



Ysgol Gymraeg Gymraeg Bryniago



'Dim ond ein gorau glas sy'n ddigon da.'

Mae Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn (CRC) yn ganolog i gynlluniau, polisiau, arfer ac ethos ein hysgol. Fel Ysgol sy'n Parchu Hawliau rydym yn addysgu am hawliau plant a hefyd yn modelu hawliau a pharch ym mhob perthynas.

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships.



Rights, Respects and responsibilities Policy

Dyddiad adolygu a mabwysiadu:

Date reviewed and adopted: **06.10.2026**

Dyddiad yr adolygiad nesaf: **Hydref 2027**

Date of next review: **Autumn 2027**

Llofnod Cadeirydd y Llywodraethwyr/ Signature of chair of governors:



Introduction

Vision

Swansea Council's vision is to foster school environments where all members of the school community treat each other with kindness and consideration and instil a sense of accountability for their actions and decisions.

In Ysgol Bryniago we support this vision

Our vision is:

For the Gwyr Community, the learner is at the heart of all the activity, processes and organisation of our schools. Our aim is to offer a dynamic, relevant and bespoke curriculum that ignites the passion for learning in our learners. Our curriculum will offer our learners wide, valuable and memorable experiences. It will empower them to build on their previous skills and knowledge, offering them stimulating and enriching experiences as they follow the path of their education. They will be challenged to prove success. All children will have full access to the experiences, knowledge and skills they need in the world of work, for lifelong learning and to be active citizens. Central to our inclusive curriculum is our commitment to developing a positive mindset and relationships so that our learners thrive as healthy and confident individuals. Under our care and guidance our curriculum will develop our learners into independent and collaborative citizens who will be ready to walk forward confidently in their local community, Wales and the wider world. We encourage our children to feel pride in their country and language and to treasure their heritage and culture in order to broaden their horizons to appreciate global cultures and traditions.

Our aim at Ysgol Gymraeg Bryniago is to offer a dynamic, relevant, purposeful and stimulating curriculum that ignites the passion for learning in our learners. Our curriculum will offer our learners wide, valuable and memorable experiences. It will empower them to build on their previous skills and knowledge. They will be challenged to prove success. All children will have full access to the experiences, knowledge and skills they need in the world of work, for lifelong learning and to be active citizens. Central to our inclusive curriculum is our commitment to developing a positive mindset and relationships so that our learners thrive. Under our care and guidance our curriculum will develop our learners into independent and collaborative citizens who will be ready to walk forward confidently in their local community, Wales and the wider world. We encourage our children to feel pride in their country and language and to treasure their heritage and culture.

"The key to culture is language".

We open the doors of the future for the children of Bryniago school.

Aims

1. Promote Respect and Responsibility:

- Foster an environment where all members of the school community treat each other with kindness and consideration.
 - Instil a sense of accountability for actions and decisions for all members of school community.
 - Support this aim through early intervention, specialist support and training and positive reinforcement.
2. **Encourage Parental / Carer and Community Engagement:**
- Ensure all members of the school community understand the importance of taking care of each other and the school environment.
 - Promote responsible digital citizenship.
 - Reinforce this aim through parental / carer involvement, community engagement, and support from external agencies.
3. **Supportive and Consistent Environment:**
- Encourage open, honest, and respectful communication among learners, staff, and parent / carers.
 - Build a supportive and collaborative school community.
 - Back this aim with consistent policies, procedures, clear guidelines, training and development, and resources.

Legal Framework: This policy is guided by the following legal frameworks with links to the legislation in Appendix B:

- **Education Act 1998:** The Local Authority has a duty to promote high standards of education in accordance with this Act
 - **Education and Inspections Act 2006:** Schools and governing bodies must meet their obligations under this Act, which includes promoting high standards and fulfilling the potential of all learners
 - **Equality Act 2010** protects individuals from discrimination due to protected characteristics. Schools must treat all students and staff fairly, regardless of age, disability, race, religion or belief, sex, sexual orientation, etc.
- Key points of the Act for our school are:**
- **Prohibition of discrimination:** No discrimination in admissions, education, exclusions based on protected characteristics.
 - **Duty to make reasonable adjustments:** Modify curriculum and environment for disabled pupils.
 - **Duty to promote equality:** Ensure equal opportunities for all pupils.
 - **Duty to prevent harassment and victimisation:** Prevent harassment and victimisation related to protected characteristics.
 - **Public Sector Equality Duty (PSED):** Consider the impact of policies on those with protected characteristics.
- **Wellbeing of Future Generations Act 2015** which requires public bodies in Wales (including local authorities and schools) to think about the long-term impact of their decisions, to work better with people, communities and each other, and to prevent persistent problems such as poverty, health inequalities and climate change. For our school this means:

- **Long-term Planning:** Schools must consider the long-term impacts on future students, communities, and the environment.
- **Focus on Well-being:** The Act highlights mental health, well-rounded development, and eco-literacy.
- **Curriculum Changes:** A new curriculum in Wales emphasizes well-being, interconnectedness, and ethical citizenship.
- **Sustainability:** Encourage integrating sustainability into education and practices, promoting responsible resource management.
- **Collaboration and Co-production:** Promote collaboration among schools, communities, and public bodies to enhance well-being.
- **Involvement of Young People:** Engage students in decision-making to shape their education and future.

