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Polisi Ymddygiad

Policy for positive behaviour

Diweddarwyd / *Updated*: 10/2026

Adolygiad Nesaf / *Next Review*: 10/2027

Mae croeso i chi gysylltu gyda'r ysgol yn Gymraeg neu Saesneg
You are welcome to contact the school in Welsh or English

Yn Y Fenni, ein nod yw meithrin agwedd gadarnhaol tuag at reoli ymddygiad. Mae polisi ymddygiad yr ysgol wedi'i gynllunio i gefnogi pob aelod o gymuned yr ysgol. Ei nod yw hyrwyddo amgylchedd lle mae pawb yn teimlo'n hapus, yn ddiogel ac yn gallu dysgu a chyrraedd eu llawn botensial. Mae lles disgyblion yn holl bwysig. Mae'r polisi'n adlewyrchu ethos ac arferion dyddiol yr ysgol, gan ddarparu sylfaen gadarn ar gyfer rheoli ymddygiad yn effeithiol. Mae plant yn dysgu fwyaf effeithiol pan fyddant wedi'u ysgogi a'u canmol am eu cyflawniadau.

Disgwyliadau ymddygiad a gwerthoedd yr ysgol

Disgwyliwn i holl aelodau cymuned yr ysgol ymddwyn yn rhesymol bob amser, dangos parch, siarad yn gwrtais a chefnogi ac helpu ein gilydd. Disgwyliwn i bawb wneud eu gorau glas, gweithio'n galed a sicrhau bod yr iaith Gymraeg yn rhan hanfodol o fywyd bob dydd yr ysgol.

Rydyn ni'n:

- Creu amgylchedd cadarnhaol a chytûn gyda disgwyliadau realistig.
- Gwerthfawrogi ymdrech, gwaith caled ac ymddygiad da. Rydym yn gwerthfawrogi ein hunain a phawb arall hefyd.
- Darparu Cwricwlwm ysgogol a gwahaniaethol fel bod pob plentyn yn cyrraedd ei botensial llawn.
- Cyfathrebu disgwyliadau clir a chyson.
- Sicrhau triniaeth deg i bawb, waeth beth fo'u hoedran, rhyw, hil na gallu.
- Annog perthnasoedd sy'n seiliedig ar garedigrwydd, parch, gonestrwydd, goddefgarwch a dealltwriaeth o anghenion eraill.
- Datblygu dinasyddion gwybodus sy'n gweithredu yn ôl egwyddorion, sy'n deall rheolau, hawliau a chyfrifoldebau ac yn paratoi plant ar gyfer bywyd y tu hwnt i'r ysgol.
- Gofalu am yr amgylchedd a'r byd naturiol.
- Trin pob plentyn yn deg a gweithredu'r polisi ymddygiad hwn mewn ffordd gyson, gan ystyried anghenion unigolion.

Yr ymddygiad a hoffwn ei weld yn yr ysgol

Bydd yr ymddygiad a restrir isod yn sicrhau bod gennym ysgol hapus lle gall pob plentyn ffynnu.

- Siarad yn gwrtais wrth oedolion a phlant eraill.
- Gwrando pan fydd rhywun arall yn siarad.
- Dangos caredigrwydd, empathi ac ystyriaeth tuag at eraill.
- Parchu a chroesawu gwahaniaethau, a dathlu amrywiaeth.
- Cynnwys eraill mewn gemau a gweithgareddau.
- Gofalu am yr ysgol a'r gymuned.
- Cymryd rhan mewn gwersi.
- Meddwl am eraill.
- Dysgwyr annibynnol.
- Helpu pawb i deimlo eu bod yn cael eu croesawu, eu gwerthfawrogi a'u bod yn ddiogel.
- Dwylo, traed a geiriau caredig.
- Gwneud ein gorau glas.

Cyfrifoldebau

Mae gan y **Pennaeth** gyfrifoldeb dros:

- Sicrhau cynhaliaeth o drefn ac ymddygiad ar bob adeg o fewn y diwrnod ysgol.
- Adrodd yn ôl i Lywodraethwyr ar effeithiolrwydd y polisi.

- Cefnogi staff i weithredu'r polisi yma.
- Cadw cofnodion manwl o ddigwyddiadau difrifol o gamymddwyn.

Mae gan y **staff addysgu** cyfrifoldeb dros:

- Sefydlu perthynas athro/disgybl priodol lle mae'r athro a'r disgybl yn cael eu parchu.
- Darparu disgyblion gyda model rôl dda ar gyfer ymddygiad.
- Sefydlu amgylchedd trefnus/taclus.
- Cynllunio gweithgaredd sydd yn addas i anghenion y disgyblion.
- Sefydlu disgwyliadau uchel tuag at agwedd, ymdrech ac ymddygiad.
- Sicrhau datblygiad sgiliau cymdeithasol.
- Datblygu agwedd o ofal, parch ac ystyriaeth dros eraill.
- Sicrhau bod rheolau'n berthnasol, a gwneud yn amlwg pam mae rheolau a strategaethau disgyblu yn berthnasol.
- Sicrhau bod disgyblion yn cymryd rhan weithredol yn y polisi.
- Cydnabod bod addysgu a dysgu effeithiol a rheolaeth dosbarth yn ddylanwad amhrisiadwy ar yr hinsawdd yr ysgol.
- Adrodd yn rheolaidd i rieni ynghylch cynnydd eu plentyn, gan dynnu sylw at agweddau cadarnhaol, yr ymdrech a wnaed, ac unrhyw bryderon a allai fod gennych ynglŷn ag ymddygiad neu les.

Ar ddechrau blwyddyn ysgol, cyfrifoldeb athrawon dosbarth yw gweithio gyda'r disgyblion i atgyfnerthu egwyddorion ein polisi ymddygiad cadarnhaol. Dylent sefydlu eu systemau dosbarth penodol i hybu hunan-barch,hunan-werth ac i hyrwyddo agweddau cadarnhaol tuag at ddysgu. Fel hyn, mae pob plentyn yn yr ysgol yn gwybod y safon ymddygiad yr ydym yn ei ddisgwyl.

<u>Rôl Rhieni</u>

Er mwyn cyflawni ein nodau, mae angen cefnogaeth gadarn a chadarnhaol arnom gan rieni.

- Mae'r ysgol yn cydweithio gyda'r rhieni, fel bod y disgyblion yn derbyn negeseuon cyson ynglŷn â sut i ymddwyn yn y tŷ ac yn yr ysgol.
- Rydym yn disgwyl i'r rheini gefnogi dysgu eu plant, ac i gydweithredu gyda'r ysgol.
- Ceisiwn greu deialog cefnogol rhwng y cartref ar ysgol, ac yr ydym yn hysbysebu rhieni yn syth os oes gennym ni unrhyw bryderon yn ymwneud a lles neu ymddygiad eu plant.
- Rydym yn disgwyl i'r rheini rhoi gwybod i'r ysgol am unrhyw amgylchiadau a all effeithio eu plant - ymddygiad neu allu i ddysgu.
- Gwneud pob ymdrech i fynychu cyfarfodydd gwybodaeth a nosweithiau rhieni i drafod cynnydd eu plant a chefnogi unrhyw argymhellion a chyngor.

Rydym yn disgwyl i rieni gefnogi disgwyliadau'r ysgol. Gall plant sy'n teimlo drwgdeimlad rhwng y cartref a'r ysgol gael problemau addasu i fywyd ysgol a gallant ddangos ymddygiad amhriodol.

<u>Cyfrifoldebau Llywodraethwyr</u>

• Dyletswydd I hyrwyddo hil, anabledd a chydraddoldeb drwy asesiadau effaith lle bo angen.

