Rhondda Cynon Taf and Merthyr Tydfil Local Authorities

(Second Edition 2021)

CHILDREN LOOKED AFTER FRIENDLY SCHOOLS

RHONDDA CYNON TAF

Cyngor Bwrdeistref Sirol
MERTHYR TUDFUL
MERTHYR TYDFIL
County Borough Council

Working in partnership together

Foreword

The evidence is clear: children who are looked after are much less likely than others to do well in school, and less still to go on to further and higher education. The challenges they face in their own young lives - identity, place, safety, love and encouragement - which others take for granted understandably often come before the strife for academic success. It is incumbent upon all of us who take on the great responsibility of corporate parent - local authorities, schools, health professionals and others - to work harder to ensure that our children have the best opportunities we can provide, to overcome these barriers, and to close the gap. I greatly welcome this resource which I hope will be used to that end, and I thank everyone who devotes their time and energy to giving young people the best start they can.
Foreword from Councillor Hopkins (RCT) (2016).

Looked after children are our children, and in Merthyr Tydfil we are passionate about ensuring that each and every one receives the necessary support and encouragement to achieve their full potential. We all have a part to play as Corporate Parents, and to be successful we rely on a team approach, working effectively together to overcome barriers and achieve stability and success for our children and young people. I am so pleased that the First Edition of this resource was so well received, it is a valuable tool to support schools and all agencies working with children looked after to deliver best outcomes. The Second Edition, due for distribution across the Central South Consortium, offers further opportunity for the sharing of valuable knowledge and insightful best practice. Thank you to all those who work so passionately and diligently to support this work.
Foreword from Councillor Chris Davies (MT) (2021).

Thanks and acknowledgements

The content of this resource has been greatly supported by those who participated in the focus groups that were used as a basis for chapter 4. Without their input, and that of the young people whose views are quoted here, this work would have been of a greatly reduced quality. Particular thanks to Dynamix for their work with the young people.

A big thank you to...

The people who have been most significant in developing our understanding around improving the lives of children who are looked after (CLA). Their knowledge and experience has been hugely influential nationally, supporting professionals working in the field. It is much of their thinking and teaching that has underpinned what has been presented in this resource and is highly recommended for those who want to learn more. Specifically, these are :

Louise Bombèr, Kim Golding, Heather Gedder, Dan Hughes and Marie Delaney. Last but not least thanks to those of you who work directly with CLA who are so exceptional in improving the quality of their lives.

In April 2019 with support from Kirsty Williams AM, Achievement for All (A4A) endorsed the CLA friendly schools resource by using it as the basis of their online "Looked after Children in Education, Resource for Wales"

Children Looked After Friendly Schools

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Introduction

This resource has been prepared to assist all professionals who support the education of the children and young people who are Looked After by Merthyr Tydfil or Rhondda Cynon Taf Local Authorities.

Children and young people who are, or have been, part of the care system are some of our most vulnerable children and young people. We know from the data that has been collected over a number of years, and government and research reports, that not enough is being done to help these pupils overcome the challenges they face to enable them to achieve the best possible outcomes. These children and young people are less likely to move on to Higher Education and more likely to underachieve at school, have later mental health and employment difficulties and end up in the prison system.

The Welsh Government (WG) are working hard to support Local Authorities in addressing the needs of children in the care system. Two key steps within recent years have been the introduction of new legislation to support the care system. These are the Social Services and Wellbeing (Wales) Act (2014) and within education the publication of the WG's strategy document and action plan: Raising the ambitions and educational attainment of children who are looked after in Wales.

As parents we all want our children to have the best start in life and to reach their full potential. We would not accept poor educational outcomes without challenge. Therefore similarly in our role as corporate parents: whether as a local authority, school or individual professional, we should have equally high aspirations for the children who are currently in our care, and for those who have been previously looked after. Poor educational performance should not go unchallenged and low expectations should not be accepted.

We believe those who work in schools and other educational settings, have a critical role in significantly improving the quality of life and the educational experiences of Children Looked After (CLA). However recent government reports and national guidance suggest that at present those at the 'front line' in education are not sufficiently supported in this task. In particular there is a lack of information, advice and training to help professionals in understanding the experiences and needs of children who come into the care system and also on how they can support this diverse group. Hence the purpose in preparing this resource is to assist in providing key information and advice that will help fulfil this role.

Challenges faced by children and young people in the care system

Many of the children who come into care will have experienced prolonged and severe disadvantage and trauma that were part of the circumstances resulting in the need for Local Authority action. We know that trauma, neglect, physical, sexual and emotional abuse impacts on a child's development and learning throughout their life. As professionals working in schools we are unable to change what has passed but what we can do is to understand and be aware of the experiences that some children have endured and support them to overcome these so that they can go onto be independent, happy and successful adults.

In addition, there is clear evidence that across Wales educational systems have not effectively supported children who are Looked After. Whilst in care they may have experiences that, as educationalists will be beyond our control, for example multiple care placements, separation from siblings. However it is important to acknowledge that there are also a number of elements that either directly (for example the need for competent and confident literacy skills) or indirectly (the benefits of engagement in out of school activities) that we can influence. It is these areas this document aims to address.

About this resource

This resource provides the information and advice needed by schools (and all settings within the educational system) that will help them to become more CLA Friendly. Schools where pupils will have their needs met effectively by staff who have knowledge and understanding of the barriers and challenges they face and where the systems are structured to actively promote the best possible outcomes for this most vulnerable group.

The resource is subdivided into a number of chapters:

Chapter one - Provides background information and terminology.

Chapter two - Provides an overview of the impact of trauma on brain development and attachment patterns and how these can influence behaviour. This will help in understanding CLA and why they behave in a different way from children with more secure backgrounds.

Chapter three - Looks in detail at what makes a school CLA Friendly. This includes:

1. The whole school systems and practice;
2. Preventive approaches: building the resilience of our CLA;
3. Responsive strategies to support the CLA who are presenting more challenges.

Chapter four - Reports on the views of professionals working directly with children in the care system and provides important messages from the children themselves and their carers.

Chapter five - Details further sources of advice and information.

Chapter six - References.

Where the symbol appears, this is a prompt to photocopy these resources to share with staff in your setting.

For ease of presentation throughout this resource the term Children Looked After (CLA) will be used. This will refer to both children and young people. CLA is terminology that is in line with current guidance from Welsh Government.

Additionally although the focus is on children and young people currently in the care system, much of what is included will in fact apply to all of those who have been previously looked after. This will include kinship care placements, child arrangement orders and special guardianship orders (SGO). In particular it will also apply to **children who have been adopted**. This is for a number of reasons: firstly many children who are adopted or placed in a special care situation will have experienced extreme and often high levels of trauma, abuse and neglect to the extent that the only possible response has been adoption or alternative care. Secondly (as we will explore in more detail later in the resource) simply going into a more secure, stable and caring home does not mean children will be able to overcome some of their past experiences and they will frequently revert to previous and well embedded patterns of behaviour as a coping mechanism.

Equally many of the children and young people currently part of the **Child with Care and Support Needs and safeguarding** processes, may also be experiencing high levels of neglect, trauma or abuse and so similarly will benefit from application of some of the thinking and strategies presented in this document.

Our Vision for CLA of Rhondda Cynon Taf (RCT) and Merthyr Tydfil (MT).

We want the voice of our children to be heard by all those who work with them so that they are central to the planning that is put in place.

RCT and MT wants to ensure that the children and young people in their care have the best possible life chances and that the impact of the circumstances that led to the need for care are overcome or reduced.

We want to close the gap between the attainments and achievements of our CLA in relation to that of all other children.

We want to ensure that our children and young people have been helped and supported to overcome the impact of psychological trauma with the best and most effective interventions available.

We want all our schools to be CLA Friendly Schools, fully aware of the difficulties faced by the children they educate with a positive ethos and willingness to actively promote high outcomes and achievement.

We want all our CLA learners to have access to good quality teaching and learning which recognises their individual needs and so motivates and equips them with academic qualifications and skills that will provide excellent life chances.

Chapter One

Information and terminology

MAKING SENSE OF THE LANGUAGE: SOME TERMINOLOGY YOU ARE LIKELY TO HEAR.

Like any specialist field of work the world of Children Looked After has its own language that can be hard for those who are new to the area to understand. We have explained some of the most commonly used terms for you.

Children Looked After (CLA)

Both children and young people who are looked after are those for whom the Local Authority (LA) either has full or shared parental responsibility. In most cases this means they are taken away from the care of their parents, provided with alternative accommodation and supported by LA agencies, charities or independent organisations. Children will only be looked after until they reach the age of 18 and not beyond their 18th birthday.

Children In Care (CIC)

Children and young people looked after and children in care are both terms for children in the care of the LA. Some will be subject to legal orders, for example a Care Order which gives the LA shares parental responsibility. Others will be looked after with the agreement of their parents. If there is no legal order, parents retain parental responsibility in law.

Accommodation

Sometimes you will have children who are accommodated rather than having a care order. Previously they were accommodated under what was known as Section 20 of the Children Act 1989. This is now known as Section 76 due to new legislation in light of the Social Services and Well-being (Wales) Act (2014). When a child is accommodated, it is not the result of a court proceeding but happens because the child is being accommodated **by request or in agreement** with the parents. In this case the parent retains the primary parental responsibility for their child but the Local Authority still has responsibilities as corporate parent.

Care Orders

A care order is the legal element of a child being placed under the care of a LA. It determines who has the parental responsibilities for the child. Sometimes children will have an Interim Care order because the court wants to have further information before it will make a decision. A court can only make a care order if it is sure that:

- the child is suffering, or is likely to suffer, significant harm;
- the harm is caused by the child's parents;
- the harm would be caused because of insufficient care being given to the child by the parents in the future; or
- the child is likely to suffer harm because they are beyond parental control.

Care And Support Plans

All CLA will have a Care and Support Plan that brings together the child, their family and professionals to plan for their care and support. This will be reviewed regularly. It contains information about the child's wellbeing outcomes and care and developmental needs and a long term plan for the child's upbringing and education. Achieving permanence in all aspects of the child's life is a key driver within the plan. Reviews will monitor progress towards both the long and short-term targets. The PEP (see later) and a health plan will also be incorporated into this.

The 'Corporate Parent'

Local authorities have a ***'corporate parent'*** responsibility towards the children and young people they look after, to ensure they get the best possible education. All must be proactive and effective champions, ensuring that the young people in their care gain access to, and benefit from, the opportunities on offer. They must work in partnership with other agencies that have a role to play in delivering education to CLA.

Valuing and supporting the education of children in public care is considered to be one of the most important contributions a corporate parent can make to their lives, because it is about investing in and caring about their future, and recognising that education may be their passport to better chances in life. Welsh Government (2015b) tells us that:

> *"A good corporate parent seeks the same outcomes for children in their care and care leavers that every good parent would want for their own children by ensuring they do everything possible to give them the best possible start in life".*

Designated Person for CLA

The role of this person will be covered in much more detail further in this resouce. This is a teacher who must be appointed by the governing body of all maintained schools, to promote the educational achievement of children looked after (CLA).

Edge Of Care

This is a term that is often used to describe children and young people who are considered by social care workers to be at high risk of going into care (for example, because of maltreatment, parental mental health issues or parental substance misuse). It includes those currently living with their birth parents or original family (such as step-parents) and those adopted from care but who are at high risk of returning to care. The new legislation, Social Services And Well-Being Act (Wales 2014) repeals Section 17 "**Children In Need**" it is replaced by the concept of a '**Child with Care and Support Needs**".

Foster Care

Generally when children come into LA care they will be placed into foster care. This will be in the private family home of people who are registered as foster carers, who may or may not be related to the child or young person. The child may stay with them for a very brief period as an emergency placement, or it could be a short-term or long-term placement. In many cases CLA will stay in one placement for very long periods, but for many different reasons some children will have a number of different placements which research tells us can compound the difficulties for a young person.

Foster carers will have been through a rigorous assessment process prior to being accepted as foster carers, including approval by a fostering panel. Their position is then reviewed annually. Foster carers may be working for a Local Authority or an independent fostering organisation.

Foster carers will have their own Social Worker who is the supervising social worker.

There may be occasions where CLA are not placed with foster carers but instead move to live in a care home. Generally this is for those in secondary education and entails living in a home with other young people and where the adults are trained and skilled in meeting the needs of vulnerable young people. Again as with foster carers there are independently run homes as well as those run by LAs.

Independent Reviewing Officer (IRO)

Every CLA must have a named IRO, who is a LA appointed officer appointed to chair reviews for CLA and monitor the LA's performance in relation a child's case. The IRO acts independently from the LA.

Key Adult (KA)

This is an adult with whom the CLA can develop an attachment-like relationship. The KA works hard to build a positive and secure relationship with the CLA so that they become someone who can be trusted and who makes them feel special.

Kinship Care

This is when care is provided by adults who have a relationship with, or connection to, the child or young person, including grandparents, siblings, aunts, uncles, godparents or step-grandparents. Kinship carers are assessed, approved and registered and reviewed in the same way as foster carers.

CLA Reviews

A CLA Review is a meeting to review a Care and Support Plan. Schools are expected to send a representative to this meeting with an updated PEP that includes a detailed summary of progress. In exceptional circumstances when someone from school cannot attend the meeting then at the very least a comprehensive report should be submitted. Reviews are completed 28 days after the first plan is drawn up and then again after a 3 monthly interval. Thereafter they are 6 monthly unless there is a need for more regular reviews.

Leaving Care

Care orders and care arrangements cease once the young person reaches the age of 18 and could end sooner if the child's care order is discharged or they are adopted. At this time, if any further support is required Adult Social Service teams take responsibility. However this is not automatic and only happens if the young person has eligible care and support needs. Continuing or returning to education should always remain an option after a young person leaves care. CLA are also entitled to personal adviser support in relation to their education. Careers Wales and the Leaving Care Team (16 plus for RCT) within the local authority will work together to provide this.

Parental Responsibility (PR)

This is defined as:

"All the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property".

It is very important that schools know who has PR for all their pupils. Social workers and foster carers may have 'delegated responsibilities' for some CLA so that they can provide consent for some things such as school trips and photographs. When you are unsure about the accurate picture of PR and delegated responsibilities, then ensure that this is clarified with the child's social worker.

Placement Plans

LAs are required to draw up a placement plan for a CLA. This will detail how the placement will meet the child's needs. It is part of the overall Care and Support plan.

Special Guardianship Order

Some children will be in a placement where there is a special guardianship order in place. This is a legally secure placement for children and young people who cannot live with their birth parents, and parental responsibilities have been legally placed with the special guardian. In these cases the child or young person is no longer considered to be Looked After.

Unaccompanied Asylum Seekers

Local Authorities are also responsible for the support of unaccompanied asylum seeking children. They are expected to safeguard and promote the welfare of children within their area who are in need, by providing support appropriate to those children's needs. This may involve provision for financial support and accommodation such as hostels or supported lodgings. Article 22 of the UNCRC establishes that refugees should have the same rights as children born in the country to which they are seeking asylum.

Glossary of Acronyms

ALN	Additional Learning Needs
ALNCo	Additional Learning Needs Coordinator
CiC	Children in Care
CLA	Children Looked After
CLA Education Coordinator	Children Looked After Education Coordinator
CLA Education Team	Children Looked After Education Team
LACE Team	Looked after Children Education Team
CYPLA	Children and Young People Looked After
DP for CLA	Designated Person for CLA
EP	Educational Psychologist
FC	Foster Carer
IDP	Individual Development Plan
IRO	Independent Reviewing Officer
KA	Key Adult
LA	Local Authority
LAC	Looked After Children
LACE Coordinator	Looked after Child Education Coordinator
LACYP	Looked After Children and Young People
PDG LAC	Pupil Development Grant for Looked After Children
PEP	Personal Education Plan
PR	Parental Responsibility
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SGO	Special Guardianship Order
SW	Social Worker
TA / LSA	Teaching Assistant / Learning Support Assistant

CLA EDUCATION COORDINATOR (LACE COORDINATOR)

Every LA in Wales is expected to have a specialist practitioner, (the CLA Education Coordinator), whose primary role is to act as a champion for CLA and raise awareness to reform culture and embedded attitudes. The CLA Education Coordinator has a key leadership role within the local authority and a team approach is essential. Their responsibilities are many, but include:

- Ensuring CLA gain maximum life benefits from education opportunities;

- Working towards Welsh Government objectives on the education of CLA;
- Promoting the education of CLA placed within and out of area;
- Working with LAC Education Coordinators in other authorities in relation to out of area placements and to establish working arrangements;
- Developing and promoting a means of engaging CLA and obtaining their views on educational provision;
- Bridging the gap between Social Services, schools and the Education Authority regarding SEN;
- Providing challenge as necessary;
- Disseminating good practice including training for elected members, foster carers; social workers, school governors and the Designated Person for CLA;
- Ensuring PEPs are in place and provide guidance on their implementation;
- Monitoring attainment of CLA, collating and analysing performance information on an individual and collective basis;
- Establishing and maintaining a list of the Designated Person for CLA for each school in their authority and for schools attended by children placed out of area; and
- Attending CLA reviews as appropriate.

The Personal Educational Plan (PEP)

It is a requirement that all CLA have an individual plan called a PEP. This is an individual plan that sets out their educational needs, targets improvements in attainments and wider educational outcomes. Young children may have a pre-school PEP identifying suitable educational opportunities such as access to a nursery or other quality early years provision. However this is not universal and is determined by the LA in which the CLA is placed. For older young people, this could be a post-16 PEP to aid transition and support as the young people continue with their education and lifelong learning.

The PEP complements Care Plans but with a specific focus on promoting and prioritising education. It is the dialogue that surrounds the PEP planning process that has proved to be the key to its success. It is the responsibility of several contributors to the PEP to supply and analyse the information contained within it and be solution focused in promoting education, thus setting high expectations of progress and swift responses to address identified need.

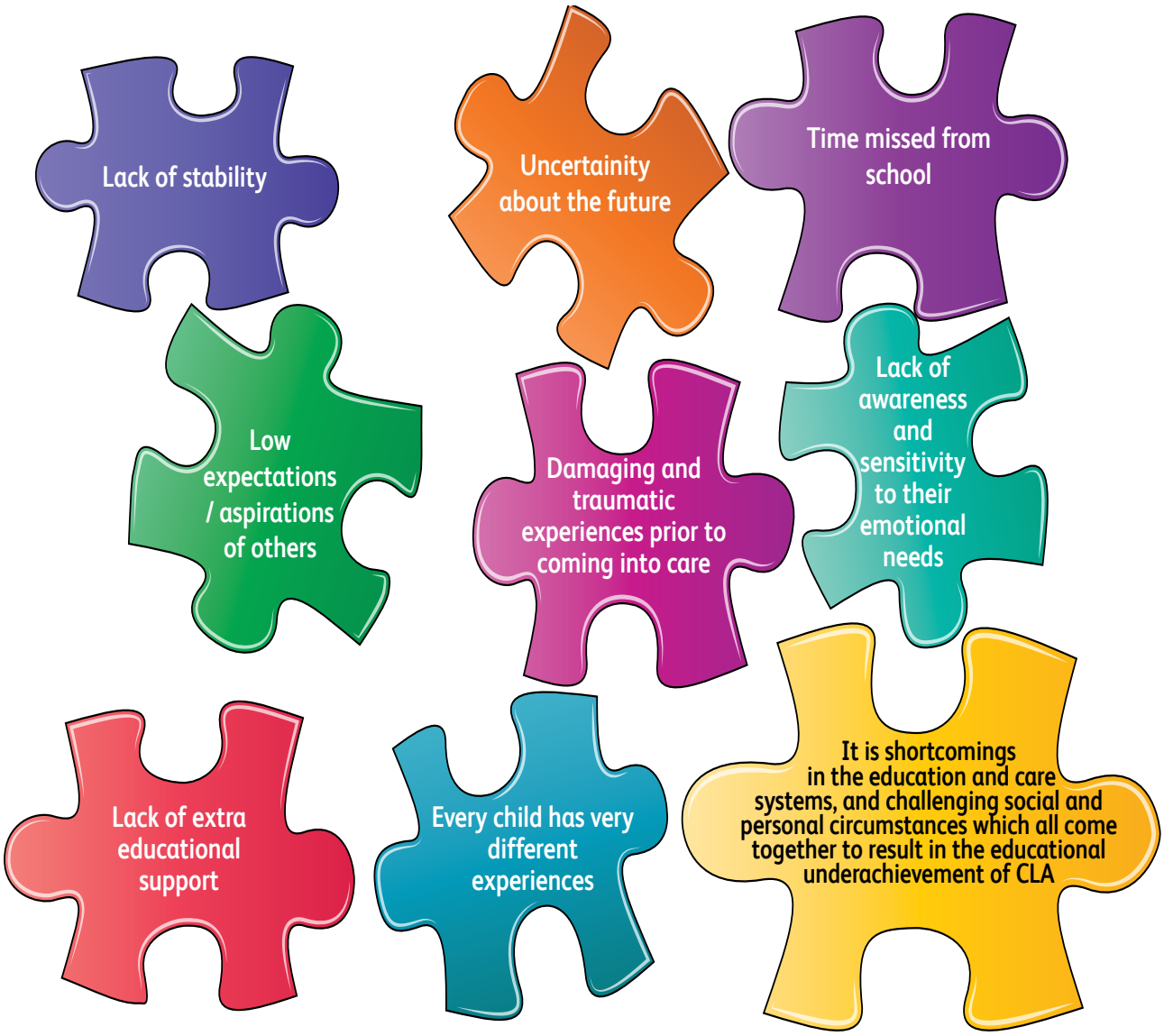
The PEP acts as a record of progress against highlighted developmental and educational needs (short and long term) and provides some record of accountability.

We shall look more at PEPs and how to ensure they are effective and useful documents in chapter three.

IT IS NOT AS SIMPLE AS JUST BEING IN CARE

It has been known for many years that CLA have less good outcomes than those not in the care system: a finding that is the same internationally as well as nationally. At the same time it has been clear that it is not the case for every CLA. There have been two important studies completed that have helped us to better understand which factors impact most negatively on outcomes. What has been the most interesting finding from the research is that we now know that the longer a child is in care the better the outcome. 33.4% of young people who had been in the care system for more than 6 years got 5 A*-C GCSEs whereas this fell to 20.5% if CLA had been in the system for less than 18 months Mannay et al (2015). So it is not being in care per se that is the problem: it is some of the associated factors.

Why do CLA do less well than their peers? The factors that the research tells us can adversely impact on the outcomes for CLA:



Throughout this resource we shall look at some of these in more detail to ensure that those factors that are within our control as educationalists, are addressed to the maximum extent possible.

The role of all those who work with CLA

We need to have very high expectations of all those professionals in education settings who will come into contact with our CLA:

✓ Ensure that any CLA is supported sensitively and that confidentiality is maintained;

✓ Be familiar with the CLA and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings;

✓ Respond positively to a CLA's request to be the named person that they can talk to when they feel it is necessary;

✓ Contribute to the requests for information on educational attainment and needs made by the Designated Person for CLA, as fully and promptly as possible;

✓ As with all children, ensure that no CLA is stigmatised in any way;

✓ Provide a supportive climate to enable a CLA to achieve stability within the school setting;

✓ Have high aspirations for the educational and personal achievement of CLA; and

✓ Positively promote the wellbeing of CLA.

Chapter Two

What we all need to know and understand about children in the care system

It is important to recognise that a number of children and young people will have had experiences that are well beyond what most of us could even imagine. They will have encountered levels of trauma, abuse and neglect that are exceptional and which will impact on how they perceive the world, possibly all of their lives. We cannot take these away, but the more we can support CLA to cope we will improve their life chances and achieve better outcomes. To help achieve this, it is important to provide an overview about what is currently available from the field of neuroscience and brain development regarding the impact of neglect and trauma. This will be followed by a brief outline of current approaches from the world of therapy and therapeutic thinking. Both will help in understanding children who have been damaged and to find explanations for behaviour that is different, and often difficult, rather than making assumptions that the child is badly behaved. **The intention is not that the adults who work in schools should become therapists, but that if they have a greater level of understanding they will be both more able, and more motivated, to deal with the challenges they will encounter with CLA.**

It is important to note at this point, that this chapter could be a book of its own as there is an enormous amount in the literature that would be of interest and relevance. Both at the end of this chapter and in chapter five we have listed a number of books and websites that will provide further, far more detailed information for those who are interested to find out more.