In essence, the Well-being of Future Generations Act encourages schools to be proactive in creating a more sustainable, equitable, and well-being-focused future for all.

- **United Nations Convention on the Rights of the Child (UNCRC)** which Swansea Council is committed to embedding setting all policies. In our school we are committed to this by paying attention throughout the year to the Rights of the Child:
 - Children's Rights are discussed within School Council meetings
 - 'Right of the Month' will be given a focus across the school year
 - Children's Rights are displayed around the school and on classroom doors
 - The school highlights Children's Rights through the school newsletters/school website.
 - Aspects of Children's Rights are addressed through:
 - School assemblies
 - Classroom lessons

Principles of Behaviour:

These principles of behaviour are outlined in Swansea Council's Respect, Rights and Responsibility Policy for schools and we share them with Swansea Councils and all other schools in Swansea who have adopted these principles

- **Respect:** Learners should show respect for themselves, others, and property. This includes treating peers, staff, and the school environment with dignity. It is acknowledged that some learners may need support to achieve this. All learners have the right to learn in an environment free from disruption. Parent / carers are expected to be treated as an equal partner in their child's education and in turn respect the professional expertise of school staff
- **Rights:** Learners should recognise their rights to be treated with respect, kindness, dignity and understanding and equally respect the rights of others. It is acknowledged that some learners may need support to achieve this. All learners have a right to learn and should work collaboratively with peers and staff to achieve success and foster a supportive learning environment. School staff have a right to expect to be able to work in safe environments
- **Responsibility:** Learners should be supported to take ownership of their learning by attending regularly and engaging in learning opportunities. It is acknowledged that some learners may need support to achieve this. Learners are expected to make choices that ensure their safety and the safety of others. School staff are committed to guiding learners to take responsibility for their actions and provide an engaging learning environment.

In order to achieve the aims and principles this policy establishes the following expectations:

Ysgol Bryniago and Governing Body

- We will implement and adhere to consistent policies and procedures to develop a culture of Respect, Rights and Responsibilities. To ensure consistency, we have adopted draft local/national policies and guidance which can be found in **Appendix C**
- Ensure that agreed policies and procedures are visible and accessible to all partners. You can find all of our policies (on our website / on request / add / delete as appropriate)
- Foster reinforcement and positive relationships. We do this by (completing details as required – remedial / relational practice / home school agreements / curriculum etc) This is supported by linking to the toolkit [!\[\]\(ce77bba2916ff045bdb9f4584b191293_img.jpg\) Toolkit](#)
- Provide training and development to staff. We do this by ensuring that the curriculum offer is inclusive and [!\[\]\(b31d4eff00ee94d2cc889725763ab186_img.jpg\) engaging.](#)
- Engage with parents/carers and the community. We do this through the School website aClass Dojo / [homeschool agreement](#) [!\[\]\(7cca60917fc4166291d2b648cb6bea1b_img.jpg\) toolkit](#)
- Encourage open communication between home and school to ensure learner success. We do this by having an open door policy, greeting parents/carers daily at the School gates, holding coffee mornings and specialist workshops (link to toolkit for strategies [!\[\]\(d87bb2c832300cfc0eca445594614032_img.jpg\)](#))

- Secure support from external agencies. At our school we work with a number of external agencies who can provide help, support and guidance. We encourage families to take advantage of this support as it can improve opportunities for children and young people and help them achieve their best. Working in partnership with external agencies is supported by the Local Authority. Some of the agencies we work with are included in the directory of support services found through [the Cyswllt.aspx Directory](#)

Pupils

- Treat others with respect and kindness.
- Take accountability for their actions.
- Engage positively with school policies and procedures.
- Engage positively with school policies and procedures.