• Sicrhau bod polisïau datblygu staff ac adolygiadau perfformiad yn hyrwyddo cyfleoedd o ansawdd da i sicrhau bod y polisi hwn yn cael ei gyflwyno i'r safon uchaf.

• Monitro effeithiolrwydd y Polisi Ymddygiad drwy brosesau hunanadolygu'r ysgol. Mae'r rhain yn cynnwys adroddiadau'r Pennaeth i'r Llywodraethwyr a gwaith y cwricwlwm a phwyllgorau'r ysgol.

• Cael gwybodaeth ymarferol am y Fframwaith Troseddau Casineb

• Bod yn rhan o waharddiadau a symudiadau a reolir lle bo angen drwy'r Pwyllgor Disgyblu.

Cyfrifoldebau Plant

Wrth gynrychioli ein hysgol, rydym yn disgwyl i'n plant:

- **Dilyn rheolau'r ysgol** – deall a dilyn disgwyliadau ymddygiad, trefniadau a ffiniau'r ysgol.
- **Dangos parch –** trin staff, plant eraill ac ymwelwyr â charedigrwydd, cwrteisi ac ystyriaeth.
- **Bod yn garedig ac yn gynhwysol** – parchu gwahaniaethau, cynnwys eraill mewn gweithgareddau, ac osgoi bwlio, gwahaniaethu neu ymddygiad sy'n brifo eraill.
- **Cymryd cyfrifoldeb am eu gweithredoedd** – deall bod canlyniadau i'w dewisiadau, a derbyn cyfrifoldeb pan fydd pethau'n mynd o'u lle.
- **Bod yn barod i ddysgu** – cyrraedd yn barod, cymryd rhan mewn gwersi, dilyn trefniadau'r dosbarth, a gadael i eraill ddysgu heb darfu arnynt.
- **Cadw eu hunain ac eraill yn ddiogel** – ymddwyn yn ddiogel o amgylch yr ysgol, gofalu am offer, a pharchu amgylchedd yr ysgol.
- **Datrys anghytundebau mewn ffordd briodol** – ceisio datrys problemau'n heddychlon, gwrando ar eraill, a gofyn i oedolyn am gymorth pan fo angen.
- **Bod yn onest** – dweud y gwir, cyfaddef camgymeriadau, a cheisio cywiro pethau pan fyddant wedi brifo rhywun neu wedi difrodi rhywbeth. Meddwl am sut i wneud dewisiadau gwell yn y dyfodol.

Canmoliaeth

Rydym bob amser yn falch o gael y cyfle i gydnabod cyflawniadau disgyblion ac aelodau o staff yr ysgol mewn nifer o ffyrdd gwahanol. Rhoddir pwyslais ar ganmol ac atgyfnerthu cadarnhaol yn hytrach nag ar ganlyniadau.

Gall staff gynnig amrywiaeth o wobrau (a amlinellir isod):

- Canmol ar lafar – un-i-un
- Canmol ei gilydd
- Sticeri
- Canmol caredigrwydd, parch at eraill a helpu cymuned yr ysgol.
- Cydnabod llwyddiannau y tu allan i'r ysgol yn ein gwasanaethau ysgol
- Llythyrau at rieni, adroddiadau a chylchlythyrau misol.
- Gwasanaeth dathlu ar ddyddiau Gwener i ddathlu caredigrwydd, gwaith gwych a Chymreictod.
- Ymweld ag aelod arall o'r staff i gael canmoliaeth neu wobr
- Pwyntiau 'Llys'
- Casglu pwyntiau Dojo ar gyfer 'amser aur'
- Mae gwenu ar blant yn wobr bwerus.
- Anogir staff i anfon plant at y Pennaeth i dderbyn gwobrau am lwyddiant parhaus.

Rhinweddau

Fel ysgol cytunwyd i ddatblygu 5 rhinwedd penodol yn y plant. Y rhinweddau cytunwyd arni yw:

Annibyniaeth

Gwytnwch

Gallu i ddarllen

Hunan - Werth

Barod i

Cytunwyd ar feini prawf o sut i ddatblygu'r rhinweddau yma. Rhannwyd gyda holl rhanddeiliad yr ysgol. Mae gan bob rhinwedd gwenyn penodol ac enw penodol. (Hari Hunan - Werth, Beti Barod i, Doti Darllen, Alun Annibynnol, Gari Gwytnwch). Mae gan bob gwenyn hefyd stori sy'n adrodd hanes sut y daethant yn wydn, yn ddarllenwyr hyderus, ddatblygu hunan-werth, annibyniaeth a pharodrwydd i ddysgu. Gweler atodiad 2.

Sancsiynau

Rhaid i blant wybod bod canlyniadau i ymddygiad annymunol neu amhriodol. Mae gan bob dosbarth system goleuadau traffig wedi'i chynllunio i hyrwyddo gwobrau a sancsiynau. Mae pob disgybl yn dechrau ar wyrdd bob dydd a gall disgyblion symud i fyny ac i lawr y goleuadau traffig drwy gydol y dydd. Mae melyn a choch yn dangos sancsiynau am beidio â dilyn y rheolau. Pan fydd plentyn yn symud i lawr y goleuadau traffig, bydd staff yn cymryd pob cyfle i'w symud yn ôl drwy gydol y dydd.

Weithiau bydd angen cyflwyno sancsiynau. Mae'r rhestr isod yn dechrau gyda'r sancsiynau llai difrifol ac yn gorffen gyda'r rhai mwyaf difrifol. Mae natur y digwyddiad yn penderfynu ar y cam mae'r sancsiynau yn dechrau.

a) Anwybyddu Tactegol : Osgoi ymddygiad annerbyniol, gan dynnu sylw at ymddygiad derbyniol.

b) Atgoffa o'r rheolau: Eglurhad o'r rheol sydd yn cael ei thorri, gair tawel nad yw ei ymddygiad yn dderbyniol o fewn cymuned yr ysgol.

c) Rhybudd: Dewis clir i'r disgybl a cherdyn oren ar y siart dosbarth. Efallai y gofynnir i'r dysgwr eistedd rhywle arall.

Ch) Siarad â phennaeth y Cam Cynnydd : Miss A Davies, Miss V Robinson and Mrs M Carrington a cherdyn coch ar y siart dosbarth. Galwad gartref i'r rhieni.

D) Colled o Freintiau: Dylai'r golled o fraint fod yn berthnasol i'r plentyn ac yn rhesymol. Amser i ffwrdd gyda'r Pennaeth neu'r Dirprwy.

Dd) Asiantaethau allanol a Gwaharddiadau Tymor penodol o'r ysgol: Os ydy'r sancsiynau uchod wedi digwydd ac mae rheolau'r ysgol yn parhau i gael eu torri'n ddifrifol, bydd y Pennaeth yn ystyried a fyddai gwaharddiad dros - dro o'r ysgol yn addas. Hysbysir y rhieni ar unwaith a thrwy lythyr a darparir gwaith ar gyfer y plentyn yn ystod y cyfnod o gwaharddiad. Os yw pob cam uwchben yn methu ac mae'r ymddygiad yn barhaus byddem yn cysylltu ag asiantaethau ymddygiad allanol a bydd y disgybl yn cael ei atgyweirio at y Seicolegydd Addysgol gyda chaniatâd y rhieni.

Hyfforddiant Emosiynol

Lle bo'n briodol, bydd athrawon yn dilyn y dull hyfforddi emosiynau wrth drafod digwyddiadau ymddygiadol gyda disgyblion:

• Chwareus – creu amgylchedd cynnes a hamddenol a/neu ddull cynnes

• Hoffi – Dangos eich bod chi'n hoffi'r person ifanc, gwaeth beth fo'i ymddygiad neu ei ryngweithiadau yn y gorffennol.