THE BRAIN: ITS DEVELOPMENT AND THE IMPACT OF EARLY LIFE EXPERIENCES.

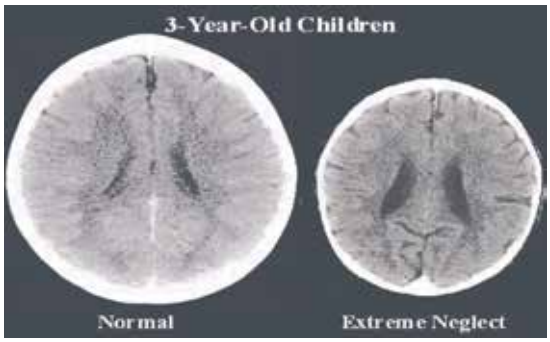
Our brains are complex organs. In recent years, as technology has developed, our understanding of the developmental processes and the difficulties that can occur have increased at a tremendous rate. We now know far more about the impact that adverse early life or *developmental trauma* has on the brain development of many of our children and young people.

Secure, nurturing environments and stimulating, engaging experiences support the development of neural networks – they help to build brains. Empathetic, supportive attachments and relationships are essential to optimise brain development as:

"The attunement of emotional states is essential for the developing brain to acquire the capacity to organize itself more autonomously as the child matures." (Siegel 2012)

Stress in children has the greatest impact on brain development. The brain is the primary stress organ because it controls all the stress mechanisms. Children who experience prolonged and extreme periods of stress have smaller, less developed brains and so reduced cognitive functioning. The higher levels of cortisol that are the result of stress can impact on the different parts of the brain, so that the brain develops different responses, such as children being over or under responsive to threats.

Surprisingly even before being born, a baby's brain development can be adversely effected by their early life experiences. In that if a mother has prolonged exposure to high levels of fear, anxiety or depression then their baby's brain structure can be very different to that of babies who have not had this level of exposure.



This figure compares the brain of a normal 3 year old child (left) with the brain of a 3 year old who has suffered severe environmental sensory deprivation neglect (right). The child who has suffered neglect has a significantly smaller brain and has enlarged ventricles and cortical atrophy. Caution should be taken when interpreting this image, it is presented to support in understanding the impact of neglect, but it needs to be 'normal' or 'extreme neglect' has not been defined and without a scale it is more difficult to make direct comparisons.

Trauma can then continue to impact on the developing brain during the first two years of life. Even when we have no conscious memory of our emotional experiences, we store them in our brains and they may affect us as we grow and develop. So for example, if a young baby consistently has their needs met by carers who are attuned to them, responding to them and making sure they do not go hungry, cold, unloved or uncared for, then their brains develop, as we would expect. But babies who cry and either do not get help or worse still, have an abusive or threatening response, then they rapidly learn to freeze or separate themselves emotionally. Eventually this becomes 'hardwired' and children can automatically freeze when faced with any sort of threat. Sometimes they even respond to potentially harmless situations in this way, so becoming very numb and unresponsive. However, as children get older, then the pattern of response can change and they may become aggressive and hyperactive, actively seeking the excitement of violence or risk.

These problems may continue into the teenage years. As children enter puberty, the brain as well as the body undergoes a lot of change; the brain experiences the second fastest growth phase of its life. For many teenagers this is very apparent in the changes in their behaviour, which can become volatile and challenging. If the young person has had 'good enough' emotional experiences up to this point then the brain development is able to cope with these changes. However for those who have already had to cope with very difficult and challenging circumstances, unless provided with very sensitive support from adults, then the more reactive and volatile parts of their brain dominate over the parts that are involved with reasoning and decision-making.

So this tells us that the exceptional levels of trauma experienced by some children impact on their development emotionally, socially and in the way they are able to self regulate from the very earliest stage because of the effect it has had on the brain development.

ATTACHMENT THEORY

Many of the children and young people who are in the care system will be experiencing significant difficulties with what is known as 'attachment' and 'attachment relationships'. Understanding what this is and how it affects children, can help those who work directly with our CLA to have some appreciation of the impact on their learning and behaviour at school.

What is attachment?

Attachment is quite simply a system developed through evolution to keep us safe. It is activated at times of threat (separation, rejection or fear) and results in a child seeking comfort from a person they trust. It is proposed that children are predisposed to form attachment relationships that will ensure they feel safe, secure and cared for. Bowlby (1988) is the main proponent of the theory and he defines attachment as:

'Attachment is a base from which children explore their experiences and form concepts of self, others and the world'.

Attachments are determined by the nature of the care a child has received. The aim of attachment behaviour is proximity and contact with what we refer to as the primary carer so that the baby feels safe and has a secure base from which to develop. The child learns through the responses that their carer gives them. If when they are hungry, in pain, upset or anxious, they cry and this results in what they need, then that response becomes a learned response. The adult is **attuned** to their needs. Eventually feelings become 'contained' because they do not overwhelm the child. **Containment** is important for children because it helps them to trust and feel secure in the world (Bion, 1962).

Children who experience repeated changes of a caregiver or neglectful, harmful and/ or abusive care are far more likely to have attachment difficulties or attachment disorders.

Why is it important?

Children who have developed secure attachments then go on to become confident in 'separating' from their carers and exploring the world. They know that they can be apart from their caregiver for periods without disaster falling upon them. They can be curious and explore the world and so learn and develop. Early attachment relationships are the foundations for a child's development and ability to form positive and close relationships with others. They are also fundamental to development of our capacities for emotional regulation, self-control and cognitive development. Children who have good attachments are more likely to be able to achieve success with:

- Friendships and good social relationship skills
- Trust
- Empathy
- Academic success
- Emotional regulation and self-management of behaviour
- Resilience
- Independence

(Levy and Orlans 1998)

What happens if attachments are not formed effectively?

We now know that those children (who may or may not be CLA) that have not experienced a robust attachment in their early years will encounter many challenges in their lives and, pertinent here, in their school lives. They have not had an adult who has been '**attuned**' to their needs and so unable to '**contain**' their emotions. There has been inconsistent parenting and also inconsistent care; they may have experienced extreme hunger, pain, neglect emotionally or physically, fear and abuse (or seen others being abused). Their attempts for a secure attachment have not been successful for whatever reason. This could be because their caregivers have had their own mental health issues, drug or alcohol difficulties, they may have experienced neglect and abuse as children and not know how to respond or to be a primary carer. These children will encounter far more difficulties as they grow up because they do not have the tools in terms of emotional security that lead to success in different areas that most children will have. The table on the next page helps to understand the extent of the difficulties for our pupils with attachment difficulties that we will see in schools:

Area of impact	*Examples of how this affects children?*
Executive functioning	Difficulties with: ✓ Beginning, managing and finishing tasks ✓ Planning and organisation of self ✓ Sticking with tasks ✓ Solving problems ✓ Coping with frustration ✓ Monitoring and evaluating progress ✓ Anticipation of what may happen ✓ Being flexible and adapting to change as required ✓ Focus, concentration and attention ✓ Being fidgety and restlessness
Emotional regulation and self image	✓ Over reaction to experiences and events ✓ Heightened anxiety levels ✓ Problems with inhibition of behaviour ✓ Poor sense of self ✓ Lacks self awareness
Relationships and interactions with others	✓ Problems in developing and sustaining relationships with others ✓ Difficulties in accepting and understanding that others have authority ✓ Inappropriate social behaviours such as being overfamiliar, needing to control, problems with eye contact and touch, lack of a sense of remorse and difficulties with trust.

Does it have the same effect on every child?

No.
From the work of Bowlby (1969/1988), further developed by Mary Ainsworth (1982), we now know that there are typically four types of attachment that we will see in children. If we understand these then we may be able to do more to meet the different needs of children and develop effective strategies.

The four types of attachment are :

- Secure attachments;
- Ambivalent - resistant attachments;
- Avoidant attachments; and
- Disorganised attachments.

The following table explains more about the 3 forms of insecure attachments.

Insecure Attachment Pattern	*How this may affect behaviour at school?*	*Strategies that may help*
Ambivalent – resistant *Usually children who have experienced very inconsistent care: who sometimes have had their needs responded to and other times not.*	The child may be: • Very anxious and clingy; • Always wanting to stay close to adults; • Very dependent on others; • Manipulative; • Need a lots of reassurance, reluctant to try on their own; • More focused on adult attention for the sake of the attention rather than to do the task; • Willing to accept negative attention as much as positive attention; • Hyper vigilant to what adults are doing; • May talk incessantly or play the 'class clown' in order to get attention; and • Have poor concentration and attention.	• Differentiation of tasks into small steps; • Use of a timer to moderate anxiety and set short targets for independence; • Introduce holding a special (transitional) object which takes the place of the teacher for short periods – "Please look after this for me for a while"; • Make explicit and reassuring comments across the classroom; demonstrating that you aware of the pupil; • Give responsibility for a task rather than people; • Do a lot of small group activities; • Plan for, and give warnings of, beginnings, separations and endings; • Planning and warnings of changes and class movements; • Reliable, consistent adult support; • Be aware of, and address the high anxiety; and • Use 'calmers' as described in Mosley and Grogan (2009)
Avoidant *Children who have learnt that when they seek attachments with others they are likely to be rejected so they avoid it at all cost.*	The child may be: • Withdrawn / quiet; • Indifferent in the way they deal with new situations; • Hostile to people trying to help them; • Reluctant to accept help; • More self reliant than typical for age; • Active in seeking autonomy and independence; • Inclined to rip up their work so that the adult can't comment on it; • Reluctant to take risks; • Resistant to adults being in close proximity; • Acting as if they don't care and reject interest and support; • Significantly underachieving; and • Vulnerable to explosions that come from nowhere and then disappear just as quickly.	• Use highly structured games with clear rules and outcomes to assist in overcoming resistance to offers of help (avoid games with winners and losers); • Structure written tasks; • Help the CLA to feel good about themselves; • Offer control over task choice; • Find tasks they enjoy doing; • Ensure opportunities for group work as other children can moderate the intensity of the teacher's proximity; and • Ensure all staff provide a consistent response.

Insecure Attachment Pattern	*How this may affect behaviour at school?*	*Strategies that may help*
Disorganised Children who are likely to have come from very chaotic and disorganised homes where they may have suffered severe neglect and / or abuse. They can be very erratic in their responses. Meltdowns can occur from nowhere, making them very unpredictable.	The child may be: • Subject to very rapid mood swings; • Likely to get very frustrated very quickly; • Abusive to others; • Tending to do things suddenly and completely without an apparent trigger; • Unable to accept being taught and / or unable to "permit" the teacher to know more than they do; • Finding it difficulty to trust the authority of the teacher but may submit to the authority of the head of the school; • Very controlling in their relationships; and • Over aroused much of the time.	• Ensure safety, reliability and predictability; • **Always** be calm; • Create a safe area or object; • Have a structured day with predictable activities, calming routines and rituals; • Provide regular opportunities for mechanical tasks such as dot to dot, word searches; • Use 'calmers' as described by Mosley and Grogan 2009 (see chapter 5) • Try to avoid excitement keeping each day as calm as possible; • Positive feedback can help to develop and reinforce more positive responses; • **Agreed procedures and responses** and **colleague support** are imperative in order to protect the teacher as well as controlling reactivity for the child; and • In unpredictable situations which result in a sudden eruption of violence or distress, stepping back and engaging a "safety routine", avoiding confrontation is a first step. For younger children this could be the removal to a safe, quiet and stimulating place e.g. the room of a senior teacher who is perceived as powerful/safe and being given 'calm box' activities (as outlined by Bombèr 2011). For older children a permission card to remove themselves to a place of safety without the need for confrontation.

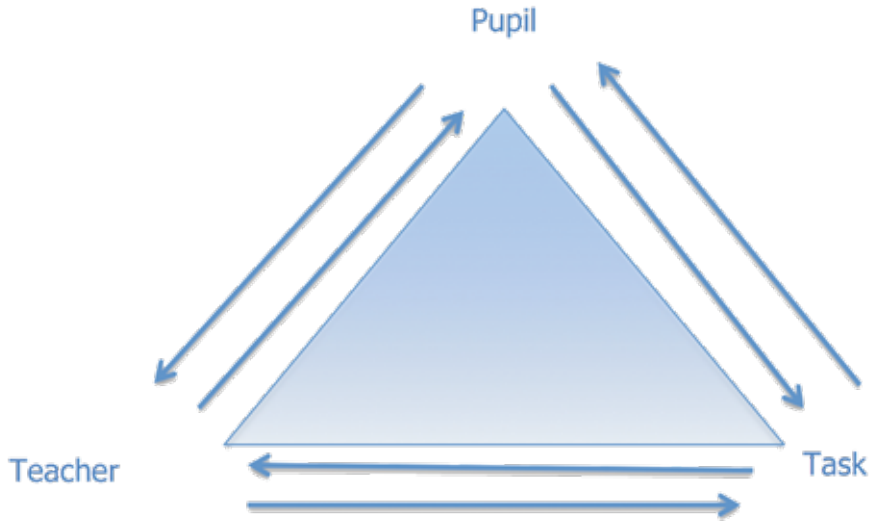
What can we do as adults?

We now understand that as educators we need to establish an attachment – like relationship with CLA in order to enhance learning and development. Secure relationships correlate with better academic attainment, self-regulation and social competence. Therefore for some of our most challenging and vulnerable pupils, one of the most successful strategies schools can implement is to provide children with an identified adult (Key Adult) whose role is to focus on building up this type of relationship with the children in their care.

For successful intervention with most pupils the work of Heather Geddes (2006) provides a very useful way for linking attachment theory with relationships in the classroom between pupils, teachers and activities.

For learning to occur, the pupil will need to feel secure and trust their relationship with the teacher. But also they need to be able to separate from the teacher and work independently on the task knowing that the teacher will be there for them if needed. The challenge for children with insecure attachments is that this may be difficult for them and so impair the learning triangle process.

The strategies given above are based on the understanding of how the CLA difficulties impacts on their behaviours and this relationship and so how they can be best helped. This is shown in the following diagram:



Source : Geddes (2006)

Where there are secure attachments, children have trust and confidence that they will be helped when necessary, so early in their school life they are able to develop the skills for being an effective learner. For children who have not experienced secure attachments, it is far harder for them to trust the teacher so the Learning Triangle is disrupted in the following ways:

Attachment pattern	*Impact on the learning triangle*
Ambivalent – resistant	The focus for the child is on the teacher – child relationship not on the child – task so child becomes very focused on obtaining the adult's attention.
Avoidant	In order to avoid risking an attachment the focus is very much on the child -task part of the Learning Triangle.
Disorganised	These CLA are not engaged in any part of the Learning Triangle

BE CAREFUL OF OUR EXPECTATION: THE RED ROAD AND THE BLUE ROAD

There is sometimes a tendency from professionals who work with children who have been, or are a part of the care system, to accept that the lives of children and young people have been very traumatic and subject to many challenges, but then to feel that once the child moves to a more stable and secure care situation their behaviour patterns will quickly change to being more acceptable. In the diagram below this is depicted by the 'blue' and 'red' roads. However rather than it being a direct 'link road' between the two pathways, it is much more likely to be the amber road as shown here, with many ups and downs and obstacles along the way. Children cannot just 'forget' learning and emotional memories that have been a pattern of their lives for many years, but they will have a difficult journey that could take them many years and for which they will need a lot of support.

The Blue Road
Secure Attachments

As a baby

Baby is hungry, cold, upset, restless or wants attention so baby cries and carer responds to need.
Carer is attached to child.

In the first years

Child is stimulated, cared for and responded to by adults so learning to talk, developing relationships and engaging with environment.

During the early years

Development is consistent in different areas. Child separates from carers, engages in early years settings and is building effective relationships with others.

As a child gets older

They are:

- Succeeding and achieving at school
- Building strong friendships & relationships
- Developing strength with different skills
- Has competent executive functioning
- Is becoming more emotionally literate

As an adult

Has achieved their potential, developed strong reciprocal relationships, has positive mental health and a range of leisure activities.

The Red Road
Insecure Attachments

As a baby

Baby is hungry, cold, upset, restless or wants attention so baby cries but carer does not respond (or only inconsistently).
Needs of the child are not met.

In the first years

Child is neglected or physically/emotionally hurt so is learning not to cry. Brain development is affected by high levels of stress.

During the early years

Developmental problems start to emerge. Child may be timid, hyper -vigilant, withdrawn, dislike change, angry, repetitive behaviours, low self esteem

CHILD IS TAKEN INTO CARE AND MOVES TO LIVE IN SECURE HOME WITH FOSTER

As a child gets older

Attachment difficulties become more evident. Areas of concern may include:

- Mistrust of relationships
- Friendship difficulties
- Poor emotional literacy
- Problems with executive functions
- Hyper-vigilance
- Poor sense of identity

As an adult

Impact of difficulties are evident on outcomes which might include:

- Mental health problems
- Offending behaviours
- NEET
- Relationship problems

Child is now in a secure home so will automatically behave as a child with a secure attachment

ASSUMPTION

REALITY

This is a long and difficult journey for children. It takes a lot of patience and tolerance to overcome past life experiences and learn new and lasting patterns of behaviour

WHERE TO GO FOR FURTHER INFORMATION ON ATTACHMENT

As already indicated above within this chapter we have only been able to provide a very brief overview of this complex but interesting topic. There are many resources available for those who want to learn more.

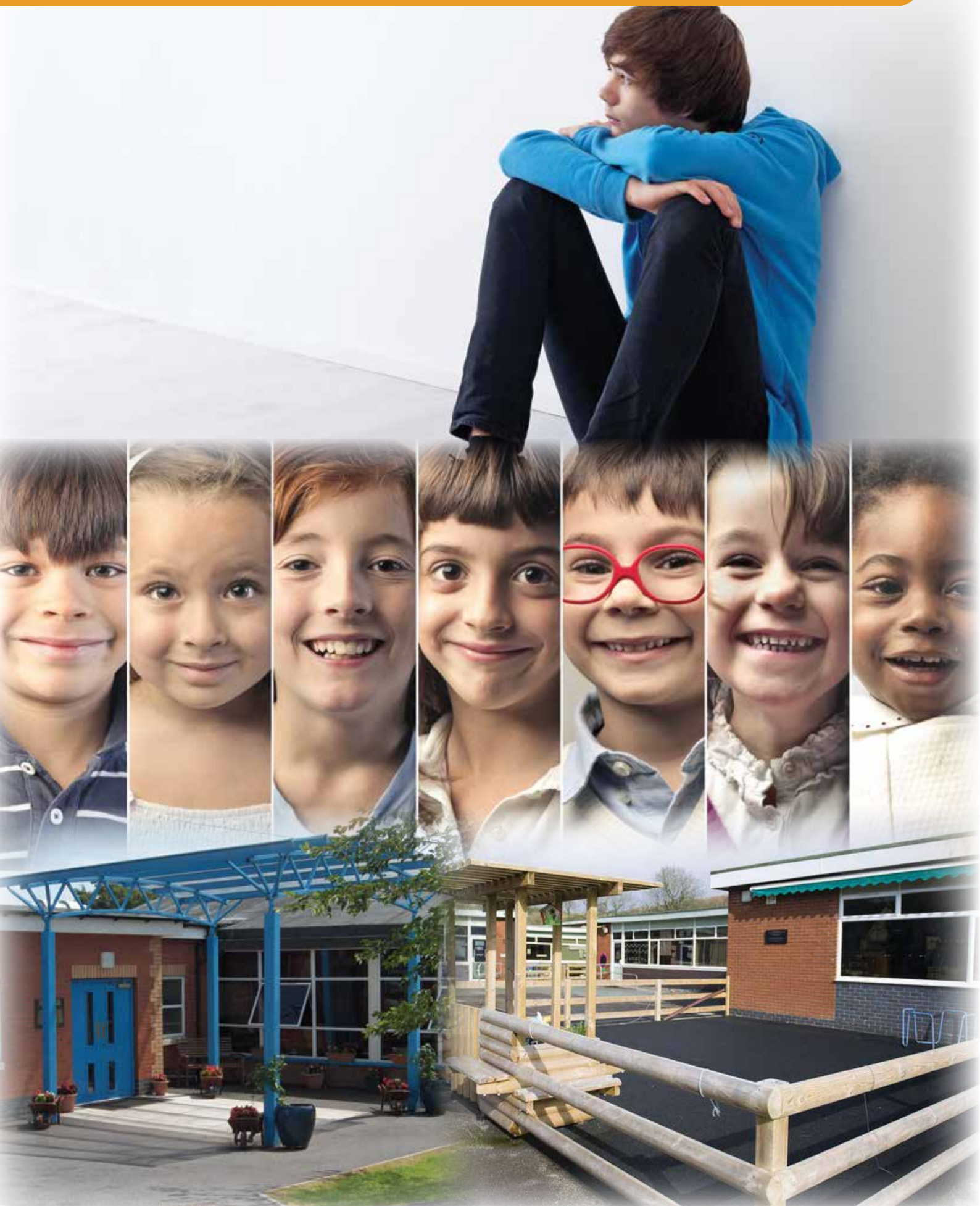
Heather Geddes (2006). *Attachment in the Classroom: The links between children's early experience, well being and performance in school.* **Worth Publishing.**

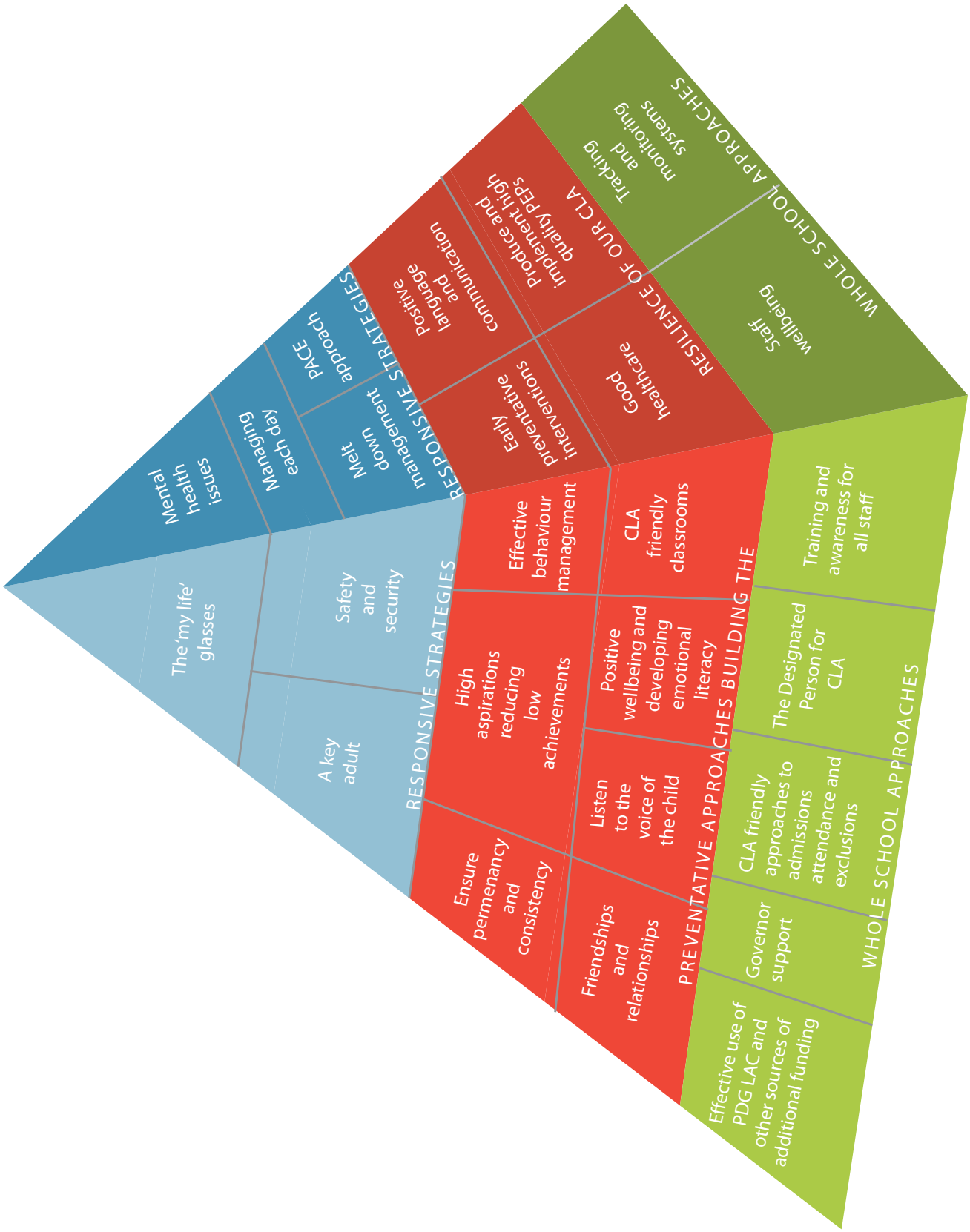
Kim Golding (2012). *Observing children with attachment difficulties in school: a tool for identifying and supporting emotional and social difficulties in children aged 5-11.* **Jessica Kingsley: London.**
(There is an Early Years version of this book available as well).