We have the following procedures in place for avoiding, de-escalating and responding to instances of inappropriate behaviour:

- Training staff through a 'When the adults change' strategy
- Create close relationships with the learners so that they are aware that they all have a voice and that adults listen to them
- Creating a safe environment in the School
- Use mindfulness strategies and regular body movement in the School timetable
- Using remedial practice To resolve any dispute
- Give pupils a chance to calm down

The expectation across all schools in Swansea is that incidents are logged and parent / carers are informed. In our school we do this by XXXXXXXX

Parent / Carers

- Support the school's behaviour policy. A copy of the policy is available on the school's website.
- Engage with the school community. In our school there are the following opportunities to engage with the school:
 - Open door policy
 - Class Dojo
 - Parents/ carers evenings
 - Drop in evenings
 - Weekly newsletters
 - School website
- Promote responsible behaviour in the home. Parents/carers are vital partners in reinforcing appropriate behaviour and supporting school behaviour expectations. learners If you need any help or support from the school, we

can offer: Welfare Officer, PlatForm and youth officer services. If you need any help or support from external agencies, we can support this from EHH, CAMHS, Social Workers. A Toolkit has also suggested resources.  [Toolkit](#)

All school partners are expected to understand that negative behaviour is usually a response to wider issues. All behaviour has a communicative function and it is important to look at the factors underpinning the behaviour. Learners who present with challenging behaviour should be viewed as vulnerable rather than challenging. Schools should respond to the feelings and emotions that drive certain behaviours, rather than the behaviour itself. Negative behaviour is not acceptable but support to address the root causes is expected. This does not mean that sanctions may also be appropriate but these should be proportionate and issued as part of a response.

Swansea Council supports any school who takes reasonable and proportionate action to maintain the health, safety and wellbeing of all school partners. As long as this action is taken within the legislative and policy frameworks referenced in Appendix B and C

Support strategies should include:

1. **Early Intervention and Support:** Implement early intervention programmes and provide support to learners with additional needs. This starts with an inclusive and engaging curriculum and environment. It also includes graded responses and reasonable adjustments. In our school we do this by liaising with the behaviour forum and EPHW in order to have strategies to support learners. The School has an individual and class reward scheme. Weekly services are held to celebrate the achievements of our learners.
2. **Training and Development:** Offer training and continuous development to staff to manage behaviour effectively. In our school we do this through training such as, WOWW, When the adults change, restorative practice and supporting children suffering from the effects of trauma.
3. **Parental Involvement:** Encourage and facilitate parental participation in school activities and policy development. At our school we do this through CAMHS workshops and coffee mornings hosted by the county youth workers.
4. **Consistent Policies and Procedures:** Develop and maintain consistent policies and procedures for behavior management. See appendices B and C
5. **Positive Reinforcement:** Use positive reinforcement to encourage good behaviour and foster an approach to engagement, belonging and relationships that support the well-being of the whole school.
6. **Funding and Resources:** Ensure that adequate funding and resources are available to support behaviour management initiatives. At our school we recognise that the delegated budget as a whole is intended for all learners and resources must be targeted at need. The effective use of resources to support and promote positive behaviour through staff training and appropriate interventions will support all learners by helping to develop a productive, engaging school environment where all pupils are ready to learn

7. **Specialist Support and Training:** Provide access to specialist support and training for staff and learners. [Menu @Training](#)
8. **Community Engagement:** Engaging with the wider community to support the behaviour policy. Information on behaviour is provided through the School's website and/or the weekly newsletter.
9. **Support from External Agencies:** Collaborate with external agencies to provide additional support and resources, including support from the educational psychologist and the Bryn Tawe speech and language unit team.

Links to other policies

There are links between this policy which can be found in Appendix D. This Behaviour Policy will be reviewed annually and shared with all relevant stakeholders and be visible on the school website

Appendices

Appendix A: Key Roles and Responsibilities in our school.

Role / Job Title Name:

Role / Job Title	Name
Headteacher	Miss Nia Jones
Designated Safeguarding Lead	Miss Nia Jones
Deputy Designated Safeguarding Lead	Mrs Sioned Evans
Children Looked after (CLA) designated Coordinator	Mrs Sioned Evans
Pastoral Lead Teacher	Mrs Sioned Evans
Heads of House / Year groups	Mrs Luned Jones Miss Angharad Treharne Mrs Louise Singleton Ms Sara Bunyan
Chair of Governors	Mrs Karen Thomas
Nominated Safeguarding Governor	Mrs Karen Thomas
Family Engagement Officer	Mrs Rhian Gealy

[Delete / Edit as appropriate]

Local Authority contacts

Education Directorate

General queries – education@swansea.gov.uk

Additional Learning Needs team - ALNIT@Swansea.gov.uk

Safeguarding Leads – Lisa.collins@swansea.gov.uk

Helen.Howells@swansea.gov.uk

[Education Directory - Live](#)

Child and Family Services:

Swansea Single Point of Contact (SPOC)

singlepointofcontact@swansea.gov.uk

tel:01792 635700

If the case is open to a social worker please call: 01792 635180.