• Derbyn – Derbyn emosiwn negyddol, heb dderbyn ymddygiad negyddol.

• Chwilfrydedd – Tybed yn uchel sut y gallai'r person ifanc fod yn teimlo

• Empathi – dangos eich bod chi'n poeni am yr hyn maen nhw'n mynd drwyddo empathi.

Mae sgyrsiau adferol yn dysgu plant am ganlyniadau eu gweithredoedd ar eu teulu ac eraill. Lle mae sancsiwn wedi'i 'weithredu', disgwylir dechrau newydd gan ddisgyblion a rhoddir hynny gan staff.

Cefnogi anghenion unigol dysgwyr

Bydd addasiadau rhesymol ar gyfer disgyblion ag anableddau a/neu anghenion dysgu ychwanegol yn cael eu pennu a'u cytuno trwy ddulliau sy'n canolbwyntio ar y person gyda'r Cydlynydd Anghenion Dysgu Ychwanegol a'r Uwch Dîm Arweinyddiaeth.

I bob aelod o staff gydnabod effaith gorfforol, niwrolegol ac ymddygiadol trawma.

• Rhaid i staff osgoi gweiddi; gall disgyblaeth gyhoeddus fod yn anodd i blant ei goddef.

• Byddwch yn ymwybodol y gallai fod angen mwy o amser ar ddysgwyr unigol i dawelu yn dilyn digwyddiad neu bennod o ofid.

• Meithrin perthnasoedd cadarnhaol gyda phob dysgwr a rhoi'r berthynas a'r plant wrth wraidd rheolaeth yr ystafell ddosbarth.

Anogwch feithrin, dangoswch gynhesrwydd ac empathi hyd yn oed pan fydd dysgwr yn cyflwyno ymddygiadau heriol neu anodd.

Sgyrsiau adferol i ddigwydd rhwng y dysgwr a'i oedolyn emosiynol sydd ar gael o fewn y lleoliad.

Sicrhewch fod y dysgwr wedi cael ei wrando, ei gydnabod a'i ddilysu.

• Dylid blaenoriaethu dull perthynol o ddisgyblu – bydd hyn yn dal i gynnwys trafod canlyniadau a defnyddio sgiliau datrys problemau fel cyfleoedd i ddysgu.

• Mae staff yn defnyddio dull sy'n seiliedig ar drawma, yn gwahaniaethu disgwyliadau a dull yn ôl anghenion a phrofiadau'r unigolyn.

Amseroedd Chwarae ac Amseroedd Eraill Heb Strwythur

Mae amseroedd chwarae ac amseroedd eraill heb strwythur yn bwysig wrth roi cyfle i'r plant ddatblygu sgiliau cymdeithasol a pherthnasoedd â chyfoedion. Maent hefyd yn rhoi amser i'r plant ymlacio a chael hwyl ddiogel. Fodd bynnag, er mwyn i bob plentyn fwynhau'r amser hwn, mae angen iddynt ymddwyn mewn modd priodol yn unol â rheolau'r ysgol.

Er bod y plant yn cael eu goruchwylio, mae rhai yn ei chael hi'n anodd rheoli'r amseroedd hyn. Byddant yn cael eu hannog yn gyntaf, yna os oes angen, eu cyfeirio at ddewisiadau cadarnhaol. Bydd ymddygiad amhriodol yn cael ei fonitro ac, os oes angen, ei rannu ag athrawon dosbarth yn y lle cyntaf. Os bydd yr ymddygiad hwn yn parhau, gellir defnyddio sancsiynau eraill, er enghraifft - colli'r amser chwarae/chwarae cinio nesaf a thaith gerdded gydag oedolyn.

Ymweliadau Ymddygiad ac Addysgol

Mae gan bob disgybl fynediad i holl weithgareddau'r ysgol ar y safle ac oddi arno. Ar gyfer disgyblion ag ymddygiad heriol, cynhelir asesiad risg deinamig yn ôl yr angen. Bydd hyn yn canfod y risgiau sy'n gysylltiedig â mynd â phlentyn ag ymddygiad heriol allan o'r ysgol ac yn llywio penderfyniad ynghylch a yw'n ddiogel i'r plentyn hwnnw fynychu'r gweithgaredd ar y diwrnod hwnnw.

Ar gyfer gweithgareddau sy'n digwydd yn gyfan gwbl neu'n ymestyn y tu hwnt i oriau ysgol arferol, bydd y Pennaeth ac arweinydd yr ymweliad yn cyfarfod â rhieni er mwyn trafod y risgiau y mae'r ymddygiad heriol yn eu peri. Bydd asesiad risg yn cael ei ysgrifennu i lywio'r penderfyniad ynghylch a ellir sicrhau diogelwch y plentyn dan sylw.

Gwaharddiad

Byddem ond yn gwahardd disgybl os yw eu hymddygiad yn annerbyniol e.e.. parhau i ddefnyddio trais corfforol neu eiriol ac os ydyn nhw'n tanseilio disgyblaeth yr ysgol gyfan, yn yr amgylchiadau yma mae'n rhaid i'r Pennaeth cynnal trafodaethau gyda'r Bwrdd Llywodraethol. Mae'n ddyletswydd gan y Corff Llywodraethol i sicrhau fod y polisi yn cael ei gweithredu a'u bod yn monitro'r nifer o waharddiadau ac ataliadau.

Rheolaeth Gorfforol a’r ddisgyblion

Mae staff yn Y Fenni yn cydnabod bod angen gweithredu pan fo risg amlwg i ddiogelwch disgyblion, staff ac eiddo. Mewn amgylchiadau eithriadol neu eithafol, gall hyn olygu defnyddio dulliau rheoli rhesymol.

Gall fod pobl ifanc yn yr ysgol y mae eu hymddygiad heriol yn golygu bod angen cynnal asesiad risg. Os caiff grym rhesymol / ymyrraeth gorfforol gyfyngol ei ddefnyddio, dylid ei ystyried yng nghyd-destun camau cadarnhaol pellach o ofal a gofalgarwch. Yn unol â chanllawiau Llywodraeth Cymru, caiff ei ddefnyddio fel dewis olaf ac yn yr achosion mwyaf eithafol. Darperir manylion llawn ym mholisi MCC ar ddefnyddio grym rhesymol (atodiad 3).

Ymddygiad Annerbyniol ac Eitemau Gwaharddedig

Ni fyddwn yn caniatau hiliaeth, bwlio, iaith sarhaus na gwahaniaethu oherwydd rhyw, oedran, gallu, crefydd, rhywioldeb nac anabledd corfforol.

Ni fydd unrhyw fath o drais yn cael ei oddef gan ein plant a'n staff nac tuag atynt.

Mae gan ysgolion y pŵer i chwilio ar amheuaeth, dim ond "pŵer ydyw, nid dyletswydd". Mae'r pŵer i chwilio ar amheuaeth yn ychwanegu opsiwn arall y gall ysgolion ei ddewis pan fyddant yn amau y gallai cyllell neu arf arall fod wedi'i gario ar y safle neu y gallai gael ei gario ar ymweliad addysgol oddi ar y safle.

Nid yw hon yn rhestr gynhwysfawr, fodd bynnag mae'n gwasanaethu fel enghreifftiau o eitemau nad ydynt yn cael eu caniatáu ar safle'r ysgol.

Mae'r ysgol yn cadw'r hawl i ychwanegu at y rhestr hon ar fyr rybudd os oes angen.