Nicola Marshall (2014). *The Teacher's Introduction to attachment: Practical Essentials for Teachers, Carers and School Support Staff.* **Jessica Kingsley: London.**

Chapter Three

The CLA Friendly School





THE CLA FRIENDLY SCHOOL

In this chapter we are going to consider all the elements that are needed to ensure a school is 'CLA Friendly'. In preparing this we have not only looked at what the research tells us but most importantly we have drawn upon the experiences of some of the most skilled practitioners within the field. As a result the ideas and suggestions presented are not just theory, but practical strategies that we know can work successfully in busy schools.

The pyramid diagram shows the key building blocks for schools, working at three levels which will be discussed in three separate sections within this chapter:

1. **The whole school systems and practice**
2. **Preventative approaches: what should be done for every CLA**
3. **Responsive strategies to support the CLA who are presenting more challenges**

Together these will lead to CLA Friendly schools. We understand that at this stage you may not have all of the different 'blocks' in place but we hope that it gives you a plan to work to developing many of these.

Several schools within RCT and Merthyr achieved CLA Friendly Schools Quality Mark Status, with others working towards this, this framework for excellence has been developed so that schools can evidence their best practice throughout an academic year in order to gain CLA friendly school recognition.

SECTION 1 : THE WHOLE SCHOOL CLA FRIENDLY APPROACH

1.1 TRAINING AND AWARENESS FOR ALL STAFF

A knowledgeable and skilled staff team lies at the heart of any successful, caring and supportive school. A school can only be as good as the people that run it. Therefore for a school to become an effective CLA school all the adults within it should have a level of training that is matched to their contact with individuals. It is essential that to different degrees every adult is informed of some of the elements that are included within this resource. This point is reinforced through much of the government and national level guidance that has been published over the last few years. For example NICE Guidance on Attachment (2015) recommends that:

"….training courses for teachers of all levels on:

- *How attachment difficulties begin and how they can present in children and young people*
- *How attachment difficulties affect learning, education and social development understanding the consequences of maltreatment, including trauma*
- *How they can support children and young people with attachment difficulties."*

It is important to note that this type of training also could be of value in supporting the needs of a broad range of pupils who are vulnerable, such as Children in Need; post adoption; children from homes where parents have mental health or addiction problems and pupils with ALN. Ideally, three levels of training are available to schools:

Level one	Basic awareness of the needs of all CLA, the trauma they may have experienced and how they can effectively manage vulnerable children and young people as they come into contact with them at school.
Level two	More detailed training for all teachers who have direct responsibility for CLA.
Level three	In depth training for any senior leaders with CLA responsibilities, the Designated Person for CLA and support staff who will be working closely with individual children and young people.

Support staff within the LA such as your EP or CLA Education Coordinator would be more than happy to advise and support you with implementing this.

"Tell them how they can help"

"Provide training courses"

"Involve young people in training teachers about children looked after."

1.2 THE DESIGNATED PERSON FOR CLA

The Designated Person for CLA has a central role to play in ensuring the positive wellbeing and happy experiences for a CLA as a pupil in their school. Their role is complex with a number of key functions. These include:

- ✓ Keeping accurate and comprehensive records about all children and young people in their school who are in care or adopted;
- ✓ When a new CLA arrives at the school, ensuring a smooth and welcoming induction for the child and carer, noting any specific requirements, including care status;
- ✓ Ensuring that a Personal Education Plan (PEP) is completed, as soon as possible (at least within 10 days if a child is entering care on an emergency basis or within 28 days (in readiness for the child's first CLA review) if a child is entering care in a planned way);
- ✓ Maintaining an up-to-date PEP, setting out how they will be supported in school;
- ✓ Acting as an advocate for the CLA within the school;
- ✓ Providing a key person who can advocate for the CLA and to whom they can go to for support;
- ✓ Allocating a safe place in school, for example a room where a child or young person can go if they are distressed;
- ✓ Attending CLA reviews and providing written information;
- ✓ Encouraging CLA to participate in extra-curricular activities and out of hours learning, where feasible;
- ✓ Ensuring speedy transfer of information between individuals and other relevant agencies and to a new school, if and when, a CLA transfers; and
- ✓ Seeking urgent meetings with relevant parties where a CLA is experiencing difficulties and/or is in danger of being excluded.

AND ALSO:

- ✓ Having had specialist training on attachment difficulties to help them understand and manage pupils competently;
- ✓ Knowing how to manage data protection and confidentiality;
- ✓ Maintaining an effective referral system with other agencies;
- ✓ Ensuring all staff at their setting receives relevant information and training;
- ✓ Acting as an advisor; and
- ✓ Ensuring confidentiality for individual children and only shares personal information on a 'need to know' basis.

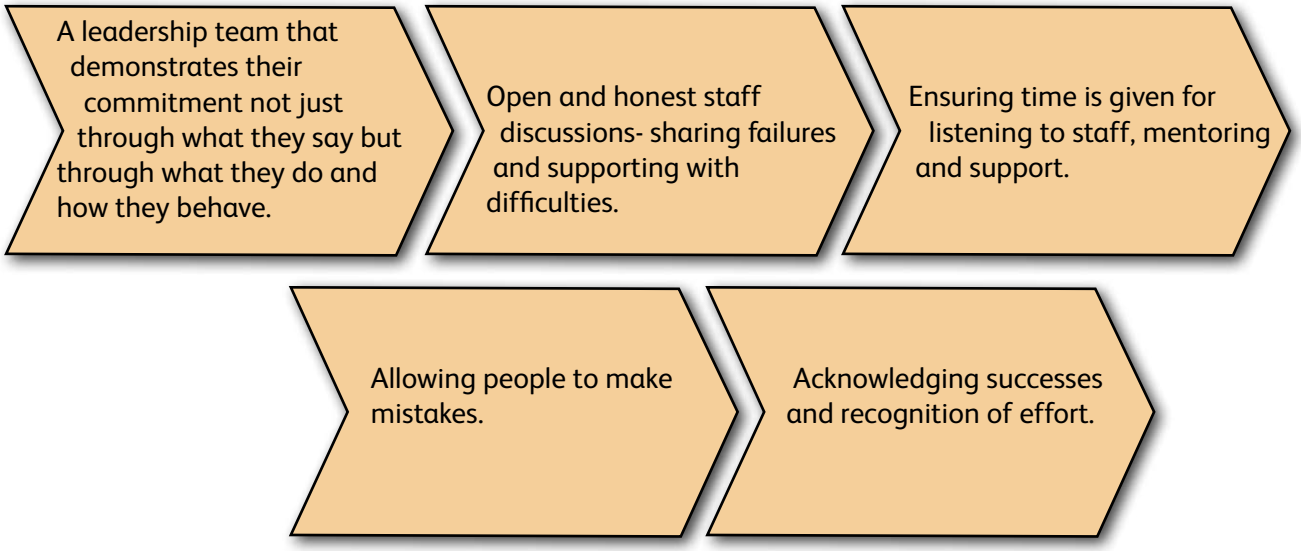
1.3 GOVERNOR SUPPORT

There is an expectation that school governing bodies will also take an active role in supporting their CLA. Ways in which this should be achieved are:

- ✓ Nominating a governor who links with the Designated Person for CLA, to receive regular progress reports and provide feedback to the governing body. (These reports should not include any names of individual children for child protection and confidentiality reasons). This role is important in acting as an advocate for CLA;
- ✓ Ensuring all governors are fully aware of the legal requirements and Guidance for CLA;
- ✓ Ensuring that there is a named Designated Person for CLA;
- ✓ Liaising with the Head Teacher to ensure that the Designated Teacher is enabled to carry out her/his responsibilities in relation to CLA;
- ✓ Supporting the Head Teacher, Designated Person for CLA and other staff in ensuring the needs of CLA are met; and
- ✓ Reviewing the effective implementation of any school policies relating to CLA, preferably annually and at least every three years.

1.4 STAFF WELLBEING

The day-to-day challenges for any teacher or support assistant are immense, regardless of whether they work in a ' dream' school of perfect, motivated and able students or they are in a school that is 'failing' with high numbers of pupils that present extreme behavioural challenges. We now understand that a key contributor to the success of a school is positive staff wellbeing. In a school where this a priority and the emotional climate could be described as vibrant, then pupils are happier, more settled, less disruptive and achieve better outcomes. Clearly this has to be one of the important building blocks for a school that aims to be CLA friendly. Factors that can help with the promotion of this are:



1.5 TRACKING AND MONITORING SYSTEMS

The importance of close tracking of performance and outcomes of pupils is well understood and documented. In the case of tracking and monitoring CLA progress at a school level, the purpose is:

- ✓ To provide an overview of progress and achievement over time;
- ✓ To inform planning as part of the PEP process;
- ✓ To accurately identify interventions needed to build resilience;

- ✓ To identify strengths;
- ✓ To identify any areas where progress is slower and so enable early intervention;
- ✓ To support dialogue with learners to improve learning;
- ✓ To help staff to review their practice in order to support learners; and
- ✓ To enable an analysis of the progress of CLA across the school and so inform actions and interventions that may be needed at a strategic level.

The type of data that needs to be utilised for CLA is the same as for all pupils, but the difference is to ensure that the full picture is ascertained, updated and reviewed much more frequently so that early action is a priority.

1.6 EFFECTIVE USE OF PDG LAC AND OTHER SOURCES OF ADDITIONAL FUNDING

Welsh Government is committed to improving the outcomes for CLA. To support schools and LAs in trying to achieve this goal they have invested money that is specifically allocated for this purpose. The Pupil Development Grant (PDG) is their principal means for this. The system for allocating the grant has varied year on year in that it has gone directly to LAs or schools or more recently the Education Consortiums. It has previously been based on numbers of children looked after aged 5-16 years and is now for 3-16 as identified by the Social Services SSDA data from the previous year. However, currently allocations vary in different localities and recently has included CLA, Adopted children and SGOs.

This means that schools have resources that they can dedicate to supporting the CLA within their care that will help to fund many of the strategies, and recognised examples of good practice, proposed within this document. A CLA Friendly school would ensure targeted and planned spending that is focused on enhancing provision at a strategic level, as well as for individual CLA linked to agreed PEP targets. It is anticipated that it could include implementation of preventative interventions such as boosting literacy and numeracy outcomes; supporting the development of friendships; enhancing wellbeing relationships or promoting engagement in positive activities, as well as at the responsive level to more effectively tackle challenges such as the introduction of a key adult.

1.7 CLA FRIENDLY APPROACHES TO ADMISSIONS, ATTENDANCE AND EXCLUSIONS

All pupils should attend school regularly and consistently. Minimal periods of non-attendance should only be sanctioned in genuine or exceptional circumstances. For CLA the evidence indicates that this does not always apply for reasons that are beyond their control. **To respond to this there is an urgent need for all schools to adopt CLA Friendly policies relating to timely admissions, attendance and exclusions.**

Admissions

Too often CLA spend extended periods following a placement move waiting for a new school to agree to their admission which compounds the challenges and difficulties a CLA faces at what can be a very traumatic time for them. This is against the current regulations, as CLA and previously children looked after should be ranked first in the oversubscription criteria for all schools where applications for admission exceed the admission number for the school. The School Admissions and School Admissions Appeals Code (2013) states that it is essential that children who have no school place should be found one quickly.

Once a CLA is allocated a place, schools, in particular the Designated Person and the CLA Governor should put in processes that ensure a CLA is actively welcomed into the school.

The school needs to be mindful that the child can often be arriving after an extremely upsetting and traumatic experience. They may have left behind a strong group of close friends and teachers with whom they had good relationships. At a secondary level, they will certainly have disruptions in their coursework and the options available to them.

Preparing for CLA coming into schools - What can work in schools?

One young person said a new school means: "Feeling scared – new teachers, new people, new rules "

- ✓ A school that has a positive and caring ethos, welcoming children from the outset;
- ✓ Someone in the school who has responsibility for individual children, to make them feel special;
- ✓ A good pastoral team that works together;
- ✓ A school should know the key information about a child before they arrive at school / being prepared. In particular being aware of the strengths as well as needs;
- ✓ A planned introduction to the school; and
- ✓ Foster carer to be allowed to support young children as they settle in – as this reduces separation anxiety.

Case Study /Example

Following a horrible care placement breakdown that was not the fault of the Year 10 girl, she has to move to a new school. She leaves behind a strong group of mates and was heading towards a number of good GCSE grades. At the new school the young lady is made to feel very welcome and secure from her very first visit.

The LAC Coordinator has made sure her timetable is clear. Some other Year 10 pupils are asked to ensure she knows where to go and look after her. All the teachers welcome her to the classes and ensure she is happy for the first couple of weeks, at the end of each day her key adult meets her to talk about her day.

Exclusions

The current guidance in Wales states that as far as possible schools should avoid excluding CLA other than in the most extreme circumstances. If exclusion is considered to be a possibility it is essential that the Head Teacher contacts the CLA Education Coordinator for their LA immediately in order everything possible can be done to avoid the exclusion. The CLA Education Coordinator will also ensure that the foster carer and social worker know what their role, and responsibilities are, and where to go for any advice and support. The Coordinator may also be able to work with the school, consider any additional assessment and support to help address the problems more positively and constructively than by exclusion. Finally they can discuss appropriate actions rapidly should exclusion be unavoidable.

Attendance

As high levels of attendance are crucial, a CLA Friendly school will make sure that within any policies and practice on attendance in place at school, CLA are an identified vulnerable group with an emphasis on an early and rapid response to address any drop in attendance.

SECTION 2 : PREVENTATIVE APPROACHES: BUILDING THE RESILIENCE OF OUR CLA

In this section we will be considering the features of a CLA Friendly school that need to be in place for all CLA. Aspects that will ensure we are helping our children to become resilient young people, able to function positively and independently as an adult and to minimise the possible impact of the difficulties they will encounter along the journey through school and education.

The focus is very much on elements that should be thought about for all CLA even if they are seemingly doing well and there are no immediate concerns about their progress and development. This is because we know that at different times as they progress through their educational journey CLA will face more challenges then others who are not part of the Care System. It is important that we maximize their ability to be resilient and survive what life throws at them. Perhaps we could think of this as an "inoculation programme" for CLA.

2.1 HIGH ASPIRATIONS, REDUCING LOW ACHIEVEMENTS

Educational success has to be the first item on our 'resilience-shopping list'. As we have indicated in the introduction and then in chapter one, at the present time there is a lot of research that informs us that currently many children in the care system are not achieving as well as their peers who are not in care. The impact of this is wide ranging so includes their academic attainments with speaking and listening, reading, writing, spelling, mathematics and basic numeracy. The gap persists and widens as pupils get older until only 7% of children from care attend university compared to over 50% of the general population (O'Higgins et al 2015).

There are many ways to address the situation and much of this document is focused on helping schools to consider what they can do. There are two aspects that are important to highlight here:

High Aspirations

A frequent complaint from CLA is that teachers have low expectations concerning what they can achieve educationally. This is also reinforced by the findings of recent research by Welsh Government (Mannay et al 2015). This research found that the CLA themselves were:

> *"…Not lacking aspiration. Many were able to voice clear aspirations for future careers and employment with their choices influenced by a range of factors. Younger children in particular often had lots of ideas, were confident in their abilities and enthusiastic about their future lives".*

<u>But sadly these same young people also reported that they felt many teachers (and foster carers) had:</u>

> *"Lower expectations of them, or made assumptions about their intellectual capabilities, based on them being in care".*

This emphasises the importance of all professionals who support CLA in any capacity ensuring that they have high, challenging aspirations that will inspire and motivate pupils. Welsh Government (2015a) tells us:

"Learners are at the heart of all we do. We have high aspirations for their achievements and wellbeing: a child or young person's background must never limit their achievements. To put the learner at the centre of our education system we must have relevant, challenging and valued learning, delivered by inspiring teachers, lecturers and support staff who in turn will create inspired learners".

Reducing Low Achievements

There is not a special intervention for improving literacy or numeracy attainments of CLA that is needed to get better outcomes. The specialist programmes and strategies that we need are those related to the attachment issues and associated problems, as highlighted throughout this resource. In order to reduce or overcome the low achievements with language, literacy and numeracy of CLA the solution is simply to use the interventions we know that work with all children but to ***implement them differently for those who are CLA***.

- Prioritise CLA for inclusion in groups as much as possible and even when there is only a slight level of underachievement;
- Use PDG LAC funding effectively;
- Target CLA for any examination revision opportunities; and
- Encourage attendance at summer schools, holiday clubs and homework clubs.

For some CLA the local CLA Education/LACES team will be able to help and support where there are a lot of difficulties.

2.2 ENSURE PERMANENCY AND CONSISTENCY

For most of us, child or adult we know with absolute certainty that we have a number of others in our lives who will always be there to love, care, encourage, support and value us. It is what keeps us going at times of challenge, helps us to grow and develop and ultimately gives us our security and happiness. For CLA this has been disrupted, which can be extremely frightening for a child, leading to many of the concerning behaviours seen in schools and should never be underestimated. Looking at the newly changed world the child is experiencing, from their point of view, and understanding this is imperative. Promoting key relationships in schools, so that CLA have an adult 'check in' with them regularly to show they care is essential in promoting a sense of self care and security.

2.3 POSITIVE WELLBEING AND DEVELOPING EMOTIONAL LITERACY

Peter Sharp (2001) defined emotionally literate people as those who are 'able to recognise, understand, handle and appropriately express their emotions'. We need to recognise the emotions we experience so that we can define them. As we develop an emotional vocabulary we are enabled to put our feelings into words. Emotional understanding is important if we are to learn from our experiences and develop resilience. Being able to manage our emotions allows us to build and maintain healthy relationships with others. Through learning to express our emotions in appropriate ways we are able to help ourselves as well as other people.

The next item on the resilience-shopping list is for CLA to be equipped emotionally for the world with an adequate level of emotional literacy and a positive sense of wellbeing. We understand that children learn best when their emotional needs are met effectively. As adults we know that when faced with serious life issues such as loss and bereavement, financial stress or overwhelming anxiety, it is enormously difficult to concentrate on work and our daily activities because our emotions overwhelm our ability to function. We could not expect children who have, or are, experiencing major trauma and stress to come to school to put their troubles behind them and to settle to learning.

Teaching emotional literacy (and the associated expressive and receptive language) is especially important for the most vulnerable pupils, as their ability to learn may have been adversely affected by emotional and psychological difficulties. If we give them the chance to think about these difficulties within the context of a relationship that is supportive and safe, we can help them become more resilient in the face of adversity. As they feel better able to recognise and manage their feelings, they will engage more readily with the learning challenges presented in school.

There are a number of ways to approach this but the most effective is the implementation of interventions that are already in place in schools across RCT and MT such as **ELSA** and **Thrive.**

ELSAs are Emotional Literacy Support Assistants. They are teaching assistants who have completed a 6 day training to help them be able to support the emotional development of children and young people in school.

ELSAs help children and young people learn to understand their emotions and respect the feelings of those around them. They provide the time and space for pupils to think about their personal circumstances and how they manage them.

The THRIVE APPROACH helps staff to identify unmet emotional and social development needs and to address those needs so that children are ready to learn and better able to achieve their potential. It provides a whole school approach to social and emotional development that is rigorous and measured. Through training staff are able to:

- ✓ *Screen children for social and emotional need against age related expectations;*
- ✓ *Use classroom and curriculum based strategies to help those in need of some support; and*
- ✓ *Provide targeted action plans and 1:1 support for those with greater needs.*

2.4 FRIENDSHIPS AND RELATIONSHIPS

A further item that will build and enhance the resilience of a young person in the care system is the ability to interact well socially, build relationships and then develop and sustain friendships. We all need friends. Human beings are social animals and we thrive on our many and varied relationships we have with others. These may be our close family members, our good long time friends, friends that we get on with at work or leisure activities, the people we know in the local shop or those we see on the train each day. All of these different relationships give us things that we like and need, such as a sense of belonging and the knowledge that others are interested in, and care about us. They also provide many other things: fun, a common identity, comfort, a 'listening ear', help and support. Without our friends we would be lost.

Many children who have experienced early trauma may initially appear socially confident and easily able to make friends. However these friendships are often superficial, and gradually it may become apparent that they have many difficulties in sustaining friendships. Problems include:

- They are not the same age emotionally as they are developmentally. This becomes particularly evident at times of stress;
- They will not have had the same role models as others, so do not understand the niceties of relationships such as how to show that they care, how to be tactful or how to say 'No' nicely;
- They may have behaviour patterns that frighten or put off others such as lying, stealing, poor attention patterns, a need to control or manipulate.

So how can we help?

THE FOLLOWING ARE SOME IDEAS TO CONSIDER, BASED ON WHAT RESEARCH TELLS US AND SUPPORTED BY THE VIEWS AND EXPERIENCES OF PRACTITIONERS.

Don't wait for a problem

Always consider whether a CLA should be included in any small group interventions being run in the school aimed at promoting friendships and relationships. Better to be included and have additional learning opportunities than not to have a chance for extra learning of these core skills.

Structure, structure, structure

Children who have experienced trauma benefit from structure in their free time. Don't just let them loose in the playground and hope for the best. Treat them as you would a younger child, and use structure to teach them how to play.

Explicit teaching of appropriate social skills

In the same way as we teach children to read using a structure which progressively builds component elements, we need to take a systematic approach to the development of social and relationship skills. There are many resources available to assist with this.

Be aware, notice and reinforce when the child is trying to apply new skills he / she is learning

Remember, learning something new and / or changing old behaviour takes a lot of effort and can be very difficult. Be alert to children trying to do this and always reward/ praise/ acknowledge what they are doing so that they are more likely to try it a 2nd, 3rd, 4th time.

Regression will occur - be warned!

For all sorts of reasons children will often take a step backwards and not always move in the rapid forward direction we would like. Be patient and stay calm. They will come back to where they were.

Address the 'naughty' label

Inevitably children who behave differently at school quickly get identified as being 'naughty' or 'bad' by everyone: other parents, children and school staff. It is important to be alert to this and to work hard to address as rapidly as possible. Otherwise it may become self fulfilling, in that a child may work to the identity others have given them.

Engagement in positive activities

One way of providing the right amount of structure for CLA, as well as building up a positive sense of value and self respect could be to encourage involvement in useful activities such as taking a responsibility (e.g. Playground buddy, helping the caretaker) or participating in a club (art club, playing for the football team).

Prioritise this work

To be able to build lasting relationships and to have a supportive group of friends is one of the biggest resilience features we can help our CLA to achieve. It is more important than any Key Stage outcome. It enhances inclusion in school and society and protects against other risk factors such as academic failure, adult mental health issues and offending behaviour.

2.5 POSITIVE LANGUAGE AND COMMUNICATION

As explained earlier in chapter 2, however stable, nurturing and caring a child's current care placement may be they will always have a brain pattern that is built up of their past experiences and memories that can't be just 'wiped' in the same way as we may do with a computer. They are on the 'red or amber' roads and it will be a long journey to arrive on the 'blue' road (refer to page 19).

This means that they will respond and relate to others based on their expectations of what has happened to them in the past. Many CLA see their world through their 'life glasses' and will need help to understand that there are different ways to respond to the world. Our communications with children will be crucial to helping them and there are a number of ways we can achieve this:

Relationships with adults

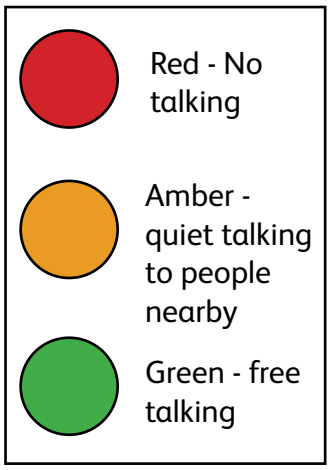
CLA may try to be over familiar or equally very disrespectful and exceptionally rude. The response should always be to calmly show children how they can behave in a way that is more socially appropriate for their age.