The Emergency Duty Team is available outside normal working hours on: 01792 775501.

Police: 101 or in emergencies 999

Appendix B: Legislation

[Teaching and Higher Education Act 1998](#)

[Education and Inspections Act 2006](#)

[Written Statement - The Equality Act 2010 \(Statutory Duties\) \(Wales\) Regulations 2011 & The Equality Act 2010 \(Specification of Relevant Welsh Authorities\) Order 2011 \(9 March 211\) | GOV.WALES](#)

[The Well-being of Future Generations | GOV.WALES](#)

[Children's rights in Wales | GOV.WALES](#)

Appendix C: Local/National Policies

Title	Policy or Guidance	Hyperlink
Additional Learning Needs / Special Educational Needs	Exemplar policy	☐ Additional learning needs
Charging	Exemplar policy	☐ Charging
Complaints	Exemplar policy	☐ Complaints
Data Protection	Exemplar policy	☐ Data Protection
Equal Opportunities	Exemplar policy	☐ Equal Opportunities
Health and Safety	Exemplar policy	☐ Health & Safety
Performance Management	Guidance	☐ Performance management
Pupil Behaviour and Discipline	Exemplar policy	☐ Pupil Behaviour and Discipline
School Teachers' Pay and Conditions	Exemplar policy	☐ teachers pay and conditions policy
School Toilet	Exemplar policy	☐ School toilet policy
School Uniform	Exemplar policy	☐ School uniform
Sex Education	Exemplar policy	☐ Sex education
Social Networking	Guidance	Practices and principles for schools use of social media - Hwb
Staff discipline, conduct, capability and Grievance	Procedures	Staff Discipline, Conduct, Capability and Grievance Procedures
Substance Misuse	Exemplar policy	☐ Substance misuse policy
Whistleblowing	Exemplar policy	☐ Whistleblowing policy
Whole-school Food and Fitness	Exemplar policy	☐ Whole school food and fitness policy

Appendix D: National Guidance

[The Additional Learning Needs Code and regulations | GOV.WALES](#)
[Behaviour management in the classroom: guidance for secondary schools | GOV.WALES](#)
[Behaviour management in the classroom: guidance for primary schools | GOV.WALES](#)
[Belonging, engaging and participating](#)
[Community Focused Schools | GOV.WALES](#)
[Curriculum for Wales - Hwb](#)
[Educational visits and outdoor learning | GOV.WALES](#)
[Education guidance to support Gypsy, Roma and Traveller children and young people | GOV.WALES](#)
[Health and wellbeing in schools | Sub-topic | GOV.WALES](#)
[Food and drink in schools | Sub-topic | GOV.WALES](#)
[Managed moves to a new school: guidance for local authorities | GOV.WALES](#)
[Exclusion from schools and pupil referral units \(PRU\) | GOV.WALES](#)
[Inclusion and pupil support: guidance for schools and local authorities | GOV.WALES](#)
[Keeping learners safe | GOV.WALES](#)
[Parent meetings: guidance for governing bodies | GOV.WALES](#)
[Professional learning - Hwb](#)
[Raising the ambitions and educational attainment of children who are looked after | GOV.WALES](#)
[Reducing Restrictive Practices Framework](#)
[Respect and resilience: developing community cohesion | GOV.WALES](#)
[Safe and effective intervention: guidance for schools and local authorities | GOV.WALES](#)
[School admissions | Sub-topic | GOV.WALES](#)
[School attendance and absence | Sub-topic | GOV.WALES](#)
[School bullying | Sub-topic | GOV.WALES](#)
[School complaints procedures: guidance | GOV.WALES](#)
[School exclusion: guidance for pupils | GOV.WALES](#)
[School exclusions: guidance for meetings | GOV.WALES](#)
[School uniform and appearance: policy guidance for governing bodies | GOV.WALES](#)
[Support for children and young people with Autistic Spectrum Disorder \(ASD\) in educational settings | GOV.WALES](#)
[Transition from primary to secondary school guidance - Hwb](#)
[Travel behaviour code: guidance | GOV.WALES](#)
[Travel behaviour code: guidance for parents | GOV.WALES](#)

Appendix E: Any other interlinked school policies

[Accessibility Strategy - Introduction - Swansea](#)
Hyperlink to the following policies - [Policies and Guidance.aspx](#)
Position paper for safe physical intervention
Reducing timetables safely
Model school safeguarding policy
Language guide
Inclusion and ALNIT training menu [@Training Menu](#)
[🔑 Toolkit](#)

