessing and minimising risk to children/young people, staff and others and ensure intervention is in the best interests of the child/young person.

Good practice will always be concerned with pre-planning responses, where possible.

Use of the time out area will always be followed by a dialogue between child/young person and staff to discuss the incident and protect good relationships.

The use of the time out will be explained to the child / young person and should be clearly understood.

The time out area can be used as a managed space when there is a situation that a child / young person feels he/she cannot engage in.

Governors and Council officers will be kept updated regarding the use of the time out area in line with Council Policy.

All children, without exception, are given equal opportunities.

Committing to educational practices which Protect, Relate, Regulate and Reflect will contribute to our caring and supportive ethos and help create an environment where the child's self-respect is 'neutered' and incidents of challenging behaviour the exception.



Polisi Ymddygiad, Disgyblaeth a Pherthynas – Ysgol Gwaun y Nant

Ein nod yw creu amgylchedd lle mae hunan-barch y plentyn yn cael ei faethu a digwyddiadau o ymddygiad heriol yn eithriad.

Credwn y dylai'r ysgol fod yn gymuned 'ddiogel' sy'n gofalu am anghenion pob disgybl fel unigolyn. Dylai pob plentyn, yn ddieithriad, deimlo bod ei gyfraniad at fywyd ysgol yn cael ei barchu a'i werthfawrogi. Felly, ein nod yw creu amgylchedd cyfeillgar lle mae pob plentyn yn gallu cyflawni ei lawn botensial yn rhydd o unrhyw rwystr. Mynnwn fod ymddygiad plant o'r safon uchaf bob amser.

Anogwn bob disgybl i barchu a gofalu am yr ysgol a'i holl adnoddau, eu heiddo eu hunain ac eraill, eu cyfoedion ac oedolion o fewn yr ysgol a'r gymuned. Rydym yn hyderus y bydd yr amgylchedd gofalgwr o fewn yr ysgol yn arwain at ymddygiad da a dealltwriaeth o'r hyn sy'n dda a'r hyn sy'n anghywir.

Disgwylwn i bob rhiant ein cefnogi'n llawn ar faterion yn ymwneud â disgyblaeth ac i annog eu plant i ymddwyn yn briodol. Ynghyd â disgwyladau uchel gan staff yr ysgol, yr esiampl a osodir gan oedolion o fewn yr ysgol a gartref rydym yn hyderus y bydd ein disgyblion yn tyfu i fod yn gwrtais a sensitif i deimladau eraill. Rydym bob amser yn ceisio canmol a rhoi sylw i ymddygiad da, cwrteisi, gwaith caled, ymdrech dda a pharch a charedigrwydd tuag at eraill. Credwn y dylem ymateb yn gadarnhaol o ran disgyblaeth.

Mae gan bob dosbarth set o reolau a luniwyd gan y disgyblion a'r athro dosbarth ynghyd â rheolau cyffredinol ar gyfer ymddygiad mewn meysydd penodol o'r ysgol.

Mae ein hysgol wedi'i buddsoddi mewn cefnogi'r berthynas gorau posibl rhwng;

- Rhiant a phlentyn
- Plentyn a phlentyn
- Plant a staff yr ysgol
- Rhieni a staff yr ysgol
- Staff yr ysgol
- Staff yr ysgol ac uwch arweinwyr
- Staff yr ysgol ac asiantaethau allanol.

I'r perwyl hwn mae ein hysgol wedi ymrwymo i arferion addysgol sy'n Gwarchod, Perthnasu, Rheoleiddio a Myfyrio;

Gwarchod

- Mwy o 'giwiau diogelwch' ym mhob agwedd o'r diwrnod ysgol; 'cwrdd a chyfarch' wrth ddrws y dosbarth a pholisi drws agored ar gyfer trafodaethau anffurfiol gyda rhieni/gofalwyr.
- Staff wedi'u hyfforddi mewn dulliau rhyngweithio - bod yn gynnes, emphatic, chwareus a chwilfrydig (profi i symud plant allan o hedfan / braw / rhewi).
- Mae'r staff yn sicrhau bod y rhyngweithio â phlant yn ymgysylltu'n gymdeithasol ac nad yw'n gymdeithasol amddiffynnol, er mwyn lleihau'r tebygolrwydd y bydd plant yn ymateb yn amddiffynnol (hedfan/ofn/rhewi).
- Bod yn ymwybodol i beidio defnyddio lleisiau llym, gweiddi, bychanu, beirniadaeth a chodi cywilydd (profi i fod yn niweidiol yn seicolegol ac yn niwrolegol).
- Mae staff yn 'atgyweirio'n rhyngweithiol' ar adegau pan fyddant hwy eu hunain yn symud i fod yn amddiffynnol.
- Ymyriadau pedagogaid sy'n helpu staff i ddod i adnabod plant yn well yn unigol e.e. 'Hoffwn i'm hathro wybod'. (Beth sy'n bwysig iddyn nhw, pwy sy'n bwysig iddyn nhw, eu breuddwydion, eu gobeithion). Mae hyn yn allweddol i alluogi plant i deimlo'n ddigon diogel i siarad, os dymunant, am brofiadau bywyd poenus, sy'n amharu ar eu gallu i ddysgu ac ansawdd eu bywyd.
- Plant sy'n agored i niwed yn cael mynediad hawdd a dyddiol at o leiaf un oedolyn penodol sydd ar gael yn emosiynol, ac yn gwybod pryd a ble i ddod o hyd i'r oedolyn hwnnw. Os nad yw'r plentyn yn dymuno cysylltu â'r oedolyn penodedig, deuir o hyd i oedolyn arall.
- Mae staff yr ysgol yn addasu disgwyliadau ynghylch plant agored i niwed i gyd-fynd â'u galluoedd datblygiadol a'u profiad o straen trawmatig. Mae hyn yn cynnwys symud plant sy'n agored i niwed ac sydd wedi'u trawmateiddio mewn ffordd garedig ac anfeiriadol o sefyllfaoedd nad ydynt yn ymdopi'n dda (e.e. gall plant sy'n cael eu hysgogi'n barhaus i amodau braw yn y prif faes chwarae gael mynediad i fannau tawelach, llai gydag oedolion sy'n rheoleiddio emosiynol).
- Darparu system glir, gyfrinachol a di-gywilydd o hunan-atgyfeirio ar gyfer amser cymorth/siarad plant. Staff yn sicrhau fod y disgyblion yn teimlo eu bod yn cael eu gwerthfawrogi a'u rheoleiddio'n emosiynol a thrwy wneud hynny i'w cefnogi i ryngweithio drwy gydol y diwrnod ysgol gydag ymgysylltiad cymdeithasol cadarnhaol yn hytrach nag amddiffynnol.