E.g. give a 'high five', model a conversation opener, shake hands, do a 'thumbs up'.

Helping CLA to learn when it is appropriate to talk

Learning the subtle difference between when children can talk freely in class and when they are expected to listen to others or simply get on with their work can be hard for some.

Use of visual support cues can help enormously with this e.g.
traffic light cue cards or commenting on positive behaviour of others.



Use of positive language

It is far more helpful for all children and young people if instead of telling them what not to do we focus on what we do want.

E.g. *"Don't snatch"*

Becomes

"If you want the car, ask Bob if you can have it after he has finished playing with it".

Or instead of

"don't interrupt"

We say

"If you stand at the side and look at me I will know you want to speak and will talk to you as soon as I have finished talking to Sophie".

Explanation / translation of social situations and misunderstandings

CLA will often misinterpret social situations because of what has happened to them in their past. We can help them by being very explicit about what is going on and why.

E.g. Mohammed was coming into the class very upset at the start of the day because the other children were taking his baseball cap from him in the playground and he thought they were bullying him. He needed to be helped to see that this was a game they were playing with all of the children and that most of the others were really enjoying it and their only intention was to include him in their fun.

Social stories / comic strip cartoons are also useful tools that we can use. The most effective way is always to do this 'at the time' rather than assigning it to PSE or set group time.

Avoid and try

Louise Bombèr (2011) suggests the following are important in our communications with CLA (and all our pupils, of course):

Try to avoid	Try instead
Sarcasm	Be straightforward, clear and explicit in the way we talk to pupils.
Public reprimands	Speak to CLA individually and avoid saying '*you*' but say '*let's*'.
Aggressive, unregulated responses	Calm yourself first, and then talk assertively but quietly.
Shaming or humiliating pupils	We all mess up on occasion, these are just opportunities to get better at things, so use language such as *"Let's practice"* **or** *"Let's get better at"*.
Derogatory comments	Always use positive and forward looking language.
Criticising the person rather than their action	We all need to be valued as a person. CLA often feel they are worthless and 'bad' people so emphasise that it is the mistake that was made that is the difficulty not them as a person.

2.6 LISTEN TO THE 'VOICE OF THE CHILD'

In recent years there has been an accelerating movement towards the idea of children's participation, and 'voice' has become an important concept in research with children and young people. Throughout this resource we have tried to reinforce this, emphasising the need to really listen to the children and young people that we work with to ensure that we not only understand their views but also hold them as a central focus when planning how to support them. In chapter 4 'Working with others' focuses on what young people have told us is most important to them, which makes very interesting and informative reading.

The key point here when thinking about what makes a school CLA Friendly is to consider the importance and powerful potential of ensuring the views of CLA, the ones who are living the experience of being looked after, are taken into account when deciding on actions at a school or individual level.

2.7 GOOD HEALTH CARE

CLA have the same health risks as their peers but the extent is often exacerbated due to their previous experiences. Health Services employ specialist health workers for CLA to ensure their health needs are appropriately and promptly addressed. When children and young people become looked after, they require a statutory assessment of their physical and emotional health needs within 28 days. Health Assessments also take into account how a child is progressing and coping with school. Review Health Assessments then take place every 6 months for children under 5 years and every year for those over 5 years, whilst the child remains Looked After. CLA may need time off during school hours to attend this and any other health appointments they require, in order to achieve positive health and wellbeing.

2.8 PRODUCE AND IMPLEMENT HIGH QUALITY PEPS

As indicated in chapter 1 all CLA must have a current PEP. **This is a statutory requirement**. In the most CLA friendly schools, the PEP is much more than a formality that is put in place because of the requirement to do so. PEPs can be very useful and person centred documents that successfully direct and coordinate the interventions and support given to the CLA through raising aspirations and building life chances.

The best PEPs are:

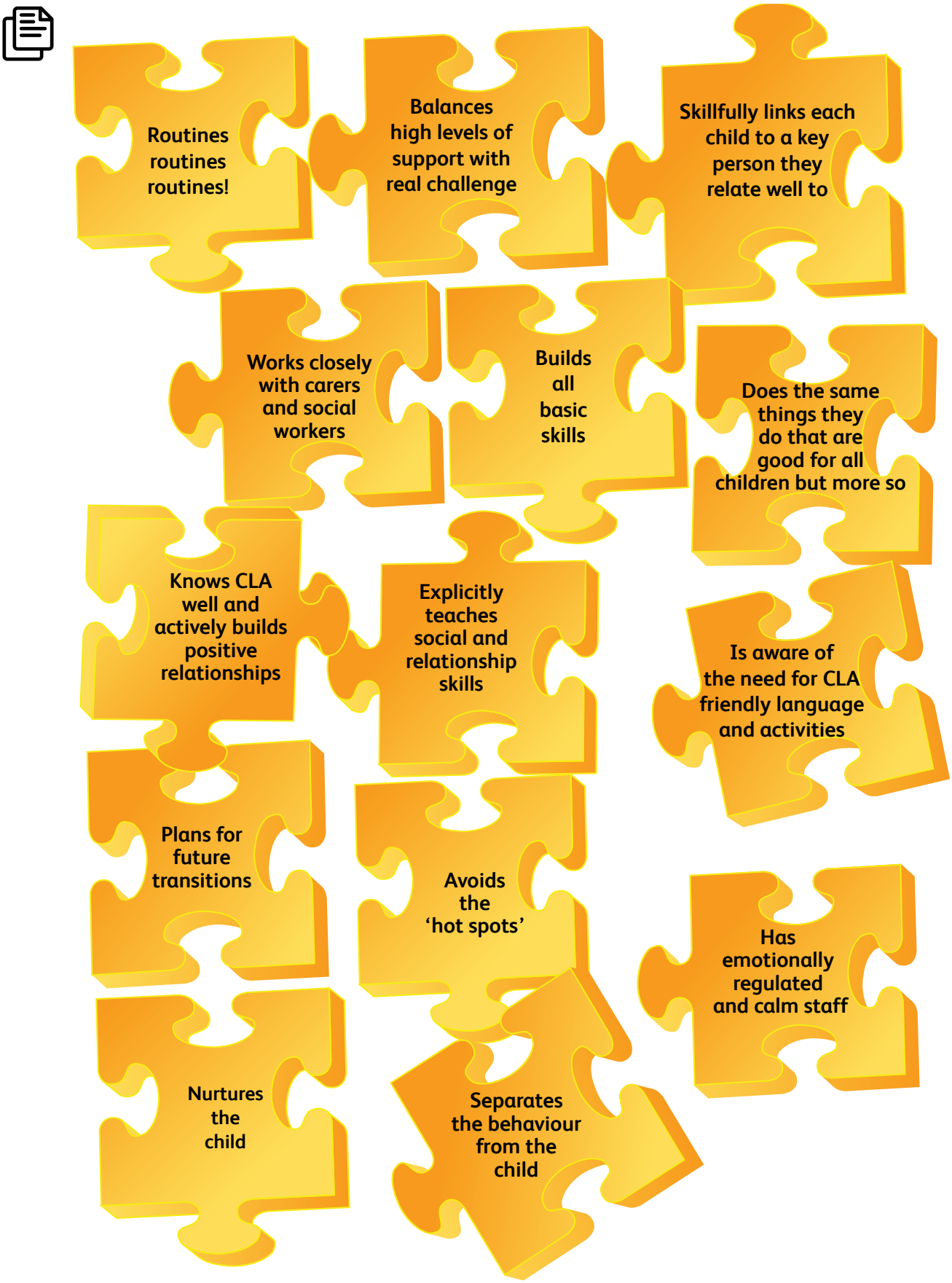
- Shared
- Used
- Updated
- Relevant
- Age relevant
- Have SMART long and short term targets, with actions and time scales
- Aspirational
- Distinct from other plans
- Backed up with a 'one page profile'.

Included in a PEP should be:

- Educational provision, particularly relevant for children in their Early Years;
- Support necessary for the child to help realise their short term and long term achievements and aspirations;
- Catch up support for those CLA whose achievements are lower than is expected given their age and ability;
- Future planning, such as preparing for transitions or anticipated changes for the child or young person;
- "Out of hours" learning activities, study support and leisure interests; and
- School attendance and where appropriate emotional, social and behaviour support.

A child may have an Individual Development Plan that addresses his/her additional learning needs. It is important that the PEP and the IDP work well together ensuring a coherent and coordinated approach to supporting the child.

2.9 CLA FRIENDLY SCHOOLS NEED CLA FRIENDLY CLASSROOMS!



2.10 EARLY PREVENTATIVE INTERVENTIONS

If we know that the pupils in our schools are struggling with the development of their literacy or numeracy skills we have a range of appropriate interventions and packages that we put into place at an early stage to help them to overcome their barriers and to give them the more tailored and structured teaching they need. For children who have experienced an emotional trauma, neglect and abuse their social and emotional skills will need a similar level of additional support to aid development as a child with literacy difficulties. So in the same way as we target literacy we need a package of interventions for social and emotional development. These are not separate for CLA, they are just part of the school provision map. The interventions that CLA benefit from the most are given below but this is not an exhaustive list and there may be many more that will be appropriate.

TARGET GROUP	INTERVENTIONS
All children	'Thrive' trained staff (see page 29) 'ELSA' (see page 29) 'R- time' for the whole class or for a small group that includes CLA Social interactions and relationships support Playground support systems such as buddies and playground stops Literacy and numeracy support until functionally literate and numerate Bespoke packages The local CLA Education Team – see contact details on page 61 for more information.
Young children	Language support e.g. 'Talking Partners'.
Primary age children	'Letterbox' for eligible children.
Year 6	Booster teaching to functional literacy 'WISE UP' PROGRAMME Learning Support Assistant (LSA) intervention Transition PEPs and intensive input to prepare for transition Use of 'High School Starter' type resources
Year 7 - 9	'WISE UP' PROGRAMME Mentoring Options advice and support School based counselling Peer mentoring
Year 10	Increase the focus on GCSE attainments so access to additional resources Youth Mentor support as required Alternative curriculum packages School based counselling Booster literacy Peer mentoring

Year 11	All pupils to be considered for the support necessary to improve GCSE outcomes, focused on: • Course work • Subject support • Study skills • Exam preparation • Study weekends • Homework clubs • Peer mentoring • Study guides for Maths, Science etc
Schools with relatively high numbers of CLA children	A strategic response e.g. CLA specialist TA working with all students as needed taking on a role of a 'significant adult' Tasks could include: • Literacy support • Social interaction groups • Mentoring • Study skills • Foster carer links • Transition support

2.11 EFFECTIVE BEHAVIOUR MANAGEMENT

We have no wish to state what most education professionals know very well with regards to the management of behaviour. Therefore rather than go into detail, the aim here is to simply emphasise the importance of the core consistent and effective behaviour management strategies that are particularly important.

With regard to the use of discipline we would like to add one quote from Dan Siegel :

'Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences."

Top tips for the effective management of behaviour
Be prepared for your class mentally, emotionally and with your general organisation.
Be aware of your own emotions. If you are stressed or tired is there anything you can do to help before you teach?
Build relationships with your pupils, they will help you survive the tricky, more challenging days.
Learn pupil names and use them, personalise your teaching.
Be clear about your expectations, have a few clear and explicitly stated rules that you apply consistently.
Ensure pupils understand your system for rewards and sanctions and then apply consistently. Remember to use specific praise.
Think about your non verbal behaviour and the messages that you give.
Use positive, constructive language. Let pupils know what you do want not what you don't want; chunk instructions; use language that indicates you expect to be obeyed and most importantly speak respectfully.
De-escalate conflicts and tricky situations quickly. If you feel yourself getting angry then take steps to avoid rather than moving into a 'head on' clash
Try and understand the purpose behind negative behaviour. Why is the child or young person doing what they are doing?

SECTION 3 : RESPONSIVE STRATEGIES TO SUPPORT CLA WHO ARE PRESENTING WITH MORE CHALLENGES

3.1 THE 'MY LIFE' GLASSES

To effectively work with any challenging and difficult behaviours, we need to consider possible, underlying causes and try to understand its purpose. The key question is "What are they getting from behaving in this way?" Put very simply, when a young baby cries we know that this is because they are either hungry, in pain or in some way unhappy or tired and so we respond with food, comfort and so on. It is similar with adults. If we come home and our partner is grumpy, we ask them what the problem is and try and help them with dealing with it. We know there is a reason for their grumpiness. Similarly when children are difficult to manage we need to understand, not just address the behaviour itself. To do this successfully it may help to think about the following:

- If the CLA has an identified attachment pattern does this explain how they might be thinking/ feeling (please refer to the table in chapter 2 which details this more);
- Think about the child's emotional developmental stage rather than their actual age;
- Think about possible triggers that could be occurring; and
- Look closely at what the child gets from how they have behaved.

What we might see and what we can do

BASED ON WHAT THE EXPERTS IN THE FIELD TELL US AND WHAT WE HAVE LEARNT FROM EXPERIENCE HERE ARE SOME SUGGESTIONS OF WAYS WE CAN RESPOND TO CERTAIN PROBLEMS

The behaviour	The possible 'my life' glasses perspective	So what can we do…?
Fidgety, unable to settle	*" I am not ready emotionally to settle to what I need to do"* As indicated in chapter 2 when we talked about attachment difficulties, there can be many ways in which these impact on executive functioning. This is just one example of this but perhaps one that occurs frequently.	Meet and greet at the beginning of the day to help the child prepare and settle to the day. Settle them into a task, setting short targets to achieve, for example using an egg timer.

The behaviour	The possible 'my life' glasses perspective	So what can we do…?
Problems with PE • Avoiding PE • Poor motor skills	*"I find it difficult to get changed in front of others"* *"I have not had the same early experiences as others and this has led to poor motor skills which I am embarrassed about"* For a number of reasons children who have experienced a lot of abuse or trauma often have very poor body image and will avoid PE and changing in front of others.	Respect the need to change privately for a short period. Help the CLA learn how to change discreetly. Provide the child with differentiated and 'safe' tasks in PE lessons. Provide extra activities on the tricky skills to help the CLA to build and develop their deficit skills.
Break time problems: • Gets into fights • Too rough • Easily becomes angry • Silly and immature, annoys other children	*"I don't know how to behave with friends so have learnt these other ways to get attention."*	Structured teaching of key social competency skills as outlined earlier in this chapter. Ensure all staff are aware of likely problems and are trained to help children to learn to respond appropriately to each other. Staff to supervise closely and pre-empt situations. Ensure children know which adult to go to if they need a little extra support. Provide a lot of structured leisure / play opportunities at break and lunch times. Ensure child is aware of a 'safe haven' to help them to calm when things become too much. Make use of systems such as playground buddies and playground stops, peer mentors.
Hot spot behaviours	Difficulties at certain times and certain places e.g. on the playground at lunch and break times	Break the pattern – complete a transition early, avoid the hot spot location etc.

The behaviour	The possible 'my life' glasses perspective	So what can we do…?
Unable to cope with disappointment	*"I can't cope with things not being as they should be"* *"Change and the unexpected makes me anxious"* *" I need to know what is going to happen to me"* *"What else is going to happen that I am not expecting"*	Warn CLA in advance, so they have time to get used to the situation. Explain why it is happening. Ensure they are clear about what the change means e.g. what they will do instead, how long it will last for. Accept and acknowledge with them that they will be disappointed – normalise it for the CLA. Look for the positives.
Lunch time problems e.g: • Forgetting to eat; • Not eating appropriately; • Being fussy about food; • Only eating certain foods; • Stealing / Gorging, Hoarding; • Rushing / Hiding food; and • Pushing to the front of the queue to be first to get food.	Food is a basic need for all of us. For many CLA who have experienced a lot of maltreatment in their early life, food may well have been a key part of this. The strategies described as problems may have been ways that have helped them to survive in the past. They cannot be just 'unlearned' because they are now in a place where they will be given as much food as they need. Food is also a comfort to many; a form of nurturing that they actively seek. Some CLA may quite simply have not experienced the routines of social eating and simply not know what to do.	Help children to understand and appreciate the facts about foods: • There is enough to go around; • We all need to eat regularly; • Different people like different foods; and • Sharing food can be a nice thing to do together. Teach the skills of social eating. Help children to experience mealtimes as a very pleasant, positive time to be with others.

The behaviour	The possible 'my life' glasses perspective	So what can we do…?
Constantly wants to talk to adults Finds it difficult to settle to a task or to then focus appropriately on an activity Oversensitive to any possible rejection	*"I cannot be sure that you will always be there to help me and I need you"* Children who have experienced inconsistent and ambivalent care patterns may do anything to seek attention and this can be a useful strategy for them.	Let the child know that they can talk but only at set times. Encourage them to use a system that helps them to learn to wait. E.g. to write on a 'post it' that they have something to say and that you will go to them when you can.
Can't cope with change	*"I have just settled to doing this and now I feel safe and I know what to do"* *"I am enjoying what I am doing and I can't cope/ don't want the stress of moving to another class"* CLA are not the only pupil group who find transitions between activities, lessons, classrooms, teachers and teaching styles, and different peer groups very stressful and hard to manage. For CLA the reasons will be because of the difficulties they have with executive functioning (chapter 2) and because of their past experiences with change and the trauma and stress this has resulted in for them.	Allow more time for an easier transition. Prepare children for all transitions, helping them to be clear about what they can expect. Introduce age appropriate visual cues to support the words. Checklists e.g. for packing away, for a PE lesson, for starting activities. Reassure the child that you will think about her/him when (s)he is in her / his next lesson and that you will see him / her again at a named day or time. For more final transitions e.g. to new schools complete activities that will help them remember such as a photo album, memory book, having a leaving party.

The behaviour	The possible 'my life' glasses perspective	So what can we do…?
Stealing	*"I want that and I have seen it so I shall have it"* *"I wasn't stealing it I was just borrowing it for a while"* Children who have experienced a lot of neglect often simply don't understand the importance of things belonging to others because they have not experienced this themselves.	Stealing is a very emotive word that conveys a lot of meaning. The first thing to do when you think that the CLA is involved with someone else's possessions is check that the facts are correct and then the second step is to find out the child's perspective of the situation. Unless there is complete certainty that the CLA did take the item then the main response is to work on the importance of possessions to others and the need to respect that. A social story can be very useful for that. If it is established that the child was involved then the best response is reparation helping the CLA to find a way to put the situation right. At all times the response should be matter of fact and factual about whom something belongs to and avoid the emotive language of 'thief and stealing'.

The behaviour	The possible 'my life' glasses perspective	So what can we do…?
Lying	*"I don't like the truth (maybe because I am ashamed or scared or it makes me too unhappy) so I shall lie. Even when I know that it cannot be true."* Lying is a common behaviour in children who have experienced a lot of trauma. It is always closely linked to stress even though that may not be apparent to us as adults. It generally goes a lot deeper than just simply avoiding trouble, and it may be a behaviour that a child has developed over many years so has become deeply ingrained.	Always stay calm. Don't get into a direct confrontation about what is or isn't the truth it won't help the situation. Don't discuss this in front of others, students or staff, as this will result in a 'loss of face'. Try and help the individual to find an acceptable way out of the lie, without making a big issue of it, e.g. *"Perhaps what you mean is you thought it was ...but now you realise it was probably..."* If you know it is a situation they may tell a lie about remind them about the need to tell the truth. Use social stories, or other books (e.g. 'Lily tells a lie') to help children to understand why telling lies annoys other people.

The behaviour	The possible 'my life' glasses perspective	So what can we do…?
Running away	*"I am not running away, I am running to something"* *"I need to get away from this situation and I don't know where to go so I shall just go"* *"I can't cope with my feelings of…. anxiety/ panic/ anger/ rejection/ unhappiness/ etc."* For some, when stresses and pressure become too much then fight can be the response. For others it will be flight. Understanding what is happening and why the CLA is needing to escape is the key to an appropriate response.	Ensure the CLA knows where they can go when they are feeling overwhelmed to reduce the need to run. Provide them with a way of being to access their safe area without having to explain or justify themselves to others. Understand what is wanted or the purpose of the running – is it running to rather than from? Talk to the CLA about the anxiety and concern that others feel when they 'run' with an emphasis on the fact that people care for them and get very worried and anxious for them. Again avoid the use of emotive language that attributes a purpose that actually may not be correct e.g. absconding.

3.2 A KEY ADULT/ SIGNIFICANT ADULT (KA)

As we discussed in chapter 2 when we briefly outlined the theories about attachment, we now know that one of the most important ways that we can support children who are encountering a lot of challenges in their day to day experiences of being at school is to provide them with a key adult. This is an adult with whom they can develop an attachment- like relationship. In this current financial climate, it can be difficult to resource access to this support but can be extremely beneficial if used effectively.

Why do some CLA need this?

The degree of loss, trauma and abuse that some children have experienced has major implications for their general wellbeing, emotional development and social relationships. They may have enormous problems in trusting others, understanding themselves and in simply settling and adjusting to day to day situations in the same way as other children. Research has shown the presence of a 'good enough' other, an additional attachment figure at school, can help children to develop the neurological pathways they need and to begin to settle and learn to trust others.

Who should take on this role?

Firstly we should highlight that this is not a role for a Designated Person for CLA, they have enough to do!

THE KEY ADULT (KA) JOB DESCRIPTION

Relationships, relationships, relationships - The KA works hard to build a positive and secure relationship with the CLA so that they become someone who can be trusted and who makes them feel special.
Regular contact - The KA needs to ensure that they have regular contact during the day (meet and greet/ tricky times / when there is a disappointment/ to say goodbye at the end of the day).
Translator - KAs should get to know the CLA so that they understand and when necessary, translate their behaviours or needs to others.
Listener - It is very important that CLA know and trust their KA to actively listen them and to act as their advocate.
Be a solution finder - Sometimes problems that CLA encounter can seem almost insurmountable to them. A KA can be very important as someone who helps them to find solutions.
Provide fun and warmth - Make the most of opportunities for nice times together.
Prevent - Be there during hot spot times, prevent or deescalate when a stressful situation is developing.
Special - Ensure the CLA feels that they are special to you. Get to know what they are doing at home, their likes and dislikes, the people that are important to them and talk to them about these.
Be an anchor point - Get to know the carers, ensure that they know you and be there to link between home and school. Be there for the CLA so that when things are too much they know they have someone they can turn to.

Qualifications needed

This person needs to be chosen carefully as they must be right for the role but they are not going to act as therapist so special training is not necessary. The crucial factor is the ability to build a relationship with the child and so it needs to be someone who can be available in terms of time. They do not need to be with the CLA all of every day but just at times during the day, for example for 'meet and greet' and 'goodbye and see you tomorrow'; 'hot spots' and when the stress is building (see section 3 of this chapter). The amount of time will very much depend on the needs of the child. They also need to not just work with the one child; in fact it is better if they don't. They just need to help the child feel special when they are with them.

It is best to choose a person who:

- ✓ Is motivated and eager to take on this role;
- ✓ Wants to learn and understand the CLA they will be working with;
- ✓ Is prepared to attend training and learn about the needs of children who have suffered loss and trauma;
- ✓ Has the key personality characteristics i.e. stays calm in a crisis, is patient and tolerant, works well as part of a team; and
- ✓ Likes children and enjoys being with them.

For further information, a very useful bok by Louise Bomér is Book 1: The Key adult in School part of the attachment aware school series.

3.3 SAFETY AND SECURITY

We all need and will strive for predictability and certainty in our lives, a world that is consistent and with few shocks or surprises. Unfortunately for our CLA this is not what they either have or expect. They are wired to expect problems and threats and so become constantly on the alert. With some CLA we see this, as they are what we call **hyper-vigilant,** constantly scanning their environment and checking things out. Others may be not showing how they feel through their behaviour but nonetheless we do need to be very aware of this need.

How we can help

- Allow time for scanning their environment in each different context as they move during the day;
- Try and ensure staff stability where possible. For example, if a member of SMT gets called when there are difficult situations, then when possible it should be the same person. Avoid staff changes e.g. of midday supervisor (or dining room assistant) wherever possible;
- Routines and consistency - Try and build as many rituals and routines into the lives of CLA at your school;
- Try to avoid timetable changes and fully prepare CLA when they are necessary. Keep the special times for the CLA the same;
- Be consistent about expectations and responses in terms of rewards and sanctions;
- Be as explicit as possible – tell children what is happening, why things are being done in a particular way, why a particular response is being made; and
- Listen to children to find out what worries them.