- Cyllyll ac eitemau miniog o unrhyw fath
- Cyffuriau anghyfreithlon
- Alcohol

• Sigaréts / Tybaco / papurau sigaréts

• Anweddau

• Matsis / tanwyr

• Eitemau wedi'u dwyn

• unrhyw eitem y mae aelod o staff yn amau'n rhesymol ei bod wedi'i defnyddio, neu'n debygol o gael ei defnyddio, i gyflawni trosedd neu anafu person neu ddifrodi eiddo.

Os bydd plentyn yn dod ag unrhyw un o'r eitemau gwaharddedig hyn i'r ysgol, gellir ystyried gwaharddiadau mewnol ac allanol.

Chwilio ac Atafaelu

O dan gyfraith gyffredin, mae gan staff yr ysgol y pŵer i chwilio disgybl a'i fag/cot am unrhyw eitem os yw'r disgybl yn cytuno i'r chwiliad. Dylai'r aelod o staff sicrhau bod y disgybl yn deall y rheswm dros y chwiliad a sut y bydd yn cael ei gynnal fel bod eu cytundeb i'r chwiliad yn wybodus. Gellir ystyried chwiliad os oes gan yr aelod o staff sail resymol dros amau bod y disgybl yn meddu ar eitem waharddedig. Cyn cynnal unrhyw chwiliad, bydd yr aelod o staff sy'n cynnal y chwiliad yn egluro i'r disgybl pam ei fod yn cael ei chwilio, sut a ble y bydd y chwiliad yn digwydd a rhoi cyfle iddo ofyn unrhyw gwestiynau.

Dylai'r aelod staff awdurdodedig bob amser geisio cydweithrediad y disgybl cyn cynnal chwiliad a rhaid i aelod staff arall fod yn bresennol. Os nad yw'r disgybl yn fodlon cydweithredu â'r chwiliad, dylai'r aelod staff ystyried pam mae hyn a bydd yn cysylltu â'r rhieni ar unwaith. Bryd hynny gofynnir i'r rhieni fynychu'r ysgol a chynnal y chwiliad. Os na chwblheir y chwiliad, ystyrir gwaharddiad. Dylid hysbysu rhieni bob amser am unrhyw chwiliad am eitem waharddedig sydd wedi digwydd, a chanlyniad y chwiliad cyn gynted ag y bo'n ymarferol. Dylai aelod staff hysbysu'r rhieni am yr hyn, os o gwbl, sydd wedi'i atafaelu a'r camau gweithredu y mae'r ysgol wedi'u cymryd o ganlyniad, gan gynnwys unrhyw sancsiynau a gymhwyswyd. Amlinellir manylion pellach yn 'Ymyriad diogel ac effeithiol - defnyddio grym rhesymol a chwilio am arfau' Mawrth 2013 Llywodraeth Cymru.

Bydd effeithiolrwydd y polisi hwn yn cael ei fonitro gan yr UDA a bydd yr holl staff yn rhan o'i adolygu a'i wella. Bydd y polisi'n cael ei adolygu'n flynyddol ac unrhyw argymhellion yn cael eu hadrodd i'r Corff Llywodraethol i'w cymeradwyo.

At Y Fenni we aim to foster a positive approach to the management of behaviour. The school's behaviour policy is designed to support all members of the school community. Its aim is to promote an environment where everyone feels happy, safe and able to learn and reach their full potential. Pupils' wellbeing is all important. The policy reflects the school's ethos and daily practices, providing a solid foundation for effective behaviour management. Children learn most effectively when they are well motivated and praised for their achievements.

Behavioural expectations and school values

We expect all members of the school community to behave reasonably at all times, to show respect, to speak politely and to support and help each other. We expect everyone to try their very best, to work hard and to ensure that the Welsh Language is an essential part of the school's daily life.

We:

- Create a positive, harmonious environment with realistic expectations.
- Value effort, hard work and good behaviour. We value ourselves and everyone else too.
- Provide a stimulating and differentiated Curriculum so that all children achieve their full potential.
- Communicate clear, consistent expectations.
- Ensure fair treatment for all, regardless of age, sex, race and ability.
- Encourage relationships based on kindness, respect, honesty, tolerance and understanding of others' needs.
- To develop informed principled citizens who have an understanding of rules, rights and responsibilities and prepare children for life beyond school.
- Look after the environment and the natural world.
- Treat all children fairly and implement this behaviour policy in a consistent way, bearing in mind the needs of individuals.

The behaviour we would like to see at school

The behaviours listed below will ensure that we have a happy school where all children can thrive.

- Speak politely to adults and other children.
- Listen when someone else is speaking.
- Show kindness, empathy and consideration for others.
- Respect and embrace differences and celebrate diversity.
- Include others in games and activities.
- Care for the school and the community.
- Participate in lessons.
- Thoughtfulness.
- Independent learners.
- Helping everyone feel welcome, valued and safe.
- Kind hands, feet and words.
- Do our very best.

Responsibilities

The **Headteacher** has responsibility to:

• Ensure and maintain order and behaviour at all times within the school day.

• Report back to Governors on the effectiveness of the policy.

• Support staff to implement this policy.

• Keep detailed records of serious incidents of behaviour.

The **teaching staff** have responsibility for:

- Establishing an appropriate teacher/pupil relationship where the teacher and pupil are respected.
- Providing pupils with a good role model for behaviour.
- Establishing an orderly/ tidy environment.
- Planning an activity that is suitable for the pupils' needs.
- Establishing high expectations towards attitude, effort and behaviour.
- Ensuring the development of social skills.
- Developing an attitude of care, respect and consideration for others.
- Ensuring rules are relevant, and make apparent the reason for individual school rules and discipline strategies.
- Ensuring pupils are actively involved in the policy.
- Recognising that effective teaching and learning and class management are an invaluable influence on the climate of behaviour within the school.
- Report regularly to parents sharing their child's progress, highlighting positives and effort made and any concerns they may haver regarding behaviour or wellbeing.

At the beginning of the school year, it is the responsibility of classroom teachers to work with the pupils to reinforce the principles of our positive behaviour policy. They should set up their specific classroom systems to promote self-esteem, self worth and to promote positive attitudes towards learning. In this way, every child in the school knows the standard of behaviour we expect.

Role of Parents

In order to achieve our aims, we need strong positive support from parents.

• The school works together with parents, so that the pupils receive consistent messages about how to behave at home and at school.

• We expect parents to support their children's learning, and to cooperate with the school.

• We try to create a supportive dialogue between home and school, and we notify parents immediately if we have any concerns relating to the wellbeing or behaviour of their children.

• We expect parents to inform the school of any circumstances that may affect their child’s behaviour or ability to learn.

• Make every effort to attend information meetings and parents' evenings to discuss their child's progress and support any recommendations and advice.

We expect parents to support the school's expectation. Children who sense animosity between home and school can have problems adapting to school life and can display inappropriate behaviour.

Governor Responsibilities

• Duty to promote race, disability and equality through impact assessments where necessary.

• Ensure that staff development and performance review policies promote good quality opportunities to ensure that this policy is delivered to the highest standard.

• Monitor the effectiveness of the Behaviour Policy through the school self-review processes. These include the headteacher's reports to Governors and the work of the curriculum and school committees.

• To have a working knowledge of the Hate Crime Framework.

• To be involved in exclusions and managed moves where necessary through the Disciplinary Committee.