Perthnasu

- Ymrwymiad ysgol gyfan i alluogi plant i weld eu hunain, eu perthnasoedd a'r byd yn gadarnhaol, yn hytrach na thrwy lens o fygythiad, perygl neu hunan-fai.
- Plant sy'n agored i niwed yn cael cyfleoedd perthynol mynych (gydag oedolion sydd ar gael yn emosiynol) i symud o 'ymddiriedaeth wedi'i rhwystro' (ddim yn teimlo'n ddiogel yn seicolegol gydag unrhyw un) i ymddiriedaeth, ac o hunangymorth i 'geisio cymorth'.

Rheoleiddio

- Ymyraethau sydd wedi'u cynllunio'n benodol i ostwng lefelau hormonau straen (e.e. o wenwynig i oddefadwy) mewn plant agored i niwed, gan eu galluogi i deimlo'n dawel ac yn ddiogel. Mae hyn er mwyn cefnogi dysgu, ansawdd bywyd ac amddiffyn rhag salwch corfforol a meddyliol a achosir gan straen, yn awr ac yn ddiweddarach mewn bywyd.
- Ymyraethau sy'n seiliedig ar dystiolaeth sy'n anelu at atgyweirio niwed seicolegol a niwed i'r ymennydd a achosir gan brofiadau bywyd trawmatig, trwy ryngweithiadau oedolyn-plentyn cyfoethog, chwareus sy'n rheoleiddio'n emosiynol.
- Mae lles emosiynol a rheoleiddio staff yn cael eu trin fel blaenoriaeth er mwyn atal llosg, absenoldeb sy'n gysylltiedig â straen, neu adael y proffesiwn oherwydd salwch sy'n gysylltiedig â straen, trawma eilaidd a/neu deimlo nad ydynt yn cael eu gwerthfawrogi, eu beio neu eu cywilyddio.

Adewyrchu

- Hyfforddiant a datblygiad staff a hyfforddiant yn y grefft o wrando, deialog, empathi a dealltwriaeth dda (yn lle gofyn cyfres o gwestiynau / rhoi darlithoedd).
- Darparu sgiliau ac adnoddau i gefnogi rhieni a staff gyda sgysiau ystyrlon gyda phlant bregus sydd eisiau siarad am eu bywydau. Mae hyn er mwyn grymuso plant i reoli eu sefyllfaoedd cartref a bywyd yn gyffredinol yn well.
- O fewn cyd-destun perthynas sefydledig ac ymddiriedus gydag aelod o staff mae'r plant yn cael y modd a'r cyfle i symboleiddio profiadau bywyd poenus trwy ddelweddau yn ogystal â geiriau, fel rhan allweddol o 'weithio trwy' y profiadau hyn. ac ail-gyfnerthu cof. Mae dulliau'n cynnwys darparu gwahanol foddau mynegiant, e.e. celf/chwarae/drama/cerddoriaeth/tywod/taflenni gwaith emosiwn/cardiau emosiwn.
- Mae cynnwys cwricwlaidd yn galluogi plant i wneud dewisiadau gwybodus ynghylch sut maent yn ymwneud ag eraill, sut maent yn byw eu bywydau, a sut maent yn trin eu hymennydd, cyrff a meddyliau.
- Datblygiad a hyfforddiant staff i helpu plant i symud o 'ymddwyn' o'u profiadau bywyd trawma/poenus, i fyfyrion ar y profiadau hynny, i fyfyrion ar y profiadau hynny. Mae staff yn

dysgu gwneud hyn trwy sgwrs empathetig, gan fynd i'r afael â hunangyfeirio negyddol plant a'u helpu i ddatblygu naratifau cadarnhaol, cydlynol am eu bywydau.

- Polisi ymddygiad yn seiliedig nid ar gosb a sancsiynau ond ar ddatrysiad ac atgyweiriad rhyngweithiol (e.e. sgysiau adferol).

Gall ymddygiad anerbyniol gynnwys

- Galw enwau (unwaith)
- Torri ar draws dro ar ôl tro
- Crwydro o gwmpas y dosbarth dro ar ôl tro / peidio â chwblhau tasgau
- Cicio, pinsio, crafu
- Rhegi
- Ymddygiad bygythiol
- Anghwrtais/amharchus tuag at ddisgybl arall
- Dweud celwydd
- Ymosod yn gorfforol ar rywun
- Galw enwau ar unigolyn dro ar ôl tro
- Fandaliaeth
- Dwyn
- Sylwadau sy'n rhagfarnu (Hililiol, ynghylch rhyw/rhywioldeb, crefydd)
- Anghwrtais/amharchus tuag at oedolion

Bydd digwyddiadau'n cael eu 'hymchwilio' er mwyn deall yr amgylchiadau'n glir.