Create a safe place

Some CLA will use 'flight' as a way of dealing with challenges (and sometimes their challenges can be very minor or unimportant to us as secure adults). They will do this in a number of extreme ways, for example walking out of class, hiding under tables, climbing in cupboards etc. What we need to do is to provide 'safe places' where CLA can go to when they need a little space to calm down / off load and simply regulate their emotions. These can be just small private areas where children sit/ listen to music/ play a game or do some simple activities.

Louise Bombèr (2011) suggests that the provision of a 'calm box' individual to each child can be very helpful. One example in a secondary school was a small area in the classroom of the ALNCo. It was a busy classroom with lots of children working in groups or 1 to 1, so one additional person coming in to use the sitting area was not noticed. It was also a room that pupils could use at break times as an alternative to going out on the playground. As there were usually lots of adults around, pupils knew they would be safe there and if need be someone would give them some time. In a primary school a cheap 'pop up' tent has often served as a useful safe space for children. Very rarely do children abuse safe spaces although this is often a concern expressed by adults.

CALM BOXES

A calm box contains an assortment of ideas for children that will help them to de-stress and lower their anxiety levels. Any resources they may need are also included. Activities are things they may have chosen that they like to calm themselves down. Examples include:

- Playing with twiddle toys for 5 minutes (such as rubik's cubes, worry beads, stress ball and blu tac
- Listening to music
- Tracing/ colouring/ or dot to dot pictures
- Word searches
- Maths activities
- Using play dough

Calm boxes are useful to keep in the classroom as well as the 'safe area'.

Bombèr (2011)

3.4 MANAGING EACH DAY

By careful consideration and planning of day to day routines there is a lot that can be done to help CLA to feel settled and secure and so reduce the chances of upsets and problems during the day.

Meet and greet

The start of the school day can be critical for any pupil and so putting in place some mini set routines can be very important to help a child to settle into the day and prepare for what is to come. Louise Bombèr (2007 and 2011) in her books suggests that there are certain elements to this that are very important to follow:

Firstly try and **protect the time**: it is vital that if we plan to do this that we then do it with absolute consistency and reliability.

Welcome the child- always be pleased to see them and convey this non-verbally as well as verbally.

Time to scan- for those CLA who are hyper-vigilant it is important that we let them assess their environment to get a sense of safety and security.

Engagement – have a chat about yesterday (positives only), last night and journey into school today.

Transitional objects – Many CLA, primary or secondary, may want to bring things in from home. It is good to talk about these and to be interested in their value to the child but then they need to be placed somewhere safely for the day and can be returned during 'goodbye and see you tomorrow'. It is vital that the 'safe place' is completely safe and that the child can trust you about that.

Prepare – Move the CLA into thinking about the day ahead. With older pupils this would include going through the timetable and thinking about what is needed for different sessions, for primary pupils it will be about the types of activities. Try to use time language where you can such as 'before, after, then'.

Keeping them in mind – Let the child know that even when you are not with them that you will be there for them. Tell them when you will see them next.

Time for a pause

When possible during the day it can be helpful to plan in brief pause time. This allows children to just take a little time to calm, reflect, have contact with their Key Adult, talk if things are troubling them, check anything they are unsure off and to generally gather themselves and keep going.

'Goodbye and see you tomorrow'

In the same way as we settle CLA into their day it is also important to ensure that a day ends with a positive and caring goodbye. So again a little time from their Key Adult to talk about the day and the things that have gone well or not so well. Ending with a smile and looking forward to the next school day is the aim; this is not the time for any recriminations or difficult conversations. Ensure that any treasured possessions are returned and that any 'good news' for a home – school book is conveyed.

Ensure that any discussions with foster carers at the beginning and end of the day, that maybe more negative, do not take place in front of the CLA. This type of information may be better shared by Email.

3.5 THE MELTDOWNS: AVOIDING THEM, SURVIVING AND DEALING WITH THE AFTERMATH

Unfortunately despite all of the many strategies that can be put in place for our CLA there will always be times when situations just completely breakdown and there may be a meltdown. However if we understand a little more about what happens and why meltdowns occur then we may be more able to avoid them. We also need to be clear about how to respond afterwards so that there is 'damage limitation' and perhaps some reparation. Bombèr (2011) has some very good advice to offer.

Why do meltdowns occur?

A complete breakdown of behaviour when a child becomes unable to control themselves and becomes completely unregulated, usually because they are experiencing very high levels of stress that simply cannot be coped with any longer. The trigger may be something of a very low level but has come at a time when their underlying stress level is so high that it becomes intolerable. Children who have had long histories of toxic and extreme trauma are left feeling inadequate, anxious and out of control. They are far less self aware of their own feelings and so can't assess for themselves when they are getting close to an explosion point and so are less able to take steps to manage their emotions appropriately.

How can we reduce them?

Firstly being aware will help us. Getting to know the individual signs of high levels of stress such as being over reactive, hyper-vigilant, sensory seeking, anxious, fidgety and unsettled, then taking steps to help the CLA to regulate themselves, calm and maybe take some time out will help to de-escalate the situation. Try and avoid taking the view that because nothing obvious has happened they cannot be stressed. We all have an invisible stress bucket that at different times and on different days will have varying levels of stress in it and it is the same with children.

How to respond

Sometimes our best efforts will not work, or the child may be on a 'fast track' to breakdown, so there will be occasions when de-escalation attempts do not succeed. When this is the case, the following needs to be considered:

✓ Try to get the child to a 'safe space' away from others and most importantly away from the classroom;
✓ Use calmers that you know suit the individual, maybe music, a quiet area, a chance to just sit with

an adult in close proximity, doing activities the child finds soothing such as playing with play dough, playing a computer game or simply just talking;

- ✓ Use their calm box if they have one;
- ✓ Be very aware of yourself if you are managing this situation, as during this period your own anxiety levels will increase; and
- ✓ Try and ensure there are others to provide back up if you need it.

What can we do afterwards?

The key to helping the CLA is to find a way to move on, and perhaps 'repair' the damage (figuratively as well as literally) that has resulted.

Steps to this could be:

- ✓ Have a calm and direct conversation about what happened and the outcome, be neutral but show you understand they will now be feeling very upset;
- ✓ Be clear about the need to move forwards and find a way to 'repair';
- ✓ Let them think about how they can do this, help with ideas if necessary;
- ✓ Let them know that you understand it might not be easy and that you can help them where they need it; and
- ✓ Once they have engaged in the reparation, be very clear about how proud and pleased you are with them and how it will have helped others as well who will also be feeing better about things now.

3.6 THE PEP

In chapter 1 and earlier in this chapter we have stressed the value and importance of the PEP in ensuring the best possible outcomes for CLA. When problematic and challenging behaviours start to emerge it is very important that we make an early and effective response to avoid any escalation. The PEP is an important way to begin this process because it will involve all the key people working together in the most robust and effective way possible. This is best done through a more focused process.

The PEP is the perfect framework to make a comprehensive response to any significant school based issues around behaviour. The approach is individualised and when there are difficulties can include gathering comprehensive information about problems, the aim being to try and understand the function of the challenging behaviours for the child i.e. **Why do they do what they do?** In particular it can include an emphasis on helping the child to learn the skills that they need to find better ways of managing difficult situations.

How does this differ from other plans that we use already?

Firstly, a PEP may avoid the need to have lots of different plans; it is one plan that can fulfill the role of a PEP but also:

- An **IBP** (Individual Behaviour Plan)
- A **PSP** (Pastoral Support Plan)

Secondly, it is absolutely based on the CLA's perspective through considering the function of the behaviour. As we have emphasised, effective management of challenges depends on using the 'My Life' glasses because behaviour tends to have a purpose and it is essential that this is considered when seeking the best way to support and manage difficulties.

Thirdly, it is a positive approach that considers strengths as well as the difficulties.

The Individual Development Plan (IDP)

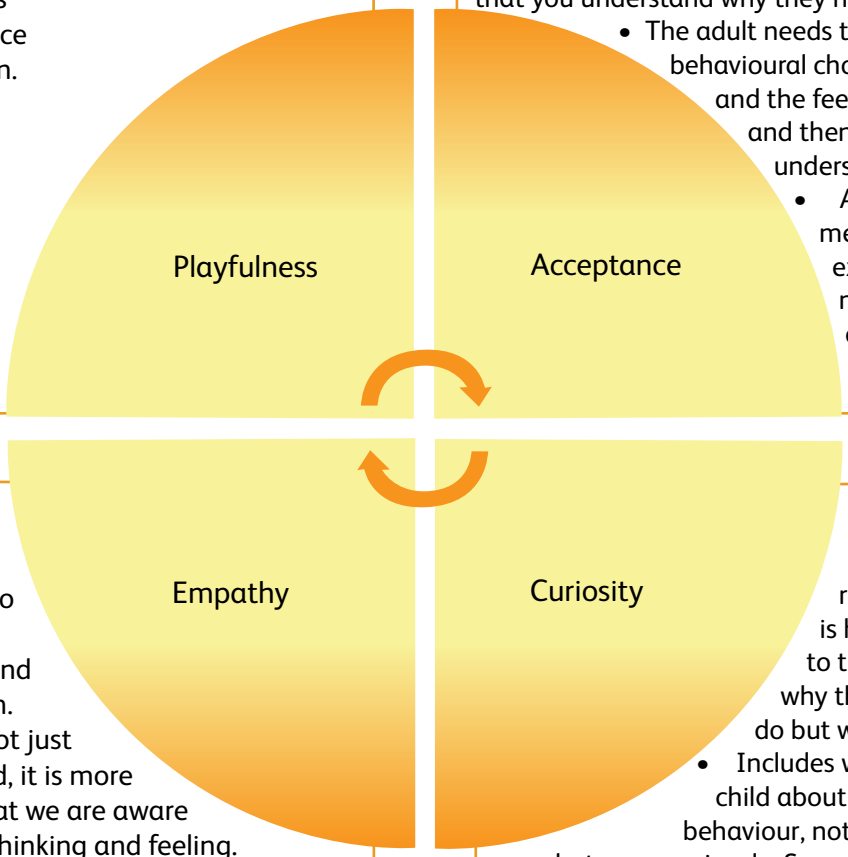
For some children who have additional learning needs, an IDP will be necessary. It is important that the PEP and IDP complement each other, as both are very important in their own right in terms of ensuring all of a child's needs are fully addressed.

Who organises the PEP meeting?

Anyone can liaise with colleagues to request a PEP meeting, but normally the Social worker/ CLA Education Team or the Designated Person for Children Looked After would arrange it.

3.7 TRY THE PACE APPROACH

PACE is a way of working with children and young people that aims to provide a pathway for building positive and effective relationships. It is based upon research from neuroscience (Bombèr and Hughes 2013) and focuses on helping children to achieve an 'open and engaged state' which is central to being able to settle to learn. There are four elements to it which are described below:



Playfulness

- At times jokey or playful interactions can help children and young people feel engaged and a part of a relationship. It helps children to experience and enjoy a little fun.
- A light hearted, relaxed and fun attitude that does not pose a threat to a child

Acceptance

- Provides the foundation of the experience of safety for the CLA.
- Understanding and accepting what children say and do. Not condoning behaviour but conveying to the child that you understand why they have done it .
- The adult needs to try and accept the behavioural choices the CLA is making and the feelings that underlie them and then ensure that the child understands this.
- Acceptance does not mean ignoring or excusing extreme behaviours but more that the focus is on the person not what they have done.

Empathy

- Children need to experience our empathy if they are to understand and trust that we value them and want to support them.
- True empathy is not just saying we understand, it is more reflective showing that we are aware of what the other is thinking and feeling.
- The adult becomes attuned to the child's experiences (as they view them subjectively) and reflects this back to the child in every way (eye contact, facial expression and voice tone)

Curiosity

- The starting point for building up a relationship with a child is helping them to learn to think and to understand why they are feeling as they do but without shame or fear.
- Includes wondering with the child about the 'why' of their behaviour, not in a confrontational way but more curiously. Sometimes curiousity means making a best guess and then trying to think it through with the child.

Once again here we are only providing a very brief overview of something that could be an entire book. For an easy to read book that explains this and much more in much greater detail please refer to:
Bombèr and Hughes, (2013). *Settling To Learn: Why Relationships Matter In School* . Worth publishing.

3.8 MENTAL HEALTH ISSUES

In the introduction we highlighted that one of the most significant difficulties in terms of poor outcomes for CLA is the number of those who go on to develop later mental health issues. This is not an exclusive problem for those in the care system. We know that the numbers of children regarded as having mental health issues generally is increasing. Given the severity of the trauma and abuse many experience it may not be surprising that CLA are at greater risk. All of the information we have presented in this resource is an attempt to reduce the likelihood of this occurring through increasing the knowledge, skills and understanding of those who work in schools. However, unfortunately there will always be some CLA who may go on to have mental health issues and so it is important that we are alert to this, and take action when and where necessary.

Below is a list of common behaviours that a pupil with mental health difficulties may present with, which could be a useful aide when considering the pupils' needs:

- *Little pleasure shown at a time when pleasure would be expected*
- *Regression to the behaviour expected of a younger child*
- *Becoming bossy or over controlling*
- *Self-harming behaviour*
- *Becoming withdrawn*
- *Loss of previously acquired skills*
- *Substance abuse*
- *Sudden changes of behaviour, mood or appearance*
- *Niggly, persistent health complaints with no clear cause*
- *Problems with losing/gaining weight*
- *Problems with toilet training or wetting/soiling inappropriate to age or medical issues*
- *Not very responsive to hurt, loss or pleasure*
- *Raised or unusual levels of anxiety*
- *Fighting frequently, temper outbursts*
- *Deterioration in standards of work*
- *Unusual patterns of school attendance*
- *Initiating sexual play*
- *Ritualistic play*
- *Disturbed sleep*
- *Lack of interest or motivation*
- *Being destructive*

Taken from a resource provided by Northamptonshire Schools website (2014)

Generally a lot of these behaviours will be just normal reactions to day-to-day events that are more difficult for them such as transitions, life events or anniversaries. However, monitor carefully and signpost CLA for further assessment and support if:

- ***Problems persist or increase in frequency;***
- ***There are a number of different risk factors already present; and***
- ***These behaviours are increasingly becoming a barrier to their learning or the learning of others***

Within chapter five we have provided information about different services and how they may help you, but in particular you may want to consider consulting with your school Educational Psychologist or the CLA Education Team in the first instance.

3.9 SUMMARY OF THE QUALITY MARK

In addition to the CLA Friendly Schools Handbook and a three tier training programme, the **CLA Friendly School Quality Mark** is a key component in achieving consistent best practice for Children Looked After across the region.

A development team including the former Principal Education Psychologist for both authorities, now working at Cardiff University; Deputy Principal Educational Psychologist for both authorities, now working at Cardiff University; Deputy Principal Educational Psychologist for RCT; CLA Advisory Teacher within CLA Education Team in RCT; the CLA Education Coordinators from both local authorities and Designated Persons from local schools developed an audit tool to recognise high standards of practice.

Using research relating to NICE guidance, the development of Attachment Aware Schools in England, Welsh Government guidance and the building blocks identified in Chapter 3 of the CLA Friendly Schools Handbook, a set of quality indicators (essential & desirable) were drawn up based on the **3 themes** for making a school CLA Friendly.

A framework for excellence has been developed so that schools can evidence their practice throughout an academic year in order to gain CLA Friendly School recognition. As part of the process of creating a strategic plan for the PDG LAC grant, all schools within the Central South Consortium region are now required to link their planning to pertinant indicators from the Quality Mark audit tool. The use of the Quality Mark indicators ensures that school leaders use the grant strategically to make the changes needed to improve outcomes for children and young people who are looked after/formerly looked after. Practice that enhances strategic planning and processes is an important aspect of the PDG LAC Grant.

Schools are able to achieve the CLA Friendly Quality Mark at two levels: Gold and Platinum The former is composed of 44 indicators (36 essential and 8 desirable) and schools will be expected to evidence practice against these and achieve a score of **80%** (including all essential indicators) or more. The latter requires examples of sector leading and innovative practice as well as all Gold Level Indicators and attendance at **Level 3** CLA Friendly Schools training.

School self evaluation showing a minimum score of **65%** fully developed and/or best practice already in place is required to initiate further support and guidance from CLA Education Team/LACE Team in going forward to evidence a score of **80%** or more and be awarded CLA Friendly School Quality Mark.

Chapter Four

Working with Others

Children who are part of the care system inevitably have complex networks of support built around them. From the time that the initial concerns about the family care are identified they enter an arena of professionals who will move in and out of their lives. The figure below demonstrates the extent of this. In itself, this cannot easily be avoided but for it to be an effective system of support, good communication, coherence of approaches and close partnership working are going to be crucial. Everyone needs to work collaboratively to ensure the best possible outcomes for CLA. In particular the link between the school and the carer is important so that the CLA's needs and the approaches to meet these are successfully developed.

This is best achieved through regular dialogue with carers and other professionals (and much more than just at formal reviews). Ensuring that carers know how to have easy contact with schools and how they can help their children at home to support their learning is also very important.

As part of the preparation in writing this resource, focus groups were held with some of the people who have a central role to play in the lives of CLA, as well as with the young people themselves. In this chapter the key outcomes and messages identified as being important for inclusion in this resource will be outlined.

VOICE OF THE CHILD AND YOUNG PERSON (with thanks to Dynamix for their very skilled support in obtaining these views)

Like all children and young people, CLA have some strong views about how they can be better supported at school. It is very important that these are listened to with respect, as what they have to say is highly informative in helping professionals to be more successful in ensuring they achieve good outcomes and are happy and settled at school.

Here are some of their messages:

When asked: "How do other people see a looked after young person?"

CLA said:

"No family"

"Has baggage"

"Seen as a label"

When asked: "What is difficult about being a CLA?"

A CLA replied:

"Different rules – not allowed to sleep over at a friend's house or go on trips like other kids"

When asked: "What is difficult about school?"

CLA said:

"You get less attention and less help."

"You get treated differently."

"You get bullied."

"Teachers do not understand you."

"You feel that nobody listens to you – nobody understands. "

"Brother and sisters going to different schools"

"[The looked after child] lost his rag because he was shouted at – being shouted at is a trigger as it reminds him of life before being in foster care."

Children Looked After may live further away than other children from the school or may travel to school by taxi. This can make them feel different from others and isolate them, restricting their access to after school activities.

Having to travel further to get to school or having to go by taxi can isolate CLA and restrict their access to after school activities. Here are some of the things that children have said about this:

"Not trusted to walk to school, because they think he might run away."

"Have to get a taxi."

"Carer's daughter goes to another school and she gets driven there, so foster child has to get a taxi."

"Carers might not want to drive all the way to school."

There is a difference between how primary school children and secondary school young people feel on the subject of teachers knowing their circumstances.

In primary schools most children felt all teachers should know about the child's background and know that they are CLA.

"Teachers should know about our background."

"Social workers should explain to teachers as well as talking to children."

"All teachers should know who is fostered."

"A friend or teacher who can check in and understand your situation so they can tell how things are going for you and know how you are doing."

"Everybody in school should know who is fostered."

In secondary school, young people feel that only a few trusted teachers should know detailed information about their circumstances.

"Get a favourite teacher – that you can go to. That knows your personal situation."

"Not every teacher needs to know."

"One or two teachers should know (e.g. head teacher, head of year, a teacher of your choice.)"

"The key teacher should say [to other teachers] "If there is an issue with child X, then come tell me."

In secondary school there should be one or two key teachers (or the head of year). This person should be available when the CLA needs to talk. They should also check in regularly with the CLA to see if they are OK.

"Knowing who to go to in school if I need help."

"A head teacher that understands my situation."

"Teachers should know the signs of when someone isn't okay and respond to it."

It is very important to children looked after that they are seen as just the same as children who aren't fostered. It is important for school staff to treat children looked after the same as other pupils and to treat children and young people fairly.

"Teachers treat you the same as the other pupils."

"Look out for everyone, not just children and young people who are looked after. But to make sure and be fair to children and young people who are looked after."

"Don't want to be treated like a mate, want to be treated the same like everyone else, like a young adult."

"Teachers should know what it's like to be fostered – put themselves in our shoes."

"Teachers should spend a week in foster care to know what it's like."

WHAT FOSTER CARERS (FC) WANT US TO KNOW?

THE FCs WE SPOKE TO, TOLD US ABOUT SOME VERY POSITIVE EXPERIENCES THEY HAD HAD WITH SCHOOLS, PARTICULARLY PRIMARY SCHOOLS. THEY WERE PLEASED WITH THE EXTRA SUPPORT AND HELP CHILDREN HAD BEEN GIVEN AND FELT SOME SCHOOLS WERE VERY CARING.

Aspects that help CLA to be happy at school:

'Nice' adults

Children are in school most of the day. If an adult is negative towards them they have to cope with it for a long time.

When teachers try and understand the child

They are effectively using the 'my life' glasses.

Children being given responsibilities

Having a job and feeling important e.g. turning on the computer / helper of the day.

Treating CLA equally

Let them blend in but also individualise when necessary.

Recognition that every one is different

Not thinking all CLA are the same so, for example, reward systems that are tailored to individual.

Liaison with the FC before certain activities

So you can agree how to manage it e.g. Family Tree work – may be better if child is able to do two trees – one for the foster care family and one for birth family.

Be sensitive to some events

E.g. Mothers day / Christmas. Work in partnership with the FC in thinking how to manage it. If special things are being made e.g. a Christmas card then allow them to make two if necessary.

Allow the children to share their life stories if they want to

Be aware that this might need to be managed sensitively.

Decide with the FCs what they are to be called and use this with the child

Use Home School books to communicate

But ensure positive comments as well as other things.

Meet with the FC briefly before and after school as much as possible

Especially at difficult times.

Welcome the FC into the school for different events

E.g. Fayres / Concerts / Sports days.

Involving FCs in meetings and reviews

Recognising the importance of relationships with others

Help for the child in learning how to make and sustain friendships.

Areas where schools could do better:

"Involve Carers in helping children at home - with reading, number skills and with improving behaviour at school"

"Secondary schools should and could communicate positive comments, not just moan and be negative. Also they could focus more on the small things that are good; use different systems more effectively e.g. text / email / phone calls/ journals. A little gesture goes a long way!"

"Teachers should have teaching training, initially and as they go through their career. They don't know enough about development and attachment. Then they should use what they have been taught."

"More focus on educating all children that home lives differ – not everyone lives with their mam and dad"

"Teachers should have higher expectations of all CLA"

VIEWS OF THE DIFFERENT PROFESSIONALS THAT WORK MOST CLOSELY WITH CLA IN SCHOOLS.

We also met with a number of different professionals that support CLA such as the Designated Person for CLA; members of LAs, CLA Education Support Teams; specialist EPs; Social Workers and an Independent Reviewing Officer. Here are their 'top tips' for CLA Friendly schools:

Barriers that schools can present
Lack of effective communication so… • Past histories are not acknowledged; • Important information not getting to the right people; and • Schools not transferring information about a child's past and educational history. Negative attitudes: *" We all have problems"* *"I am not a social worker/ therapist/ expert"* *"It is not fair on the other children in the school"* *"We shouldn't have to have children like that here"* Lack of training, knowledge and awareness of general needs of CLA **A tendency to assume child is happy if no obvious issues but "still waters run deep"**

What makes a school a CLA Friendly School?
✓ Ensure that CLA thinks / feels and believes they belong in the school, that they feel safe, special and cared about at all times; ✓ Have the key information about CLA e.g. care status; background; ✓ Tailor approaches to meet the needs of the individual child; ✓ Establish, explain and maintain routines with children; ✓ Always end every day on a positive; ✓ Be aware of unstructured times: • Provide a safe place for CLA to go where necessary; • Give them a job to do; • Plan their activities; and • Use buddies. ✓ Spend time on core social skills that others would learn in the home e.g. table manners/ board games / helping with chores; ✓ Use a home school book but ensure it is positive, not just a tally of the day's problems. Highlight the good news as well as the concerns; ✓ Know who to contact for additional support when it is needed; ✓ Understand the terminology (as set out in chapter one); ✓ Communicate; ✓ Use PDGLAC and other forms of additional support funding effectively; and ✓ **Take responsibility not just constantly blame others when things are not going well.**
Every school should….
✓ Listen to the voices of their CLA; ✓ Build relationships with carers and work closely together to address challenges; ✓ Have adults who take responsibility for their own emotional regulation; ✓ Be vigilant about what other children say to CLA; ✓ Address the negative attitudes towards CLA in the same way as a response would be made to racism; ✓ Address wellbeing, mental health and social relationships as well as the academics; ✓ Attend CLA Reviews and then share the information with key staff; ✓ Recognise the importance of the PEP – it is a key document not a paper exercise; ✓ Acknowledge responsibilities as Corporate Parent – treat CLA as you would treat your own children; ✓ Prioritise CLA for additional support where they may need it, not wait for things to become so bad it is too late; ✓ Ensure regular whole school training; and ✓ Give CLA the Designated Person for CLA time to fulfill their responsibilities;
Working with the Social Worker
✓ Get to know your child's Social Worker – they are very important people in the lives of CLA; ✓ Work with them to ensure a coordinated approach; and ✓ Remember like all professions they are all different – don't assume because you have known one that you didn't value that 'they are all the same'.