Children's Responsibilities

When representing our school, we expect our children to:

- **Follow school rules** – understand and follow the school's behaviour expectations, routines and boundaries.
- **Show respect** – treat staff, other children and visitors with kindness, politeness and consideration.
- **Be kind and inclusive** – respect differences, include others in activities and avoid bullying, discrimination or hurtful behaviour.
- **Take responsibility for their actions** – understand that their choices have consequences and accept responsibility when things go wrong.
- **Be ready to learn** – arrive prepared, participate in lessons, follow classroom routines and allow others to learn without disruption.
- **Keep themselves and others safe** – behave safely around the school, look after equipment and respect the school environment.
- **Resolve disagreements appropriately** – try to solve problems peacefully, listen to others and ask an adult for support when necessary.
- **Be honest** – tell the truth, admit mistakes and try to put things right when they have hurt someone or damaged something. Think about how to make better choices in the future.

Praise and reward

We are always proud to have the opportunity to recognise the achievements of pupils and school staff in a number of different ways. Emphasis is placed on praise and positive reinforcement rather than on consequence.

Staff may offer a range of rewards (outlined below)

Verbal praise - one to one

Praise each other

Stickers

Praise kindness, respect for others and helping the school community.

Successes outside the school are recognised in our assemblies

Letters to parents, reports and monthly newsletters.

Celebration assembly on Fridays celebrating kindness, great work and Welshness.

Visit another member of staff for a compliment/ praise/ reward

Llys' points

Collect **Dojo** points for golden time

Smiling at children is a powerful reword.

Staff are encouraged to send children to the Headteacher for rewards for continued achievement.

School Values

As a school we agreed to develop 5 specific virtues/ values in the children. The agreed virtues/values are:

Independence

Resilience

Ability to read

Self - Worth

Ready to learn, speak Welsh, listen, enjoy and help.

We agreed on a criteria outlining how we develop these qualities and it was shared with all the school's stakeholders. Each virtue/value has a specific bee with a specific name. (Hari Hunan - Werth, Beti Barod i, Doti Darllen, Alun Annibynnol, Gari Gwytnwch). Each bee also has a story that tells the tale of how they became resilient, confident reader, have self - worth, independence and a readiness to learn. See appendix 2.

Sanctions

Children must know there are consequences for unwanted or inappropriate behaviour. Every class has a traffic light system designed to promote rewards and sanctions. All pupils start on green every day and pupils may move up and down the traffic light throughout the day. Yellow and Red show sanctions for not following the rules. When a child moves down the traffic light staff will make every opportunity to move them back up throughout the day.

Sanctions will sometimes need to be introduced. The list below starts with the less serious sanctions and ends with the most serious ones. The nature of the incident determines at what stage the sanctions start.

a) Tactical Ignoring: Avoiding unacceptable behaviour, drawing attention to acceptable behaviour.

b) Reminder of the rules: An explanation of the rule that is being broken, a quiet word that his/her behaviour is not acceptable within the school community.

c) Warning: A clear choice for the pupil and an orange card. The learner may be asked to sit elsewhere.

d) Talk to the head of Progress Stage: Miss A Davies, Miss V Robinson and Mrs M Carrington and a red card. Call home to the parents.

e) Loss of Privileges: The loss of privilege should be relevant to the child and reasonable. Time away from class with the Headteacher or Deputy.

A meeting should be held with the Headteacher and Deputy to give the child an opportunity to reflect on their behaviour. If necessary, the 6 scripted questions below could be followed.

- *What has happened?*
- *How did you feel?*
- *How did the other person feel?*
- *Who else has been affected by this?*

• *What should we do to make everything right?*

• *How can we do things differently next time?*

F) External agencies and Fixed Term Exclusion from the school: If the above sanctions have occurred and the school's rules continue to be seriously broken, the Headteacher will consider whether a temporary exclusion is suitable. The parents are notified immediately by phone and by letter and work is provided for the child during the period and exclusion**.** If all steps above fail and the behaviour is continuous, we would contact external behaviour agencies and the pupil will be referred to the Educational Psychologist with the consent of the parents.

Emotion Coaching

Where appropriate teachers will follow the emotion coaching approach when discussing behavioural incidents with pupils:

• Playful – creating a warm and relaxed environment and/ or warm approach

• Liking – Showing that you like the young person, regardless of their behaviour or past interactions.

• Acceptance – Accepting negative emotion, whilst not accepting negative behaviour.

• Curiosity – Wondering out loud about how the young person may be feeling

• Empathy – showing that you care about what they are going through empathy.

Restorative conversations ensure children are aware of the consequences of their actions on themselves and others. Where a sanction has been 'actioned' a fresh start is expected by pupils and given by staff.

Supporting individual needs of learners

Reasonable adjustments for pupils with disabilities and/ or additional learning needs will be determined and agreed through person centred approaches with the ALNCo and Senior Leadership Team.

- All staff to acknowledge the physical, neurological and behavioural impact of trauma.
- Staff must avoid shouting; public discipline can be difficult for children to tolerate.
- Be aware that individual learners may need more time to calm down following an incident or episode of distress.
- Build positive relationships with all learners and place the relationship and the children at the heart of the classroom management.
- Encourage nurture, show warmth and empathy even when a learner is presenting with challenging or difficult behaviours.
- Take individual circumstances into account there is a need for differentiation in behaviour.
- Restorative conversations to take place between the learner and their emotional available adult within the setting.
- Ensure the learner has been listened to, recognised, validated.
- A relational approach to discipline should be prioritised – this will still include discussing consequences and using problem solving skills as opportunities for learning.
- Staff use a trauma informed approach, differentiate expectations and approach according to the individual needs and experiences.

Playtimes and other Non-structures times

Playtimes and other non-structured times are important in giving the children an opportunity to develop social skills and peer relationships. They also serve to give the children a time to relax and have safe fun. However, in order for all children to enjoy this time they need to behave in an appropriate manner in accordance with school rules.

Although the children are supervised some find these times difficult to manage. They will first be encouraged, then, if necessary, directed towards positive choices. Inappropriate behaviour will be monitored and, if necessary, shared with class teachers in the first instance. Should this behaviour persist other sanctions may be used, for example – removal from the situation, loss of the next playtime/lunch play and walk with an adult.

Behaviour and Educational Visits

All pupils have access to all school activities both on and off site. For pupils with challenging behaviour a dynamic risk assessment will be carried out as necessary. This will ascertain the risks involved in taking a child with challenging behaviour out of school and inform a decision on whether it is safe for that child to attend the activity on that day.

For activities that occur entirely or extend beyond normal school hours, the Head Teacher and visit leader will meet with parents in order to discuss the risks that the challenging behaviour poses. A risk assessment will be written up to inform the decision of whether the safety of the child in question can be assured.

Exclusion

We would only exclude a pupil if their behaviour is unacceptable e.g. continuing to use physical or verbal violence or if they undermine the discipline of the whole school, in these circumstances the Headteacher must hold discussions with the Governing Body. It is the duty of the Governing Body to ensure that the policy is implemented and that they monitor the number of exclusions and suspensions.

Physical Management and the pupils

Staff at Y Fenni recognise there is a need to act when there is an obvious risk of safety to pupils, staff and property. In exceptional or extreme circumstances this may involve reasonable methods of control.

There may be young people within the school whose challenging behaviour may require a risk assessment to be undertaken. If used at all reasonable force / restrictive physical intervention should be seen in the content of further positive action of care and concern. In line with Welsh Government guidance, it is used as a last report and in the most extreme cases. Full details are provided in the MCC policy on the use of reasonable force (appendix 3)

Unacceptable Behaviour and prohibited items

We will not tolerate racism, bullying, offensive language or discrimination due to gender, age, ability, religion, sexuality or physical disability.

Any form of violence will not be tolerated either from or towards our children and staff.

Schools have the power to search on suspicion, it is just that " a power, not a duty". The power to search on suspicion adds another option which schools can choose when they suspect a knife or other weapon may have been carried onto the premises or may be carried on an off-site educational visit.