Preparing reports

- ✓ If you can't attend a meeting then a report helps enormously;
- ✓ The report shouldn't contain any surprises for the child at the review – ensure they are aware of what you have said;
- ✓ Provide the full picture: academic (attainments and targets)/ social relationships/ emotional issues / behaviour/ attendance;
- ✓ Include the soft outcomes as well as the hard data;
- ✓ Be positive / honest / sensitive;
- ✓ Don't be influenced by the views of others; and
- ✓ Support what you say for example if there are behavioural problems then also provide the Individual Behaviour Plan that shows what you are doing.

SOME KEY MESSAGES

"Every day is a new day"

"Control your own emotions"

"Pick your battles"

"Think about their underlying concerns and challenges"

"Don't make comments personal – it is the behaviour not the child"

"Remember it is never the child's fault that they are in care"

Closing Comment:

Thank you for taking the time to look at this document. We hope it has achieved its aim of increasing levels of knowledge and understanding about supporting children and young people who are, or have been, in care.

We would like to bring this resource to a close with the lasting comments of our CLA:

"Treat us the same but differently"

Chapter Five

Where to go for further advice, support and information

PEOPLE AND SERVICES THAT CAN HELP

Within both RCT and MT there is a CLA Education team who can help and advise you on most matters. Whenever there is anything worrying you about a CLA in your care or you just simply want to find out something then contact this team. If they can't help you themselves they will be able to signpost to someone who can.

Contact details are:

Merthyr Tydfil,
Jess Jones CLA Education Coordinator
Room 126, Unit 5, Triangle Business Park,
Pentrebach, Merthyr Tydfil, CF48 4TQ
01685 724980 / 07711909910
Jessica.Jones@Merthyr.gov.uk

Rhondda Cynon Taf,
Hannah Bevan CLA Education Coordinator
Ty Trevithick, Abercynon,
Mountain Ash, CF45 4UQ
01443 744333 / 07786 523939
Hannah.m.bevan@rctcbc.gov.uk

SOME USEFUL BOOKS FOR FINDING OUT MORE ABOUT WHAT HAS BEEN DISCUSSED IN THIS RESOURCE

Attachment in the Classroom: The links between children's early experience, well-being and performance in school *by Heather Geddes (2006).*

Inside I'm hurting: Practical strategies for supporting children with attachment difficulties in schools *by Louise Bombèr (2007).*

What About Me? Inclusive Strategies to Support Pupils with Attachment Difficulties make it Through the School *by Louise Bombèr (2011).*

Observing children with attachment difficulties in school: a tool for identifying and supporting emotional and social difficulties in children aged 5-11 *by Kim Golding (2012).*

The Teacher's Introduction to Attachment: Practical Essentials for Teachers, Carers and School Support Staff *by Nicola Marshall (2014).*

Why can't my child behave? *by Amber Elliott (2013) - Particularly useful for foster carers and parents.*

My Social Stories Book *by Carol Gray (2002).*

Teaching the Unteachable: Practical ideas to give teachers hope and help when behaviour management strategies fail *by Marie Delaney (2009).*

Creating Loving Attachments: Parenting with PACE to nurture Confidence and Security in the Troubled Child *by Dan Hughes (2012).*

Inventing Ourselves: The Secret Life of the Teenage Brain *by Sarah Jayne Blackemore (2019).*

Distressed or Deliberately Defiant *by Judith Howard (2013).*

The Attachment Aware School Series *by Louise Bombèr (2016).*

RESOURCES THAT ARE USEFUL FOR WORKING WITH CLA

A. Kelly. (2003). Talkabout – Developing Social Communication Skills. **Speechmark Publishing Ltd.**

A. Kelly. (2003). Talkabout –Building self esteem and relationship skills. **Speechmark Publishing Ltd.**

J. Mosley and R. Grogan. (2009). The Big Book of Calmers. **Positive Press.**

M. Silver. (2013). Attachment in common sense and doodles. A Practical Guide. **Jessica Kingsley: London.**

M. Sunderland. (2001). Helping Children with Feelings series. **Speechmark Publishing Ltd.**

M. Sunderland. (2001, 2003). Stories for Troubled Children series. **Speechmark Publishing Ltd.**

P. Wilson. (1996). The Little Book of Calm. **Penguin Books: London.**

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Making a Difference - A Guide for the Designated Person for Looked After Children in Schools (2017). https://gov.wales/sites/default/files/publications/2018-11/making-a-difference-a-guide-for-the-designated-person-for-looked-after-children-in-schools.pdf

USEFUL ORGANISATIONS

Adoption UK

British Association for Adoption and Fostering

Centre for Child Mental Health

Family Futures

Foster Network UK

Nurture Group Network

Post- Adoption Centre

Winston's Wish

Yellow Kite

Chapter Six

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SEFYDLIADAU DEFNYDDIOL

Adoption UK

Sefydliad Prydeinig ar gyfer Mabwysiadu a Maethu / British Association for Adoption and Fostering

Canolfan Iechyd Meddwl Plant / Centre for Child Mental Health

Family Futures

Rhwydwaith Maethu DU / Foster Network UK

Rhwydwaith Grŵp Meithrin/ Nurture Group Network

Canolfan Ôl-fabwyiadu/ Post- Adoption Centre

Winston's Wish

Yellow Kite

POBL A GWASANAETHAU A ALL HELPU

Ceir Tîm Addysg PDG yn RhCT a MT sy'n gallu'ch helpu a'ch cynghori ar y rhan fwyaf o faterion. Pryd bynnag y bydd unrhyw beth yn eich poeni chi ynghylch PDG yn eich gofal neu os byddwch am ddarganfod rhywbeth yna cysylltwch â'r tîm hwn. Os na allant eich helpu chi eu hunain, gallant gyfeirio chi at gymorth gan rywun arall.

Dyma'r manylion cyswllt:

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RHAI LLYFRAU DEFNYDDIOL I DDARGANFOD RHAGOR AM YR HYN A DRAFODWYD YN YR ADNODD HWN

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Pennod Pump

Ble i gael cyngor, cefnogaeth a gwybodaeth bellach

Paratoi adroddiadau
✓ Os medrwch fynychu cyfarfod, mae adroddiad yn gymorth mawr; ✓ Ni ddylai'r adroddiad gynnwys unrhyw beth a fydd yn syndod i'r plentyn yn yr adolygiad - sicrhewch ei fod yn ymwybodol o'r hyn yr ydych wedi ei ddweud; ✓ Darparwch y darlun llawn: academaidd (cyraeddiadau a thargedau)/perthnasau cymdeithasol/materion emosiynol/ymddygiad/presenoldeb; ✓ Cynhwyswch y canlyniadau meddal yn ogystal â'r data caled; ✓ Byddwch yn gadarnhaol/gonest/sensitif; ✓ Peidiwch â chael eich dylanwadu gan safbwyntiau eraill; a ✓ Chefnogwch yr hyn yr ydych yn ei ddweud, e.e. os oes problemau ymddygiad, darparwch Gynllun Ymddygiad Unigol sy'n dangos yr hyn yr ydych yn eu gwneud.

RHAI NEGESEUON ALLWEDDOL

"Mae pob diwrnod yn ddiwrnod newydd"

"Rheolwch eich emosiynau"

"Dewiswch eich brwydrau"

"Meddyliwch am eu pryderon a'u heriau"

"Peidiwch â gwneud sylwadau personol – mae hyn o achos ymddygiad, nid y plentyn"

"Cofiwch, nid bai'r plentyn yw ei fod mewn gofal"

Sylw i Gloi:

Diolch yn fawr i chi am gymryd amser i edrych ar y ddogfen hon. Rydym yn gobeithio ei bod wedi cyflawni ei swyddogaeth a gwella'ch gwybodaeth a'ch dealltwriaeth o'r hyn y gellir ei wneud i gefnogi plant a phobl ifanc sydd, neu wedi bod, mewn gofal.

Hoffem ddod â'r adnodd hwn i ben â sylw treiddgar ein PDG:

"Gallwch ein trin ni yn yr un modd ond eto'n wahanol"

Beth sy'n gwneud ysgol yn Ysgol Gyfeillgar i PDG?
✓ Sicrhau fod y PDG yn credu/teimlo eu bod yn perthyn i'r ysgol, eu bod yn teimlo'n ddiogel, yn arbennig a'u bod yn cael eu gofalu amdanynt bob amser; ✓ Meddu ar wybodaeth allweddol ynghylch PDG, e.e. statws gofal, cefndir; ; ✓ Creu dulliau gwaith unigryw i ddiwallu anghenion unigol plentyn; ✓ Sefydlu, esbonio a chynnal trefn reolaidd gyda phlant; ✓ Gorffen bob dydd yn gadarnhaol; ✓ Bod yn wyliadwrus o gyfnodau heb strwythur: • Darparu lle diogel i'r PDG fynd iddo os oes angen; • Rhoi swydd iddynt i'w gwneud; • Cynllunio eu gweithgareddau; a • Defnyddio bydis. . ✓ Treulio amser ar sgil cymdeithasol sylfaenol y byddai eraill yn ei ddysgu yn y cartref, e.e. ymddygiad wrth y bwrdd bwyd/gêmau bwrdd/helpu gyda thasgau; ✓ Defnyddio llyfryn cartref yr ysgol ond sicrhewch ei fod yn gadarnhaol, dim yn rhestr yn unig o broblemau'r dydd. Pwysleisiwch y newyddion da yn ogystal â'r pryderon; ✓ Sicrhewch eich bod yn gwybod pwy i gysylltu â nhw am gefnogaeth ychwanegol pan fydd ei angen; ✓ Sicrhewch eich bod yn deall y derminoleg (fel y nodir ym Mhennod Un); ✓ Cyfathrebu; ✓ Defnyddiwch GDD PDG a ffurfiau cyllido ychwanegol eraill yn effeithiol; a ✓ **Cymerwch gyfrifoldeb a pheidiwch â beio eraill o hyd pan na fydd pethau'n mynd yn dda.**
Dylai pob ysgol. . .
✓ Wrando ar safbwyntiau PDG; ✓ Adeiladu perthynas â gofalwyr a chydweithio'n agos er mwyn datrys heriau; ✓ Cael oedolion sy'n cymryd cyfrifoldeb am eu rheoliadau emosiynol eu hunain; ✓ Bod yn wyliadwrus o'r hyn y mae plant eraill yn eu dweud wrth PDG; ✓ Datrys agweddau negyddol tuag at PDG yn yr un modd ag y byddai ymateb yn cael ei wneud am hiliaeth; ✓ Ymdrin â lles, iechyd meddwl a pherthynas cymdeithasol yn ogystal â materion academaidd; ✓ Mynychu Adolygiadau PDG a rhannu'r wybodaeth gyda staff allweddol; ✓ Adnabod pwysigrwydd y Cynllun Addysg Personol – mae'n ddogfen bwysig, nid ymarferiad ar bapur; ✓ Cydnabod cyfrifoldebau fel Rhiant Corfforaethol - trin y PDG yn yr un modd ag y byddech yn trin eich plant eich hunain; ✓ Blaenoriaethu'r PDG am gefnogaeth ychwanegol lle y maent ei hangen a pheidio aros nes y bydd pethau'n rhy hwyr; ✓ Sicrhau hyfforddiant cyson ar gyfer yr ysgol gyfan; a ✓ Rhoi amser i athrawon dynodedig PDG i gyflawni eu cyfrifoldebau;
Gweithio gyda Gweithiwr Cymdeithasol
✓ Dod i adnabod Gweithiwr Cymdeithasol eich plentyn – maent yn bobl bwysig ym mywydau'r PDG; ✓ Gweithio gyda hwy er mwyn sicrhau dull cydgysylltiol o weithio; a ✓ Chofio, fel gyda phob ymarferwr, eu bod i gyd yn wahanol – peidiwch â chymryd arnoch, gan i chi adnabod un nad ydych wedi rhoi gwerth ar y ffaith 'eu bod i gyd yr un fath.'

Meysydd lle allai ysgolion wneud yn well:

"Sicrhewch fod gofalwyr yn cynorthwyo'r plant gartref – gyda darllen, sgiliau rhifedd a gwella eu hymddygiad yn yr ysgol"

"Dylai a gallai ysgolion uwchradd gyfathrebu sylwadau cadarnhaol, ddim cwyno a thynnu sylw at y negyddol o hyd. Hefyd, gallent ganolbwyntio'n fwy ar y pethau bychain sy'n dda; defnyddiwch systemau gwahanol yn fwy effeithiol, e.e. neges destun/e-bost/sgyrsiau ffôn/ dyddiaduron. Mae gweithred fach yn mynd yn bell!"

"Dylai athrawon gael hyfforddiant dysgu, ar y dechrau ac wrth iddynt ddatblygu yn eu gyrfaoedd. Nid ydynt yn gwybod digon am ddatblygiad ac ymlyniad. Dylent ddefnyddio'r hyn y maent wedi eu dysgu."

"Mwy o ffocws ar addysgu plant fod bywydau cartref pawb yn wahanol - nid pawb sy'n byw gartref gyda'u mam a'u tad"

"Dylai athrawon gael disgwyliadau uwch o bob PDG"

SAFBWYNTIAU GWAHANOL YMARFERWYR SY'N GWEITHIO AGOSAF AT PDG MEWN YSGOLION.

Bûm hefyd yn cwrdd â nifer o ymarferwyr gwahanol sy'n cefnogi PDG megis y Person Dynodedig; aelodau o ALl, Timau Cefnogi Addysg PDG; Seicolegwyr Addysg arbenigol; Gweithwyr Cymdeithasol a Swyddogion Adolygu Annibynnol. Dyma'u cynghorion ar gyfer Ysgolion sy'n Ystyrlon o PDG:

Y Rhwystrau y gall ysgolion eu cyflwyno
Prinder cyfathrebu effeithiol, felly. . . • Dylid cydnabod hanes a chefndir; • Gwybodaeth bwysig ddim yn cyrraedd y bobl iawn; ac • Ysgolion ddim yn trosglwyddo gwybodaeth am orffennol a hanes addysgol plentyn. Agweddau negyddol: " Mae gennym ni oll broblemau" "Nid ydw i'n weithiwr cymdeithasol/therapydd/arbenigwr" "Nid yw'n deg ar y plant eraill yn yr ysgol" "Ni ddylem ni orfod cael plant fel yna yma" Prinder hyfforddiant, gwybodaeth ac ymwybyddiaeth o anghenion cyffredinol PDG. . **Tueddiad i gredu fod plentyn yn hapus os nad oes trafferthion amlwg ond dan yr wyneb, gallai fod pryderon dybryd.**

BETH MAE GOFALWYR MAETH (GM) AM I NI EI WYBOD?

CYFEIRIODD Y GM Y BÛM YN SIARAD Â HWY AM BROFIADAU CADARNHAOL IAWN YR OEDDENT WEDI EU PROFI GYDAG YSGOLION, YN ENWEDIG YSGOLION CYNRADD. ROEDDENT YN HAPUS GYDA'R GEFNOGAETH YCHWANEGOL A'R CYMORTH Y CAFODD Y PLANT A THEIMLWYD FOD AMBELL YSGOL YN OFALGAR IAWN.

Elfennau sy'n gymorth i PDG fod yn hapus yn yr ysgol:

Oedolion 'caredig'

Mae plant yn yr ysgol am y rhan fwyaf o'r dydd. Os yw oedolyn yn ymddwyn yn negyddol tuag atynt, mae'n rhaid iddynt ddelio â hyn am amser hir.

Pan fydd athrawon yn ceisio deall y plentyn

Maent yn gwneud defnydd effeithiol o sbectol 'fy mywyd.'

Plant yn derbyn cyfrifoldebau

Cael swydd a theimlo'n bwysig e.e. cynnau'r cyfrifiadur/cynorthwyydd y dydd.

Trin PDG yn gydradd

Gadewch iddynt gymysgu ond gwahaniaethwch hwy pan fydd hynny'n angenrheidiol..

Cydnabyddiaeth fod pawb yn wahano

Peidio meddwl fod pob PDG yr un fath, e.e. systemau gwobrwyo sydd wedi eu creu ar gyfer yr unigolyn.

Cydgysylltiad gyda GM cyn rhai gweithgareddau

Fel y medrwch gytuno sut i'w reoli e.e. gwaith Coeden Deuluol - gallai fod yn well petai modd i'r plentyn greu dwy goeden - un ar gyfer y teulu gofal maeth a llall ar gyfer y teulu genedigol.

Sensitifrwydd gyda rhai digwyddiadau

e.e. Sul y Mamau / Nadolig. Gweithiwch mewn partneriaeth â'r GM er mwyn meddwl sut y dylid eu rheoli. Os oes pethau arbennig yn cael eu gwneud e.e. Cerdyn Nadolig, caniatewch iddynt wneud dau os oes angen. .

Caniatewch i'r plant rannu straeon eu bywydau os ydynt am wneud hynny

Byddwch yn wyliadwrus y dylai hyn gael ei reoli mewn modd sensitif.

Penderfynwch gyda'r GM beth maent am gael eu galw a defnyddiwch hyn gyda'r plentyn

Defnyddiwch Lyfrau Cartref yr Ysgol er mwyn cyfathrebu

Ond sicrhewch fod yma sylwadau cadarnhaol yn ogystal â phethau eraill.

Trefnwch gwrdd â'r GM cyn ac ar ôl yr ysgol gymaint ag y medrwchh

Yn enwedig yn ystod cyfnodau anodd.

Croesawch y GM i'r ysgol ar gyfer digwyddiadau gwahanol

e.e. Ffeiriau/Cyngherddau/Diwrnod Mabolgampau.

Cynnwys y GM mewn cyfarfodydd ac adolygiadau

Adnabod pwysigrwydd perthnasau ag eraill

Cymorth i'r plentyn er mwyn ei ddysgu i wneud a chadw cyfeillgarwch..

Mewn Ysgol Uwchradd, dylai fod un neu ddau athro allweddol (neu bennaeth blwyddyn). Dylai'r person hwn fod ar gael pan fydd y PDG angen siarad. Dylent hefyd wirio'n aml fod y PDG yn iawn.

"Gwybod pwy i fynd ato yn yr ysgol os fyd angen help arnaf."

"Pennaeth sy'n deall fy sefyllfa."

"Dylai athrawon adnabod yr arwyddion os nad yw rhywun yn iawn ac ymateb."

Mae'n hollbwysig i blant sy'n derbyn gofal gael eu gweld yr un fath â phlant nad yw'n cael eu maethu. Mae'n bwysig fod staff yr ysgol yn trin plant sy'n derbyn gofal yn yr un modd â disgyblion eraill a bod plant a phobl ifanc yn cael eu trin yn deg.

"Athrawon sy'n eich trin yr un fath â phob disgybl arall."

"Edrych ar ôl pawb, nid dim ond plant a phobl ifanc sy'n derbyn gofal. Ond sicrhau eu bod yn trin plant a phobl ifanc sy'n derbyn gofal, yn deg."

"Ddim eisiau cael fy nhrin fel mêt ond yr un fath â phawb arall, fel oedolyn ifanc."

"Dylai athrawon wybod sut deimlad yw cael eich maethu – rhoi eu hunain yn ein hesgidiau."

"Dylai athrawon dreulio wythnos mewn gofal maeth i weld sut brofiad ydyw."

Gall plant sy'n derbyn gofal fyw ymhellach i ffwrdd o'r ysgol na phlant eraill sydd yn yr ysgol neu efallai eu bod yn teithio i'r ysgol mewn tacsi. Gall hyn wneud iddynt deimlo'n wahanol a'u hynysu gan gyfyngu ar eu cyfranogiad mewn gweithgareddau ar-ôl-ysgol.

Mae teithio ymhellach i'r ysgol neu orfod mynd mewn tacsi yn medru ynysu'r PDG a chyfyngu ar eu cyfranogiad o weithgareddau ar-ôl-ysgol.
Dyma rai o'r pethau y mae plant wedi ei ddweud am hyn:

"Neb yn ymddiried ynddynt i gerdded i'r ysgol, rhag ofn iddynt redeg bant."

"Mae merch y gofalwr yn cael ei gyrru mewn car i ysgol arall, felly mae'n rhaid i'r plentyn maeth gael tacsi."

"Efallai nad yw gofalwyr am yrru'r holl ffordd i'r ysgol."

"Gorfod cael tacsi."

Mae gwahaniaeth rhwng sut y mae plant cynradd ac uwchradd yn eu teimlo ynghylch y ffaith fod athrawon yn gwybod am eu hamgylchiadau.

Mewn Ysgolion Cynradd mae'r mwyafrif o blant am i'r athrawon wybod am eu cefndiroedd a'r ffaith eu bod yn PDG.

"Dylai athrawon wybod am ein cefndir."

"Dylai Gweithwyr Cymdeithasol esbonio i athrawon yn ogystal â siarad â phlant."

"Dylai pob athro wybod pwy sy'n cael eu faethu."

"Ffrind neu athro all edrych ar eich ôl a deall eich sefyllfa fel y gallant ddweud wrthych sut y mae pethau'n mynd a sut ydych yn ei wneud."

"Dylai pawb yn yr ysgol wybod pwy sy'n cael eu maethu."

Mewn Ysgol Uwchradd, mae pobl ifanc yn teimlo mai ond llond llaw o athrawon ddylai wybod am fanylion eu sefyllfaoedd.

"Dewch o hyd i hoff athro – rhywun y gallwch fynd ato. Rhywun sy'n gwybod am eich sefyllfa bersonol."

"Sdim angen i bob athro gael gwybod."

"Dylai un neu ddau athro gael gwybod (e.e. pennaeth, pennaeth blwyddyn, athro o'ch dewis.)"

Dylai'r athro allweddol ddweud [wrth athrawon eraill], "Os oes problem gyda disgybl X, dywedwch wrtha i."

Fel rhan o'r gwaith paratoadol wrth ysgrifennu'r adnodd hwn, cynhaliwyd grwpiau ffocws â rhai o'r bobl sy'n chwarae'r rhannau mwyaf allweddol ym mywydau PDG, yn ogystal â gyda'r bobl ifanc eu hunain. Yn y bennod hon, nodir y canlyniadau a'r negeseuon mwyaf allweddol ar gyfer cynhwysiant.

LLAIS Y PLENTYN A'R PERSON IFANC (gyda diolch i Dynamix am eu cefnogaeth fedrus iawn wrth gasglu'r safbwyntiau hyn)

Fel pob plentyn a pherson ifanc, mae gan PDG safbwyntiau cryf am y modd y gallant dderbyn mwy o gefnogaeth yn yr ysgol. Mae'n bwysig iawn gwrando a pharchu'r safbwyntiau dan sylw gan fod yr hyn sydd ganddynt i ddweud yn llawn gwybodaeth a gall helpu ymarferwyr i fod yn fwy llwyddiannus a sicrhau eu bod yn cael canlyniadau da a bod y PDG yn hapus ac yn setlo yn yr ysgol.

Dyma rai o'u negeseuon:

Pan ofynnwyd: "Sut mae pobl eraill yn gweld person ifanc sy'n cael ei ofalu amdano?"

Dywedodd PDG:

"Dim teulu"

"Cefndir dyrys ganddo"

"Ei weld fel label"

Pan ofynnwyd: "Beth sy'n anodd am fod yn PDG?"

Ymatebodd PDG:

"Gwahanol reolau – ddim yn cael cysgu draw yn nhŷ ffrind na mynd ar dripiau."

Pan ofynnwyd: "Beth sy'n anodd am yr ysgol?"

Dywedodd PDG:

"Rydych yn cael llai a llai o sylw a help."

"Rydych yn cael eich trin yn wahanol."

"Rydych yn cael eich bwlio."

"Nid yw'r athrawon yn eich deall."

"Rydych yn teimlo fod neb yn gwrando arnoch a bod neb yn eich deall."

"Brodyr a chwiorydd yn mynd i wahanol ysgolion."

"Collodd y plentyn [y PDG] ei dymer gan bod rhywun yn gweiddi arno – roedd hyn yn atgof o fywyd cyn bod mewn gofal maeth."

Mae'n anochel fod gan blant sy'n rhan o'r system gofal, rwydweithiau cynorthwyol cymhleth o'u hamgylch. O'r dechrau'n deg, lle y codir pryderon am y gofal teuluol y maent yn ei dderbyn, maent yn troedio i fyd ymarferwyr a fydd yn symud i mewn ac allan o'u bywydau. Mae'r ffigur isod yn arddangos hyn yn glir. Ni ellir osgoi hyn yn hawdd ond mae gofyn ei fod yn system effeithiol o gefnogaeth sy'n cynnwys cyfathrebu da, eglurdeb o ran dulliau gweithredu a chydweithio agos mewn partneriaeth. Mae'n rhaid i bawb weithio ar y cyd er mwyn sicrhau'r canlyniadau gorau posib i'r PDG. Mae'r cyswllt rhwng yr ysgol a'r gofalwr yn hollbwysig fel y medrir diwallu anghenion y PDG a datblygu'r dulliau gwaith priodol sydd eu hangen er mwyn gwneud hynny mewn modd llwyddiannus.

Medrir cyflawni hyn orau drwy sgwrsio'n gyson â gofalwyr ac ymarferwyr eraill (llawer mwy na mewn adolygiadau ffurfiol yn unig.) Mae sicrhau fod gofalwyr yn gwybod sut i gael cysylltiad hawdd â'r ysgol a sut y gallant helpu eu plant yn y cartref er mwyn cefnogi eu dysgu hefyd, yn hollbwysig.

Pennod Pedwar

Gweithio ag Eraill

3.9 CRYNODEB O'R MARC ANSAWDD

Yn ogystal â Llawlyfr Ysgolion sy'n Ystyrlon o PDG a rhaglen hyfforddi tair haen, mae **Marc Ansawdd Ysgol sy'n Ystyrlon o PDG** yn elfen allweddol wrth gyflawni arferion gorau cyson ar gyfer Plant sy'n Derbyn Gofal ar draws y rhanbarth.

Mae tîm datblygu wedi llunio offeryn archwilio i gydnabod safonau uchel o ran arferion. Mae aelodau'r tîm yn cynnwys y cyn Brif Seicolegydd Addysg ar gyfer y ddau Awdurdod sydd bellach yn gweithio ym Mhrifysgol Caerdydd; Dirprwy Brif Seicolegydd Addysg y ddau Awdurdod sydd bellach yn gweithio ym Mhrifysgol Caerdydd; Dirprwy Brif Seicolegydd Addysg ar gyfer RhCT; Athro Ymgynghorol PDG o fewn y Tîm Addysg ar gyfer PDG yn RhCT; Cydgysylltwyr Addysg ar gyfer PDG o'r ddau Awdurdod Lleol, a Phersonau Dynodedig o ysgolion lleol.

Gan gyfeirio at ymchwil yn ymwneud â chanllawiau NICE, datblygiad Ysgolion sy'n Ymwybodol o Ymlyniad yn Lloegr, canllawiau Llywodraeth Cymru a'r blociau adeiladu a nodwyd ym Mhennod 3 o Lawlyfr Ysgolion sy'n Ystyrlon o PDG, lluniwyd set o ddangosyddion ansawdd (hanfodol a dymunol) yn seiliedig ar y **3 thema** ar gyfer gwneud ysgolion yn ystyrlon o PDG.

Mae fframwaith ar gyfer rhagoriaeth wedi'i ddatblygu fel y gall ysgolion dystiolaethu eu harferion trwy gydol y flwyddyn academaidd er mwyn ennill cydnabyddiaeth Ysgol sy'n Ystyrlon o PDG. Fel rhan o'r broses o greu cynllun strategol ar gyfer y grant GDD PDG, mae'n ofynnol bellach i bob ysgol yn rhanbarth Consortiwm Canolbarth y De gysylltu'u cynlluniau â dangosyddion perthnasol yr offeryn a ddefnyddir i asesu'r Marc Ansawdd. Mae defnyddio'r dangosyddion Marc Ansawdd yn sicrhau bod arweinwyr ysgolion yn defnyddio'r grant yn strategol i wneud y newidiadau sydd eu hangen i wella deilliannau i blant a phobl ifanc sydd yn/wedi derbyn gofal. Mae arferion sy'n gwella cynllunio a phrosesau strategol yn agwedd bwysig o'r grant GDD PDG.

Gall ysgolion gyflawni'r Marc Ansawdd sy'n Ystyrlon o PDG ar ddwy lefel: Aur a Phlatinwm. Mae'r cyntaf yn cynnwys 44 o ddangosyddion (36 yn hanfodol ac 8 yn ddymunol) a bydd disgwyl i ysgolion dystiolaethu arferion yn erbyn y rhain a sicrhau sgôr o **80%** (gan gynnwys pob dangosydd hanfodol) neu fwy. Mae'r ail yn gofyn am enghreifftiau o arferion arloesol sy'n arwain y sector, yn ogystal â'r holl Ddangosyddion Lefel Aur a phresenoldeb mewn hyfforddiant **Lefel 3** ar Ysgolion sy'n Ystyrlon o PDG.

Mae angen i ysgol ddangos sgôr o leiaf **65%** yn ei hunanwerthusiad ar gyfer arferion gorau sydd wedi'u datblygu'n llawn a/neu sydd eisoes ar waith, er mwyn ennyn rhagor o gefnogaeth ac arweiniad gan Dîm Addysg PDG wrth symud ymlaen i dystiolaethu sgôr o **80%** neu fwy ac ennill y Marc Ansawdd i Ysgolion sy'n Ystyrlon o PDG.

3.8 PROBLEMAU IECHYD MEDDWL

Yn y cyflwyniad, gwnaethom amlygu mai un o'r anawsterau mwyaf arwyddocaol i PDG yw'r nifer o'r rheini sy'n mynd yn eu blaen i ddatblygu problemau iechyd meddwl yn ddiweddarach. Nid yw hyn yn broblem i'r rheini yn y system gofal yn unig. Fe wyddom fod nifer y plant yr ystyrir bod problemau iechyd meddwl arnynt yn cynyddu yn gyffredinol. Gan ystyried difrifoldeb y trawma a'r cam-drin mae llawer yn ei brofi nid yw'n syndod y gallai PDG fod mewn mwy o risg. Mae'r holl wybodaeth yr ydym wedi ei chyflwyno yn yr adnodd hwn yn ymdrech i leihau'r tebygolrwydd o hyn yn digwydd drwy gynyddu gwybodaeth, sgiliau a dealltwriaeth i'r rheini sy'n gweithio mewn ysgolion. Fodd bynnag, yn anffodus, fe fydd bob amser rhai PDG a fydd yn mynd yn eu blaen i gael problemau iechyd meddwl ac felly mae'n bwysig ein bod ni'n effro i hyn ac yn gweithredu pan fo'n angenrheidiol.

Isod, ceir rhestr o ymddygiadau cyffredin y gall disgybl â phroblemau iechyd meddwl eu cyflwyno, a bydd yn ganllaw defnyddiol wrth ystyried anghenion y disgyblion:

- *dangos ychydig o bleser ar adeg pan ddisgwylir pleser*
- *mynd yn ôl i ymddygiad a ddisgwylir gan blentyn iau*
- *bod yn fos neu or-reoli*
- *ymddygiad sy'n hunan-niweidiol*
- *mynd i mewn i'w gragen*
- *anghofio sgiliau a oedd arfer bod ganddo*
- *cam-drin sylweddau*
- *newid ymddygiad hwyl neu ymddangosiad yn sydyn,*
- *cwyno'n barhaus am iechyd heb unrhyw achos clir*
- *problemau ennill/colli pwysau*
- *problemau dysgu sut i fynd i'r tŷ bach/gwlychu/baeddu sy'n amhriodol i'r oedran neu faterion meddygol*
- *ddim yn ymatebol iawn i boen, colled neu bleser*
- *lefelau pryder sy'n uwch na'r cyffredin neu'n anarferol*
- *ymladd yn aml, colli tymer yn aml*
- *dirywiad o ran safon gwaith*
- *patrymau anarferol o ran presenoldeb yn yr ysgol*
- *dechrau chwarae rhywiol*
- *chwarae sy'n ddefodol*
- *cysgu'n wael*
- *diffyg diddordeb neu gymhelliant*
- *bod yn ddinistriol*

Oddi wrth adnodd ar wefan Ysgolion Northamptonshire (2014)

Yn gyffredinol mae llawer o'r ymddygiadau hyn yn ymateb normal i ddigwyddiadau dydd i ddydd sydd yn fwy anodd i PDG, fel pontio, digwyddiadau bywyd neu ben-blwyddi. Fodd bynnag, dylid monitro PDG yn ofalus a'u cyfeirio at asesu a chefnogaeth bellach:

- **os yw'r problemau'n parhau neu'n cynyddu yn eu hamledd;**
- **os oes yna nifer o wahanol ffactorau risg sydd eisoes yn bresennol; ac**
- **os yw'r ymddygiad hwn yn dyfod yn fwy a mwy o rwystr i ddysgu'r PDG neu i ddysgu eraill.**

Rydym wedi darparu gwybodaeth ym Mhennod Pump ynghylch gwahanol wasanaethau a sut y gallant eich helpu chi, ond yn fwy penodol mae'n bosibl y byddwch am ystyried ymgynghori â'ch Seicolegydd Addysg neu'r Tîm Addysg ar gyfer PDG, i ddechrau.

Y Cynllun Datblygu Unigol (CDU)

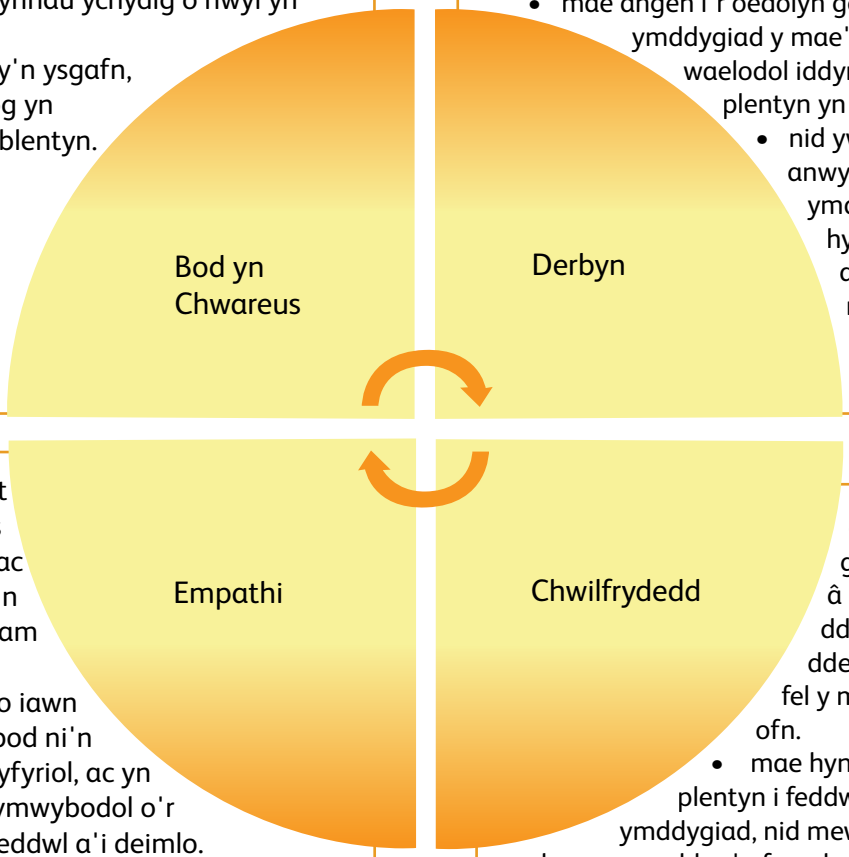
Ar gyfer rhai plant sydd ag anghenion dysgu ychwanegol, bydd angen Cynllun Datblygu Unigol. Mae'n bwysig fod y Cynllun Addysg Personol a'r Cynllun Datblygu Unigol yn ategu'i gilydd, gan fod y ddau yn bwysig iawn ynddynt eu hunain o ran sicrhau bod holl anghenion y plentyn yn cael sylw llawn.

Pwy sy'n trefnu cyfarfod y Cynllun Addysg Personol?

Gall unrhyw un gysylltu â chydweithwyr i drefnu cyfarfod i drafod Cynllun Addysg Personol, ond fel arfer y Gweithiwr Cymdeithasol a/neu'r Person Dynodedig ar gyfer PDG fydd yn ei drefnu.

3.7 RHOWCH GYNNIG AR YR YMAGWEDD 'PACE'

Mae PACE yn ffordd o weithio gyda phlant a phobl ifanc sy'n anelu at ddarparu llwybr i adeiladu perthnasoedd cadarnhaol ac effeithiol. Mae'n seiliedig ar ymchwil o niwrowyddoniaeth (Bombèr a Hughes 2013) ac yn canolbwyntio ar helpu plant i gyflawni 'cyflwr agored ac ymgysylltiol' sy'n ganolog i'w gallu i setlo a dysgu. Ceir pedair elfen iddo a ddisgrifir isod:



Bod yn Chwareus

- ar adegau, gall rhyngweithio chwareus helpu plant a phobl ifanc i deimlo'u bod yn ymgysylltiol ac yn rhan o berthynas. Mae cael y profiad a mwynhau ychydig o hwyl yn helpu plant.
- nid yw agwedd sy'n ysgafn, ymlaciedig a hwyliog yn teimlo'n fygythiol i blentyn.

Derbyn

- darparu seiliau i'r profiad o ddiogelwch i PDG.
- deall a derbyn yr hyn y mae plant yn ei wneud. Nid goddef ymddygiad ond cyfleu i'r plentyn eich bod yn deall pam ei fod wedi gwneud hyn.
- mae angen i'r oedolyn geisio derbyn dewisiadau ymddygiad y mae'r PDG yn eu gwneud sy'n waelodol iddynt ac yna sicrhau fod y plentyn yn deall hyn.
- nid yw derbyn yn golygu anwybyddu nac esgusodi ymddygiad eithafol ond yn hytrach fod y canolbwynt ar y person nid ar yr hyn y mae wedi ei wneud.

Empathi

- mae angen i blant brofi ein hempathi os ydyn nhw am ddeall ac ymddiried ein bod ni'n eu gwerthfawrogi ac am eu cefnogi.
- nid yw empathi go iawn ynghylch dweud ein bod ni'n deall, y mae'n fwy myfyriol, ac yn dangos ein bod ni'n ymwybodol o'r hyn mae'r llall yn ei feddwl a'i deimlo.
- daw'r oedolyn i ddeall profiadau'r plentyn (wrth iddo edrych arnyn nhw'n wrthrychol) ac mae'n myfyrio hyn yn ôl i'r plentyn ym mhob ffordd (cyswllt llygaid, mynegiant wyneb a thôn llais).

Chwilfrydedd

- y man cychwyn ar gyfer adeiladu perthynas â phlentyn yw ei helpu i ddysgu ac i feddwl ac i ddeall pam ei fod yn teimlo fel y mae heb gywilydd nac ofn.
- mae hyn yn cynnwys cael y plentyn i feddwl 'pam' ynghylch ei ymddygiad, nid mewn modd sy'n gwrthdaro ond mewn modd sy'n fwy chwilfrydig. Weithiau, mae bod yn chwilfrydig yn golygu gwneud y dyfaliad gorau ac yna ceisio meddwl y peth drwodd gyda'r plentyn.

Unwaith yn rhagor, dim ond trosolwg cryno iawn yw hwn o'r hyn a allai'n hawdd fod yn llyfr. Am lyfr hawdd ei ddeall sy'n esbonio hyn a llawer mwy mewn llawer mwy o fanylder cyfeiriwch at:
Bombèr and Hughes, (2013). Settling To Learn: Why Relationships Matter In School . Worth publishing.

- ✓ Defnyddiwch ddulliau ymdawelu yr ydych yn gwybod fydd yn gweddu i'r unigolyn, sef cerddoriaeth efallai, neu ardal dawel, cyfle i eistedd gydag oedolyn yn agos, gwneud gweithgareddau sy'n ymdawelu'r plentyn fel chwarae gyda thoes, gêm gyfrifiadur neu ddim ond sgwrsio.
- ✓ Defnyddiwch flwch ymdawelu'r plentyn, os oes un ganddo;
- ✓ Byddwch yn ymwybodol iawn o'ch hun os ydych yn rheoli'r sefyllfa hon, oherwydd bydd eich lefelau stres chithau'n codi hefyd; a
- ✓ Cheisiwch sicrhau fod pobl eraill yno i'ch helpu os bydd angen.

Beth allwn ei wneud wedyn?

Yr hyn sy'n allweddol i helpu PDG yw dod o hyd i ffordd o symud ymlaen ac efallai 'atgyweirio'r' difrod (yn ffigurol yn ogystal ag yn llythrennol) sydd wedi digwydd.
Gallai'r canlynol fod ymhlith y camau i'w hystyried:

- ✓ Cael sgwrs dawel ac uniongyrchol ynghylch beth sydd wedi digwydd a'r canlyniad, bod yn niwtral, ond dangos eich bod yn deall y bydd y plentyn wedi ypsetio'n fawr;
- ✓ Bod yn glir am yr angen i symud ymlaen a dod o hyd i ffordd o 'atgyweirio'; ;
- ✓ Gadael iddo wybod sut i wneud hynny, helpu gyda syniadau os yw'n angenrheidiol;
- ✓ Gadael iddo wybod eich bod yn deall ei fod yn bosibl na fydd yn hawdd ac y gallwch ei helpu pan fydd angen hynny; a
- ✓ Phan fydd wedi ymgysylltu â'r 'atgyweirio', byddwch yn glir iawn o ba mor falch ydych chi o'r plentyn, a sut y bydd wedi helpu eraill hefyd a fydd hefyd yn teimlo'n well ynghylch pethau nawr.

3.6 Y CYNLLUN ADDYSG PERSONOL

Ym Mhennod 1 ac yn gynharach yn y Bennod hon, rydym wedi pwysleisio gwerth a phwysigrwydd y Cynllun Addysg Personol o ran sicrhau'r deilliannau gorau posibl i PDG. Pan fydd ymddygiad problematig a heriol yn dechrau ymwthio y mae'n bwysig iawn ein bod yn ymateb yn gynnar ac yn effeithiol i osgoi dwysâd. Mae'r Cynllun Addysg Personol yn ffordd bwysig o ddechrau'r broses hon achos bydd yn cynnwys yr holl bobl allweddol sy'n cydweithio yn y ffordd fwyaf cadarn ac effeithiol posibl. Caiff hyn ei wneud orau drwy broses sy'n fwy ffocysedig.

Y Cynllun Addysg Personol yw'r fframwaith perffaith i wneud ymateb cynhwysfawr i unrhyw heriau ymddygiadol sylweddol yng nghyd-destun yr ysgol. Mae'r ymagwedd yn cael ei unigolyddu a phan fo anawsterau, gall gynnwys casglu gwybodaeth gynhwysfawr am broblemau, y nod yw ceisio deall swyddogaeth yr ymddygiad heriol i'r plentyn, h.y. **Pam yw e'n gwneud yr hyn mae'n ei wneud?** Yn benodol, gall gynnwys pwyslais ar helpu'r plentyn i ddysgu'r sgiliau sydd eu hangen arno i ddod o hyd i ffyrdd gwell o reoli sefyllfaoedd anodd.

Sut mae hyn yn gwahaniaethu oddi wrth gynlluniau eraill rydym yn eu defnyddio eisoes?

Yn gyntaf, gall Cynllun Addysg Personol osgoi'r angen i gael llawer o wahanol gynlluniau; un cynllun ydyw sy'n gallu bodloni rôl Cynllun Addysg Personol ond hefyd:

- **CYU** (Cynllun Ymddygiad Unigol)
- **CCB** (Cynllun Cefnogi Bugeiliol)

Yn ail, y mae wedi ei seilio'n llwyr ar safbwynt y PDG drwy ystyried swyddogaeth yr ymddygiad. Fel yr ydym wedi pwysleisio, mae rheoli heriau'n effeithiol yn dibynnu ar ddefnyddio sbectol 'Fy Mywyd' oherwydd mae ymddygiad yn dueddol o gael diben ac y mae'n hanfodol bod hyn yn cael ei ystyried wrth chwilio am y ffordd orau o gefnogi a rheoli anawsterau.
Yn drydydd, ymagwedd gadarnhaol yw'r un sy'n ystyried cryfderau yn ogystal â'r anawsterau.

Amser am seibiant

Pan fydd yn bosibl yn ystod y dydd, gall fod yn ddefnyddiol cynllunio amser seibiant yn gryno. Mae hyn yn caniatáu'r plant i gymryd peth amser i ymdawelu, myfyrio, a chael cyswllt â'i Oedolyn Allweddol, siarad am y pethau sy'n ei boeni, gwirio unrhyw beth y mae'n ansicr ohono, a dod at eu pwysau'n gyffredinol a chadw i fynd.

'Hwyl fawr a welwn ni chi yfory'

Yn yr un modd ag yr ydym yn setlo PDG i'w diwrnod, y mae'r un mor bwysig sicrhau fod y dydd yn gorffen gyda hwyl fawr gadarnhaol a gofalgar. Felly unwaith eto, ychydig o amser gyda'r Oedolyn Allweddol i siarad am y dydd a'r pethau sydd wedi mynd yn dda neu ddim mor dda. Gorffen gyda gwên ac edrych ymlaen at y diwrnod ysgol nesaf yw'r nod, nid dyma'r amser ar gyfer unrhyw wrthgyhuddiadau na sgyrsiau anodd. Sicrhewch fod unrhyw eiddo a drysorir yn cael ei ddychwelyd a bod unrhyw 'newyddion da' yn cael ei gyfleu mewn llyfr ysgol-cartref.

Sicrhewch fod unrhyw drafodaethau â gofalwyr maeth ar ddechrau a diwedd y dydd, a allai fod yn fwy negyddol, ddim yn digwydd o flaen y PDG. Gall y math yma o wybodaeth gael ei rhannu drwy e-bost.

3.5 COLLI ARNI: OSGOI, GOROESI A DELIO Â'R CANLYNIAD

Yn anffodus, er gwaetha'r nifer o strategaethau y gellir eu gosod mewn lle ar gyfer ein PDG, bydd yna bob amser gyfleoedd pan fydd sefyllfaoedd yn chwalu ac yn torri i lawr yn llwyr. Fodd bynnag, os byddwn yn deall ychydig yn fwy ynghylch beth sy'n digwydd a pham fod camfihafio'n digwydd, yna gallwn ni fod yn fwy abl wrth eu hosgoi. Mae hefyd angen i ni fod yn glir ynghylch sut i ymateb wedyn, er mwyn osgoi gwneud pethau'n waeth, ac efallai gwneud peth atgyweirio. Mae gan Bombèr (2011) ychydig o gyngor da iawn i'w gynnig.

Pam fo plant yn colli arnynt?

Bydd ymddygiad yn torri lawr yn llwyr pan fydd plentyn yn methu â'i reoli ei hun ac ni ellir ei reoli o gwbl, fel arfer am ei fod yn profi lefelau uchel o stres na all ymdopi ag e ddim mwy. Gall y sbardun fod yn rhywbeth ar lefel isel iawn, ond ei fod wedi dod ar adeg pan fo'r stres gwaelodol mor uchel fel na ellir ei oddef. Mae hanes hir o drawma tocsig ac eithafol yn peri i blant deimlo'n annigonol, yn bryderus ac allan o reolaeth. Maen nhw'n llawer llai hunan ymwybodol o'u teimladau ac felly ddim yn gallu asesu drostynt eu hunain pan fyddan nhw'n agosáu at bwynt ffrwydro ac felly'n llai abl i gymryd camau i reoli eu hemosiynau'n briodol.