This is not an exhaustive list; however, it serves as examples to items that are not allowed on the school premises.

The school reserves the right to add to this list at short notice should it be necessary.

• Knives and sharp items of any kind

• Illegal drugs

• Alcohol

• Cigarettes / Tobacco / cigarette papers

• Vapes

• Matches/ lighters

• Stolen items

• any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property.

Should a child bring any of these prohibited items to school internal and external exclusions may be considered.

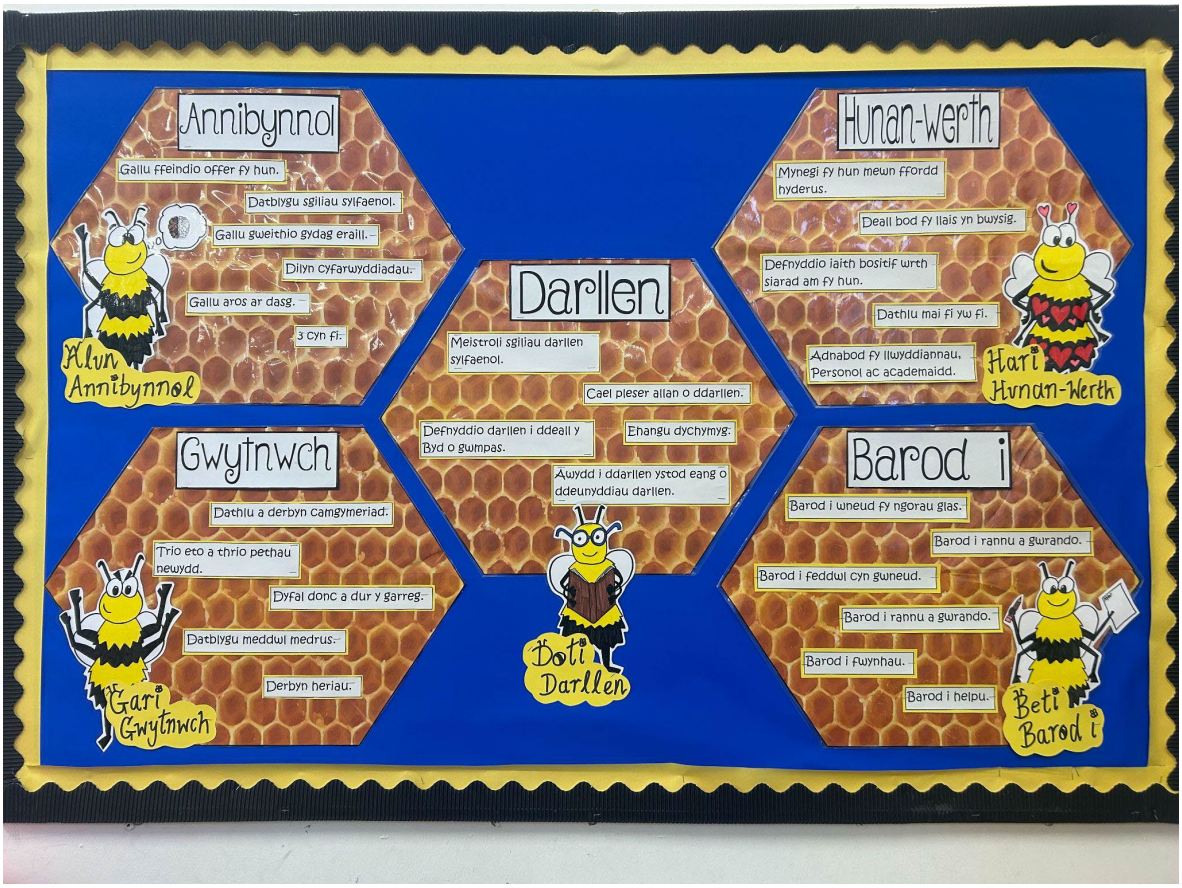
Searching and Confiscation

Under common law, school staff have the power to search a pupil and their bag/ coat for any item if the pupil agrees to the search. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement to the search is informed. A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item. Before any search takes place, the member of staff conducting the search will explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search and another staff member must be present. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is and will immediately contact the parents. At which point the parents will be asked to attend the 9 schools and conduct the search. If the search is not completed an exclusion will be considered. Parents should always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied Further details are outlined in the 'Safe and effective intervention – use of reasonable force and searching for weapons' March 2013 Welsh Government.

The effectiveness of this policy will be monitored by the SLT and all staff will be involved in its review and improvement. The policy will be reviewed yearly and any recommendations reported to the Governing Body for their approval.

Atodiad 2 / Appendix 2



Atodiad 3/ Appendix 3

Model School Policy on Use of Reasonable Force

Policy Statement

1.1. The aim of this school's policy is to assist all staff in the school to deal effectively with challenging behaviour; to ensure that staff are protected from harm and that pupils are protected from any form of physical intervention or restraint which is inappropriate.

1.2. This policy **(appendix 1)** provides direction on the powers of school staff in using force, as set out in Section 93 of the Education and Inspections Act 2006. These powers commenced in October 2010 and replaced section 550A of the Education Act 1996. This guidance should be viewed within the framework of Welsh Assembly Government Circular 3/99, Inclusion and Pupil Support (203/2016), Welsh Office Circular 37/98, 41/2010, ("The Use of Force to Control or Restrain Pupils" Safe and Effective Intervention) The Welsh Assembly Guidance, ("Framework for Restrictive Physical Intervention Policy and Practice-March 2005") and the Department of Health "Guidance on restrictive physical interventions for people with learning disability and autistic spectrum disorder in health, education and social care settings". In addition, it should be considered alongside the overall suite of guidance from Welsh Government including those for exclusions, tackling bullying and the SEN Code of Practice and the Local Authority's Policy on Safeguarding.

1.3. At Ysgol Y Fenni we work to ensure each individual pupil is able to reach his or her potential.

1.4. Every pupil is entitled to learn and every teacher is free to teach in an environment that is safe, secure and free from distraction. The guiding principles to achieve this should be established in the school's policy on positive behaviour management.

1.5. Staff of Ysgol Y Fenni are committed to providing the highest standards in protecting and safeguarding the welfare of children and young people entrusted to its care. We recognise there is a need to act when there is an obvious risk of safety to pupils, staff and property.

1.6. For the most part this is achieved through the development and fostering of good relationships, and the normal application of positive behaviour management to provide supportive and corrective feedback. However, in exceptional or extreme circumstances this may involve the use of reasonable force.

1.7. There may be young people within the school whose challenging behaviour may require a risk assessment to be undertaken. The Local Authority's preferred template for a behaviour **risk assessment** can be found in **appendix 2**.

1.8. It should be emphasised that if used at all, reasonable force/restrictive physical intervention (referred to in this document as **positive handling**) should be seen in the context of a further positive action of care and concern. In line with Welsh Government guidance, it is used as a 'last resort' option and in the most extreme cases, other strategies will always have been attempted first.

1.9. As best practice regarding positive handling, this policy should be considered alongside other relevant school policies, specifically those involving behaviour, health and safety and child protection.

What is The Legal Use of Restrictive Physical Intervention to Control Pupils?

2.1 Teachers and other persons authorised by the Head Teacher to have charge of pupils may use reasonable force to prevent pupils :

- causing injury to themselves or others
- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- causing serious damage to property
- causing disruption by engaging in behaviour which is seriously prejudicial to good order and discipline.

2.2 Reasonable force has no legal definition but:

- Staff must take into account the circumstances of the incident, age, sex and development of the pupil
- The degree of force must be proportional to the seriousness of the situation, behaviour or consequences it is intended to prevent, and always be the minimum force needed
- Force could not be justified for a trivial misdemeanour or a situation that could be resolved without it
- Everyone has the right to self-defence provided they do not use a disproportionate degree of force
- Corporal punishment is illegal (Education Act 1986)

Objectives Of This Policy

3.0 To provide all staff, governors, parents and pupils with an understanding of care and control and the use of force (positive handling).

3.1 To emphasise that the use of positive handling is:

- Part of a positive care and control approach to discipline and welfare as a last resort, or a necessary expedient option to be used in extreme circumstances.
- To ensure that all members of staff or authorised persons who may have to positively handle pupils clearly understand the options and strategies open to them.
- To use the minimum force required, provide maximum care and hold pupils for the minimum time when the pupils needed to be supported in a crisis

Who Can Use Reasonable Force?

4.0 We recognise that most of the time the use of force/positive handling will be used infrequently, that is, as a last resort to maintaining a safe environment.

4.1 The staff to which this power applies are defined in section 95 of the Act. They are:

- any teacher who works at the school, and any other person whom the head has authorised to have control or charge of pupils.

- includes support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors;

- can also include people to whom the head has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises-related staff) and unpaid volunteers (for example parents accompanying pupils on school-organised visits);

- **This guidance does not include prefects.**

Circumstances When Reasonable Force Might Be Appropriate?

5.0 Before using force staff should, wherever practicable, tell the pupil to stop misbehaving and communicate in a calm and measured manner throughout the incident. Staff should not act out of anger or frustration, or in order to punish a pupil, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

5.1 Restrictive physical intervention is only to be used to prevent serious harm and is consistent with the promotion of an individual's welfare. The application of restrictive physical intervention must always be an option of last resort and must always be the minimum action necessary to manage the situation as safely as possible and taking account of any known health problems.

5.2 The types of force used could include:

- passive physical contact resulting from standing between pupils or blocking a pupil's path;

- active physical contact such as:
  (i) leading a pupil by the hand or arm;

  (ii) ushering a pupil away by placing a hand in the centre of the back;

- using more appropriate restrictive holds
  (iii) which in more extreme circumstances, may well require specific expertise or training

5.3 Where there is a high and immediate risk of death or serious injury, any member of staff would be justified in taking any necessary action (consistent with the principle of seeking to use the minimum force required to achieve the desired result). Such situations could include preventing a pupil running off the pavement onto a busy road or preventing a pupil from hitting someone with a dangerous object.

5.4 Staff should make every effort to avoid acting in a way that might reasonably be expected to cause injury. However, in the most extreme circumstances it may not always be possible to avoid injuring a pupil. Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.

5.5 We recognise that some children may not be able to control their reaction to events as well as others and at times may place themselves or others at risk through their uncontrolled behaviour. As indicated previously, reasonable force might be appropriate when action is necessary in self-defence or because of imminent risk of injury. E.g.

- Pupil attacks a member of staff, another pupil, attempt self-injury, or where pupils are fighting
- Pupil running in stairway or corridor in a way that is likely to cause injury to self or others
- Pupil absconds from a class or tries to leave school and who would be judged to be at risk if not kept in the classroom or at school.

There is a serious and developing risk of damage to property, including the pupil's own property. E.g.

- Pupil is causing or about to cause deliberate damage or vandalism
- Pupil is causing or at risk of causing injury or damage by accident, rough play, misuse of dangerous materials or objects

Where pupil's behaviour is seriously prejudicial to good order and discipline. E.g.

- Pupil persistently refuses to obey an order to leave the classroom
- Pupil is behaving in a way that is seriously disrupting a lesson

5.6 *NB Wherever possible early support from colleagues will be sought. Single handed intervention increases the risk of injury to both parties and does not provide the person intervening with the support of a colleague acting as a witness/critical friend.*

5.7 Strategies other than force would therefore need to be considered. Examples are outlined below

- Providing the disruptive pupil with a choice of locations to exit to
- Giving clear directions
- Allowing 'take-up' time thus allowing a 'face-saving' opportunity
- Removing the audience, i.e. requesting that other pupils leave the room

Procedures and practical considerations during specific incidents

6.0 Wherever practicable staff are expected to:

- Use a calm and measured approach
- Tell the pupil to stop, offer them a choice, remind them of consequences, let them know what will happen if she/he does not stop
- Seek assistance from other colleagues at an early as stage as possible
- Try to defuse the situation by talking with the pupil and prevent further escalation
- Try to remove the pupil from the peer audience
- Staff who become aware that another member of staff is intervening physically with a pupil have a responsibility to provide a presence, and to offer support and assistance should this be required
- Attempt to communicate with the pupil throughout the incident
- In as calm a manner as possible, explain that the reason for intervention is to keep the pupil and others safe
- Make it clear that positive handling will stop as soon as the pupil calms and a dynamic risk assessment indicates it is no longer necessary
- If it is not possible to control the extreme pupil without risk of injury to yourself or others, remove the other pupils who may be at risk and summon assistance.

6.1 It is good practice for staff to:

- Give the impression they are in control
- Give the impression they have not lost their temper or are not acting out of anger or frustration
- Give the impression they are not trying to punish the pupil
- Call for assistance
- Intervene with the support of a colleague acting as a critical friend
- Implementing Team Teach help protocols so that another member of staff takes over the strategic lead of the incident, if he/she feels it is appropriate to do so.

Application of Force During Specific Incidents

7.0 Methods that staff ***may use*** in appropriate circumstances where a dynamic risk assessment judgement supports this:

7.1 Passive Physical Intervention

- Physically interposing themselves between pupils
- Blocking a pupil's path
- Using classroom furniture to restrict movement

7.2 Active Physical Intervention t

- Leading by the arm
- Shepherding a pupil away by a light touch on the elbow or near the shoulder
- "Assertive guiding" – remembering this is the positive application of force to control a pupil and would be used in rare circumstances, e.g. if the pupil is in extreme danger and no other alternative is available, or where reasonable force is used to assist a pupil's movement.

7.3 Restrictive Physical Interventions-

- Holding – for security and to reduce anxiety where there is potential risk, even if the pupil is not yet out of control. The purpose is to defuse or prevent escalation.
- When intervening staff should take care that their actions should in no way be capable of being interpreted as aggressive. All holds are devised to minimise the risk of injury. They should not cause pain. It is important that these techniques have been delivered by appropriately qualified Team Teach instructors in line with Team Teach protocols.

- Where pupils are presenting with more challenging behaviour which may require more restrictive holds at advanced level, it is important that these techniques have been delivered by appropriately qualified Advanced Team Teach instructors in line with Team Teach protocols.

Situations where staff should not normally intervene without help.

8.0 A member of staff should not intervene in an incident without help, unless it is an emergency. Schools should have communication systems that enable a member of staff to summon rapid assistance when necessary. Help may be needed in dealing with a situation involving an older or physically stronger pupil, a large pupil, more than one pupil or if the authorised member of staff believes he or she may be at risk of injury. In these circumstances he or she should take steps to remove other pupils who might be at risk and summon assistance from other authorised staff, or where necessary phone the police.

8.1 Staff ***may not*** carry out action that might reasonably be expected to injure by:

Holding a pupil around the neck, or by the collar, or in any other way that might restrict the ability to breathe

- Slapping, punching or kicking a pupil
- Twisting or forcing limbs against a joint
- Tripping a pupil
- Holding or pulling the pupil by the hair

8.2 Other considerations for ***non-urgent situations*** where the risk to people or property is not imminent, staff should:-

- Consider carefully whether positive handling is the right course of action
- Try to deal with the situation through other strategies before using force
- Try to defuse and calm the situation to establish good order, the use of positive handling could lead to an escalation of the problem
- Take into account the age, understanding, personal characteristics of the pupil
- The use of positive handling to enforce compliance is likely to be increasingly inappropriate with older pupils
- Never use force as a substitute for effective behaviour management strategies
- In non-urgent situations force should only be used when all other methods have failed.

Use of Time out Rooms and Seclusion

9.0 Sometimes, pupils may need some time to recover following an incident and in Ysgol Y Fenni the advice would be that pupils are given reflection opportunities in a supportive manner with an appropriate adult present.

Ysgol Y Fenni does not condone the use of seclusion whereby "pupils are kept alone in a room against their will" as a form of behaviour management.

Reporting and Recording Incidents

10.0 In the event of an injury as a result of an incident at school, immediate steps must be taken to secure appropriate medical attention. This is particularly important if any advanced holds have been used. These injuries should be reported and recorded in accordance with Monmouthshire Local Authority policy.

10.1 All incidents that result in restraint (where a child has to be held) will be recorded in detail using Form R, **(see appendix 4)** or if a Risk Reduction Plan is in place, then a record of the incident will be recorded in the schools bound and numbered book and the Positive Handling Plan reviewed accordingly.

10.2 Restraint is **"the positive application of force with the intention of overpowering the client" (DOH 4/93 Section 5.2).** Welsh Assembly Government (March 2005) guidance defined the term "Restrictive physical interventions" as *"direct physical contact between persons where reasonable force is positively applied against resistance, either to restrict movement or mobility or to disengage from harmful behaviour displayed by an individual"*

10.3 The member of staff concerned will report the matter orally to the Head or a senior member of staff as soon as possible. The incident will be recorded in the School's Bound and Numbered Book by staff at the earliest opportunity.

10.4 Staff may wish to seek advice from a senior colleague or their professional association when compiling a report. A written report should be completed within 24 hours of the incident's occurrence, and should be signed and dated. Staff are advised to keep a copy of the report for themselves.

10.5 The Head or his/her deputy will tell parents about the incident by the end of the school day. However, if parents cannot be reached a letter will be sent to inform them of the incident on the day of the incident and offer them the opportunity to discuss the matter.

Other witnesses to the incident, staff, pupils, should also sign and date the incident report.

10.6 When positive handling has been used and pupils have been held using techniques such as the wrap, single or double elbow or the half shield, Form R is required to be completed and signed by the member(s) of staff involved. Reports will also be completed and attached from other members of staff present and the pupil(s) involved. The Incident Report will be signed by the Head, teacher involved and a copy will be sent to the Principal Officer Inclusion.

10.7 The Bound and Numbered Book and any incident reports will be reviewed by the Head Teacher and the Governing Body on at least an annual basis to consider control measures and possible training or further training needs etc.

10.8 A copy of the Form R will be placed in the pupil's file and sent to the Local Authority Officer responsible for provision of training re Physical Intervention.

Debrief Following Serious Incident

11.0 Pupils and members of staff will be checked for any sign of injury and first aid will be administered if required

11.1 The pupil and staff member/s involved will be given time to become calm while staff continue to supervise him/her. When the pupil regains complete composure, a senior member of staff will discuss the incident with the pupil and try to ascertain the reason for it. The pupil will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the pupil and the member(s) of staff involved in the incident. In cases where it is not possible to speak to the pupil on the same day, the debriefing will occur as soon as possible after the pupil returns to school.

11.2 All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. A senior member of staff will provide support to the member of staff involved.

Other Procedures Concerning Incidents

12.0 Help, support and reassurance will be given where appropriate to any individual/s involved.

12.1 Where possible an attempt will be made to help the pupil modify their behaviour.

12.2 Where possible the pupil should apologise, this should be meaningful or appropriate. If this cannot be undertaken then other consequences/sanctions reparations and monitoring should take place.

12.3 In extreme cases exclusion could be considered.

Planning for Incidents and Meeting Training Needs

13.0 If we are aware that a pupil is likely to require positive handling on more than one occasion in a term, we will plan how to respond in line with agreed protocols and guidance. This will include involving the parents and any other relevant person to ensure they are clear about what specific action we might need to take and obtaining medical advice if the child has any specific health needs. A risk assessment and a risk reduction plan will be drawn up, in consultation with all concerned and included as part of the pupil's Individual Educational Plan (IEP) or Pastoral Support Plan (PSP). It will be regularly reviewed by the SENCO or assigned member of Senior Management on a termly basis. Staff involved will via the risk assessment, have identified their training needs in this area. In cases where it is known that a pupil will require positive handling appropriate training will be provided and commissioned by the school.

Arrangements for Informing Parents

14.0 At the outset of the introduction of this policy, all parents/carers will be sent a letter outlining its introduction with information about how they can obtain their own copy.

14.1 Thereafter, a section about the school's legal duty to maintain a safe environment and the possible use of positive handling (as a very last resort) with pupil will be included in the school brochure/prospectus/report.

14.2 For some children there may be the need to use specific techniques to routinely manage their challenging behaviour. This will be recorded in their risk reduction plan. Such arrangements will be fully discussed with parents/carers, on an individual basis, in advance of their implementation. All interventions will be routinely recorded and monitored.

14.3 All parents will be informed by telephone and in writing after an incident where positive handling is used with a pupil. The school will ensure that a record of the communication is made, with a copy of the written communication kept in the pupil's file.

Physical Contact With Pupils In Other Circumstances

15.0 Staff must be sensitive to matters relating to culture and gender issues and any known individual characteristics or special circumstances relating to pupils.

15.1 Some physical contact may be necessary e.g. during P.E. lessons, sports coaching or CDT, or if a member of staff has to administer first aid or medication.

15.2 Young children and children with SEN may need staff to provide physical prompts or help physical contact must always be age appropriate and done openly

Staff Training

16.0 As with other forms of professional development, decisions about training in physical intervention are best made by individual schools in the light of their particular needs and circumstances. The Head teacher will ensure that any such training is current and in line with local policy guidance. **Where the risk assessment indicates a higher level of risk and that more restrictive strategies may be required then the school may need to seek further advanced training which would build on training delivered at intermediate level. This would be particularly true if there were issues related to weapons such as knives, dangerous objects. Whilst schools have the power to search on suspicion, it is just that " a power, not a duty". The power to search on suspicion adds another option which schools can choose when they suspect a knife or other weapon may have been carried onto the premises or may be carried on an off-site educational visit. It has the advantage of immediacy.**

16.1 Head teachers are strongly advised to report and seek support from the police any incidents where pupils are suspected of having knives/other weapons and refusing to hand them to staff in a calm and orderly fashion.

Complaints

17.0 This policy should be read in accordance with WG Circulars 081/2012 and 47/2006; as such, those acting in accordance with it, providing they act in good faith, working within the authority guidelines, will be positively supported in their actions.

17.1 Involving parents when an incident occurs, and having our clear policy that staff adhere about physical contact with pupils will help avoid complaints from parents. Providing staff with training from an approved provider will also help.

17.2 All complaints will be recorded and followed up by the Head Teacher or their representative in the first instance. Where appropriate the Authority will be notified/kept informed.

17.3 A complaint or dispute about the use of force by a member of staff might lead to an investigation under disciplinary procedures or by the Police under Child Protection procedures.

Review

18.0 This policy will be regularly monitored by the Head and reviewed and updated annually. In the event of disputes over, or concerns about, techniques and methods being considered, a meeting will be held with one of the Local Authority Team Teach Instructors. In the event of the dispute not being able to be resolved the matter referred to the Local Authority's Principal Inclusion Officer. If necessary, adjudication might be offered by an independent officer nominated by the South East Wales Regional Safeguarding Children Board.