Sut i leddfu hyn

I ddechrau, mae ymwybyddiaeth yn helpu. Mae dod i adnabod arwyddion unigol lefelau uchel o stres fel bod yn orymatebol, yn orwyliadwrus, ceisio synhwyraidd, yn bryderus, aflonydd a methu setlo, yna bydd cymryd camau i helpu'r PDG i reoleiddio'i hun, ymdawelu ac efallai cymryd peth amser i ffwrdd, yn helpu i atal y sefyllfa rhag mynd dros ben llestri. Ceisiwch osgoi cymryd yr agwedd oherwydd nad oes unrhyw beth amlwg wedi digwydd na all fod yn dioddef o stres. Mae stres yn gallu amrywio o ran lefelau ar wahanol amseroedd ar wahanol ddyddiau i oedolion a phlant fel ei gilydd.

Sut i ymateb

Ar adegau ni fydd ein hymdrechion mwyaf yn gweithio, neu efallai bydd y plentyn wedi hen fynd lawr y llwybr i dorri lawr, ac felly fe fydd adegau pan fydd ymdrechion i atal y sefyllfa rhag mynd dros ben llestri yn methu. Pan fo hyn yn digwydd, bydd angen ystyried yr anghenion canlynol:

✓ Ceisiwch gael y plentyn i 'wagle diogel' i ffwrdd oddi wrth eraill ac yn fwy pwysig i ffwrdd o'r ystafell ddosbarth;

BLYCHAU YMDAWELU

Mae blwch ymdawelu'n cynnwys amrywiaeth o syniadau i blant a fydd yn eu helpu i gael gwared ar stres a lleihau lefelau eu pryder. Bydd unrhyw adnoddau sydd eu hangen arnynt yn gynwysedig hefyd. Gall gweithgareddau gynnwys pethau y gallent fod wedi eu dewis y maen nhw'n eu hoffi ac sy'n eu hymdawelu. Ymhlith yr enghreifftiau mae:

- *Chwarae gyda "theganau ffidlan" am 5 munud (fel ciwb Rubik, mwclis gofidiau, pêl stres a blwtac)*
- *Gwrando ar gerddoriaeth*
- *Dargopïo/lliwio/lluniau dot i ddot*
- *Chwilair*
- *Gweithgareddau Mathemateg*
- *Chwarae gyda thoes*

Mae'n ddefnyddiol cadw blwch ymdawelu yn yr ystafell ddosbarth yn ogystal â'r 'ardal ddiogel'.
Bombèr (2011)

3.4 RHEOLI BOB DYDD

Gydag ystyriaeth ofalus a chynllunio trefn o ddydd i ddydd, mae yna lawer y gellir ei wneud i helpu PDG i deimlo eu bod wedi setlo ac yn sicr, ac felly lleihau'r tebygolrwydd o ypsetio a phroblemau yn ystod y dydd.

Cwrdd a chyfarch

Gall dechrau'r diwrnod ysgol fod yn hanfodol i unrhyw ddisgybl ac felly gall rhoi trefniadau bach byr yn eu lle fod yn bwysig iawn i helpu'r plentyn i setlo i'r diwrnod a pharatoi ar gyfer yr hyn sydd i ddod. Yn ei llyfr mae Louise Bombèr (2007 a 2011) yn awgrymu fod yna rai elfennau i hyn sy'n bwysig iawn eu dilyn:

Yn gyntaf ceisiwch **ddiogelu'r amser**: y mae'n hanfodol os gallwn gynllunio i wneud hyn a'n bod ni'n gwneud hynny gyda chysondeb a dibynadwyedd.
Croesawu'r plentyn - byddwch yn falch o'i weld bob tro a chyfleu hynny ar lafar yn ogystal â fel arall.
Amser sganio - i'r PDG hynny sy'n or-wyliadwrus, y mae'n bwysig ein bod ni'n eu gadael i asesu eu hamgylchedd fel eu bod yn cael rhyw fath o ymwybyddiaeth o ddiogelwch a sicrwydd.
Ymgysylltu – sgwrs am ddoe (cadarnhaol yn unig), neithiwr, a'r daith i'r ysgol heddiw.
Gwrthrychau pontio - Mae'n bosibl y bydd nifer o PDG, cynradd neu uwchradd, am ddod â phethau o adref. Mae siarad am y rhain yn beth da a chymryd diddordeb yn eu gwerth i'r plentyn, ond yna mae angen eu rhoi mewn man diogel am y dydd a'u dychwelyd wrth ddweud 'hwyl fawr a wela'i di 'fory'. Y mae'n hanfodol fod y 'lle diogel' yn gwbl ddiogel ac y gall y plentyn ymddiried ynoch chi ynghylch hynny..
Paratoi – Symudwch y PDG i feddwl am y dydd sydd o'u blaen. Gyda phlant hŷn byddai hyn yn cynnwys mynd drwy'r amserlen a meddwl am yr hyn sydd ei angen ar gyfer sesiynau gwahanol, ar gyfer disgyblion cynradd, bydd ynghylch gwahanol fathau o weithgareddau. Ceisiwch ddefnyddio iaith amser ble gallwch fel 'cyn, ar ôl, yna'.
Cadw mewn cof- Gadewch i'r plentyn wybod eich bod yno ar ei gyfer hyd yn oed pan na fyddwch gydag e. Dywedwch bryd y byddwch yn ei weld nesaf.

3.3 DIOGELWCH A SICRWYDD

Mae rhagweladwyedd a sicrwydd yn bethau yr ydym ni oll yn anelu amdanynt ac am eu cael yn ein bywydau. Sef byd cyson heb lawer o sioc na syrpréis. Yn anffodus nid dyma sydd gan ein PDG, ac nid dyna maen nhw'n ei ddisgwyl chwaith. Maen nhw'n disgwyl cael problemau a bygythiadau ac felly'n effro i hyn yn barhaus. Gwelwn hyn gyda rhai PDG, sef y rhai sydd yn or-wyliadwrus, yn sganio'r amgylchedd yn barhaus a gwirio pethau o hyd. Gall eraill gadw eu teimladau i'w hunain heb ddangos sut maen nhw'n teimlo drwy eu hymddygiad, ond eto mae angen i ni fod yn ymwybodol iawn o'r angen hwn.

Sut gallwn ni helpu

- caniatáu amser i sganio'r amgylchedd ym mhob cyd-destun gwahanol drwy gydol y dydd;
- ceisio sicrhau sefydlogrwydd staff ble y bo'n bosibl. Er enghraifft, os caiff aelod o'r Uwch Dîm Rheoli ei alw at sefyllfa anodd, yna dylai hwnnw fod yr un person pan fo'n bosibl. Ceisiwch osgoi newid staff e.e. goruchwyliwr ganol dydd (cynorthwyydd y ffreutur) ble y bo'n bosibl;
- trefn a chysondeb - ceisiwch adeiladu gymaint o drefn â phosibl ym mywydau PDG yn eich ysgol;
- ceisiwch osgoi newid amserlen gan baratoi PDG yn llwyr pan fo'n angenrheidiol. Cadwch amseroedd arbennig ar gyfer PDG i fod yr un amser bob tro;
- byddwch yn gyson ynghylch disgwyliadau ac ymatebion o ran gwobrwyo a chosbi;
- byddwch mor benodol ag sy'n bosibl - dywedwch wrth blant beth sy'n digwydd, pam fod pethau'n cael eu gwneud mewn ffordd benodol, pam fod ymateb penodol yn cael ei wneud; a
- gwrandewch ar blant i ganfod yr hyn sy'n eu poeni.

Creu man diogel

Bydd rhai PDG yn 'ffoi' fel modd o ddelio â heriau (ac weithiau gall eu heriau fod yn fân iawn neu ddim yn bwysig i ni fel oedolion sicr). Gall hyn ddigwydd mewn nifer o ffyrdd eithafol, er enghraifft, cerdded allan o'r dosbarth, cuddio o dan y byrddau, dringo cypyrddau ayb. Yr hyn sydd angen i ni ei wneud yw darparu 'lleoedd diogel' ble y gall PDG fynd iddyn nhw pan maen nhw angen gwagle i ymdawelu/ gollwng stêm neu reoleiddio eu hemosiynau. Gall yr ardaloedd hyn fod yn rhai bach preifat ble mae plant yn eistedd/gwrando ar gerddoriaeth neu wneud gweithgareddau syml.

Mae Louise Bombèr (2011) yn awgrymu bod darparu 'blwch ymdawelu' unigol i bob plentyn yn gallu bod yn ddefnyddiol iawn. Roedd ardal fach mewn ystafell ddosbarth Cydlynydd Anghenion Dysgu Ychwanegol (CADY) yn un enghraifft mewn ysgol uwchradd. Roedd yn ystafell ddosbarth brysur yn llawn plant yn gweithio mewn grwpiau 1 i 1, felly ni sylwyd ar un person ychwanegol yn dod i'r ardal eistedd. Roedd hefyd yn ddosbarth y gallai disgyblion ei ddefnyddio yn ystod amseroedd egwyl yn lle mynd i'r iard chwarae. Gan fod yna fel arfer, lawer o oedolion o gwmpas, roedd disgyblion yn gwybod y bydden nhw'n ddiogel yno a phetai angen y byddai'r oedolion yn rhoi o'u hamser iddynt. Mewn ysgol gynradd, gall pabell fach gael ei defnyddio fel gwagle diogel i blant. Yn anaml iawn fydd plant yn camddefnyddio lleoedd diogel, er bod hyn yn bryder y mae oedolion yn aml yn ei fynegi.

DISGRIFIAD SWYDD YR OEDOLYN ALLWEDDOL (OA)

Perthynas, perthynas, perthynas - Mae'r OA yn gweithio'n galed i adeiladu perthynas gadarnhaol a sicr â'r PDG fel y gall fod yn berson y gellir ymddiried ynddo a gwneud i'r PDG deimlo'n arbennig.

Cyswllt rheolaidd - Mae angen i'r OA sicrhau fod ganddo gyswllt rheolaidd yn ystod y dydd (amser cwrdd/ cyfnodau anodd / ar ôl cael siom/ dweud hwyl fawr ar ddiwedd y dydd).

Trosi - Dylai'r OAion ddod i adnabod y PDG fel eu bod yn deall eu hymddygiad, a ble y bo'n angenrheidiol, drosi'r ymddygiad neu'r anghenion hynny i eraill.

Clust i wrando - Mae'n bwysig iawn fod y PDG yn gwybod ac yn ymddiried yn eu OA fel ei fod yn gwrando'n dda ac yn gweithredu fel eiriolwr ar eu rhan.

Dod o hyd i atebion - Weithiau gall problemau y mae PDG yn dod ar eu traws ymddangos fel rhywbeth na allant eu goresgyn. Gall OA fod yn bwysig iawn fel rhywun sy'n eu helpu i ddod o hyd i atebion.

Darparu cynhesrwydd a hwyl - Gwnewch yn fawr o gyfleoedd i gael amseroedd da gyda'ch gilydd.

Atal - Byddwch yno yn ystod cyfnodau anodd, gan atal sefyllfa lawn stres rhag mynd dros ben llestri wrth iddo ddatblygu.

Arbennig - Sicrhewch fod y PDG yn teimlo ei fod yn arbennig i chi. Dewch i wybod beth y mae'n ei wneud gartref, beth y mae'n ei hoffi a ddim yn ei hoffi, y bobl sy'n bwysig iddo gan siarad ag e amdanynt. .

Angor - Dewch i adnabod y gofalwyr, gan sicrhau eu bod yn eich adnabod chi a byddwch yno fel cyswllt rhwng yr ysgol a'r cartref. Byddwch yno ar gyfer PDG fel eu bod yn gwybod bod rhywun yno ar eu cyfer pan fydd pethau'n mynd yn drech na nhw.

Cymwysterau angenrheidiol

Mae angen dewis y person hwn yn ofalus gan fod yn rhaid iddo fod yn iawn ar gyfer y rôl ond ni fydd yn gweithredu fel therapydd felly nid oes angen hyfforddiant arbennig. Y ffactor hanfodol yw'r gallu i adeiladu perthynas â'r plentyn felly mae angen iddo fod yn rhywun sydd ar gael o ran ei amser. Does dim rhaid iddo fod gyda'r PDG drwy'r dydd, ddim ond ar adegau yn ystod y dydd, er enghraifft 'cwrdd' a dweud 'hwyl fawr' a 'wela'i di 'fory', 'cyfnodau anodd' a phan fo stres yn cynyddu (gweler Adran 3 y Bennod hon). Bydd hyd yr amser yn dibynnu i raddau helaeth ar anghenion y plentyn. Mae angen iddyn nhw hefyd i beidio â dim ond gweithio gydag un plentyn; mewn gwirionedd, mae'n well os nad ydynt. Mae angen iddynt helpu'r plant i deimlo'n arbennig pan fyddant gyda nhw.

Gorau oll os bydd y person a ddewisir:

- ✓ yn llawn cymhelliant ac yn awyddus i ymgymryd â'r rôl hon;
- ✓ yn barod i ddysgu a deall y PDG y bydd yn gweithio ag e;
- ✓ yn barod i gael hyfforddiant a dysgu am anghenion plant sydd wedi dioddef colled a thrawma;
- ✓ yn meddu ar nodweddion personoliaeth allweddol, h.y. aros yn dawel ei feddwl yn ystod argyfwng, bod yn amyneddgar a goddefgar, gweithio'n dda fel rhan o dîm; ac
- ✓ yn hoff o blant ac yn mwynhau bod gyda nhw.

Ymddygiad	O bersbectif posib sbectol 'fy mywyd'	Felly, beth fedrwn ni ei wneud?
Rhedeg i ffwrdd	*"Dwi ddim yn rhedeg i ffwrdd. Dwi'n rhedeg at rywbeth"* *"Mae'n rhaid i mi ddianc oddi wrth y sefyllfa. Dwi ddim yn gwybod lle i fynd felly mi af i heb wybod hynny"* *"Gallai ddim ymdopi â fy nheimladau o bryder/ panig/dicter/ymwrth-iant/ anhapusrwydd ac ati."* I rai, pan fydd straen a thensiwn yn ormod byddant yn ymateb trwy ymladd. I eraill, byddant yn dianc. Mae deall beth sy'n digwydd a pham fod angen i'r PDG ddianc yn allweddol er mwyn ymateb yn briodol.	Sicrhewch fod y PDG yn gwybod ble y gallant fynd pan fyddant yn teimlo fod pethau'n mynd yn drech na hwy er mwyn lleihau'r angen i redeg i ffwrdd. Sicrhewch fynediad iddynt i fan diogel heb fod angen iddynt esbonio na chyfiawnhau eu hunain i neb arall. Sicrhewch eich bod yn deall beth sydd ei angen neu bwrpas y rhedeg - ydyn nhw'n rhedeg at rywbeth yn hytrach nag oddi wrth rywbeth? Siaradwch gyda'r PDG am y pryder a'r gofid y mae eraill yn eu teimlo pan fyddant yn 'rhedeg.' Pwysleisiwch y ffaith fod pobl yn poeni amdanynt ac yn gofidio amdanynt. Eto, ceisiwch osgoi defnyddio iaith emosiynol sy'n priodoli pwrpas nad yw o reidrwydd yn wir e.e. dianc.

3.2 OEDOLYN ALLWEDDOL / OEDOLYN ARWYDDOCAOL

Fel y trafodwyd ym Mhennod 2 pan wnaethom ni amlinellu'r theorïau ynghylch ymlyniad yn fras, fe wyddom bellach mai un o'r ffyrdd pwysicaf y gallwn gefnogi plant sy'n dod ar draws llawer o heriau yn eu profiadau o ddydd i ddydd o fod yn yr ysgol yw darparu oedolyn allweddol ar eu cyfer. Oedolyn yw hwn y maen nhw'n gallu datblygu ymlyniad ag e - fel perthynas. Yn yr hinsawdd ariannol sydd ohoni, gall fod yn anodd cael mynediad at y gefnogaeth hon, ond gall fod yn hynod o fuddiol o'i ddefnyddio'n effeithiol.

Pam fod angen hyn ar rai PDG?

Caiff graddfa'r golled, trawma a cham-drin y mae rhai plant wedi ei brofi oblygiadau mawr ar eu llesiant cyffredinol, datblygiad emosiynol a pherthnasoedd cymdeithasol. Mae'n bosibl y byddant yn cael problemau mawr wrth ymddiried yn eraill, deall eu hunain a setlo ac addasu i sefyllfaoedd bob dydd yn yr un ffordd â phlant eraill. Dengys ymchwil fod presenoldeb oedolyn sy'n ffigur ychwanegol ar gyfer ymlyniad yn yr ysgol, yn gallu helpu plant i ddatblygu'r llwybrau niwrolegol sydd eu hangen arnynt i ddechrau setlo a dysgu i ymddiried yn eraill.

Pwy ddylai ymgymryd â'r rôl hon?

I ddechrau fe ddylem amlygu nad rôl yw hon i Berson Dynodedig ar gyfer PDG, mae digon gan y person hwnnw ar ei blât!

Ymddygiad	O bersbectif posib sbectol 'fy mywyd'	Felly, beth fedrwn ni ei wneud?
Dweud celwydd	*"Nid wyf yn hoffi'r gwir (efallai gan ei fod yn codi cywilydd arnaf neu ei fod yn fy ngwneud yn ofnus neu'n anhapus) ac felly, mi na'i ddweud celwydd - hyd yn oed pan fyddaf yn gwybod na allai fod yn wir."* Mae dweud celwydd yn ymddygiad cyffredin mewn plant sydd wedi profi llawer o drawma. Mae bob amser cysylltiad agos iawn rhyngddo â straen, hyd yn oed os nad yw hynny'n amlwg i ni oedolion. Mae fel arfer yn mynd llawer dyfnach nag osgoi trwbwl a gall fod yn ymddygiad y mae'r plentyn wedi ei ddatblygu dros nifer fawr o flynyddoedd a'i fod felly, wedi treiddio'n ddwfn.	Byddwch yn bwyllog bob amser. Peidiwch â dechrau gwrthdaro ynghylch beth sy'n wir ai peidio gan na fydd yn gwneud dim i gynorthwyo'r sefyllfa. Peidiwch â thrafod hyn o flaen neb arall; yn fyfyrwyr na staff gan y bydd yn arwain at 'golli wyneb.' Ceisiwch gynorthwyo'r unigolyn i ganfod ffordd dderbyniol allan o'r celwydd heb i'r cyfan dyfu i fod yn fater mawr e.e. *"Efallai mai'r hyn oeddet yn ei olygu oedd dy fod yn meddwl ei fod. . . ond nawr, rwyt yn sylweddoli ei fod yn debygol iawn ei fod. . . "* Os ydych yn gwybod ei fod yn sefyllfa y gallai ddweud celwydd yn ei gylch, atgoffwch ef o'r angen i ddweud y gwir. Defnyddiwch straeon cymdeithasol neu lyfrau eraill (e.e. 'Lily tells a lie') er mwyn cynorthwyo plant i ddeall pam fod dweud celwydd yn cythruddo eraill.

Ymddygiad	O bersbectif posib sbectol 'fy mywyd'	Felly, beth fedrwn ni ei wneud?
Dwyn	*"Rwyf eisiau hwnna a gan fy mod wedi ei weld, mi gaf i e"* *"Doeddwn i ddim yn dwyn; 'mond yn ei fenthyca am sbel"* Nid yw plant sydd wedi eu hesgeuluso yn aml yn deall pwysigrwydd y ffaith fod pethau'n eiddo i eraill gan nad ydynt wedi profi hynny eu hunain.	Mae dwyn yn air emosiynol sy'n cyfleu llawer o ystyron. Y peth cyntaf y dylech ei wneud os ydych yn tybio fod PDG wedi cymryd eiddo rhywun arall yw gwirio bod eich ffeithiau'n gywir a'r ail beth yw canfod persbectif y plentyn o'r sefyllfa. Oni bai bod sicrwydd pendant i'r PDG gymryd yr eitem, y prif adwaith yw gweithio ar bwysigrwydd eiddo i eraill a'r angen i barchu hynny. Gall stori gymdeithasol fod yn ddefnyddiol iawn i wneud hyn. Os sefydlir i'r PDG gymryd yr eiddo, yr ymateb orau yw gwneud iawn am y peth a chynorthwyo'r PDG i wneud hynny. Dylai'r ymateb bob amser fod yn glir a ffeithiol ynghylch pwy sydd berchen beth a dylid osgoi iaith emosiynol tebyg i 'leidr a dwyn.'

Ymddygiad	O bersbectif posib sbectol 'fy mywyd'	Felly, beth fedrwn ni ei wneud?
Am siarad o hyd gydag oedolion Ei chael hi'n anodd setlo i wneud tasg neu i ganolbwyntio'n briodol ar weithgaredd Gorsensitif i unrhyw ymwrthodiad posib	*"Galla i ddim â bod yn sicr y byddi di yno o hyd i'm helpu ac mae dy angen di arna'i"* Gall plant sydd wedi profi patrymau gofal anghyson ac ymdeimlad o ddeuoliaeth wneud unrhyw beth i ddenu sylw a gall hyn fod yn strategaeth ddefnyddiol iddynt.	Gadewch i'r plentyn wybod y gall siarad ond ar amseroedd penodol yn unig. Anogwch hwy i ddefnyddio system sy'n eu cynorthwyo i ddysgu aros e.e. sgwennu ar 'post-it' bod ganddynt rywbeth i'w ddweud ac y byddwch yn mynd atynt pan fyddwch yn medru gwneud hynny.
Methu dygymod â newid	*"Rwyf newydd setlo i wneud hyn, rwyf nawr yn teimlo'n ddiogel ac rwy'n gwybod beth i'w wneud"* *"Rwy'n mwynhau beth rwyf yn ei wneud ac ni allaf ddygymod/ymdopi â'r straen o symud i ddosbarth arall"* Nid PDG yw'r unig grŵp o ddisgyblion sy'n ei chael hi'n anodd rheoli a dygymod â straen pontio rhwng gweithgareddau, gwersi, ystafelloedd dosbarth, athrawon a dulliau dysgu a grwpiau cyfoedion gwahanol. I PDG mae hyn o ganlyniad i'w problemau â swyddogaethau gweithredu (Pennod 2) a'r profiadau a gawsant yn y gorffennol ynghylch newid a'r trawma a'r stres a achosodd hynny iddynt.	Caniatewch ragor o amser ar gyfer pontio haws. Paratowch ar gyfer pob cyfnod pontio a'u cynorthwyo i fod yn glir am yr hyn y gallant ei ddisgwyl. Cyflwynwch negeseuon gweledol priodol i gefnogi'r geiriau. Rhestrau gwirio e.e. ar gyfer pacio pethau, ar gyfer gwers AG, ar gyfer dechrau gweithgareddau. Rhowch sicrwydd i'r plentyn y byddwch yn meddwl amdano/amdani pan fydd ef/hi yn y wers newydd ac y byddwch yn ei weld/gweld eto ar ddiwrnod ac amser penodol. Ar gyfer pontio llawer mwy terfynol e.e. i ysgolion newydd, cwblhewch weithgareddau a fydd yn gymorth iddynt gofio e.e. albwm lluniau, llyfr atgofion, cynnal parti gadael.

Ymddygiad	O bersbectif posib sbectol 'fy mywyd'	Felly, beth fedrwn ni ei wneud?
Anallu i ddelio â siom	*"Ni allaf ddelio â phethau sydd ddim fel y dylent fod"* *"Mae newid a'r annisgwyl yn fy ngwneud yn nerfus"* *"Mae'n rhaid i mi wybod beth sy'n mynd i ddigwydd i mi"* *"Beth arall sy'n mynd i ddigwydd nad wyf yn ei ddisgwyl?"*	Rhybuddio PDG o flaen llaw fel bod amser ganddynt i ymgyfarwyddo â'r sefyllfa. Esboniwch beth sy'n digwydd. Sicrhewch eu bod yn glir ynghylch yr hyn y mae'r newid yn ei olygu e.e. beth fyddant yn eu gwneud yn lle hynny, pa mor hir y bydd hyn yn parhau. Derbyn a chydnabod gyda hwy y byddant wedi eu siomi - gwnewch y sefyllfa mor normal â phosib ar gyfer y PDG. Edrychwch am bethau cadarnhaol.
Problemau amser cinio e.e.: • Anghofio bwyta; • Dim bwyta'n addas; • Bod yn ffyslyd am fwyd; • Bwyta ambell fath o fwyd yn unig; • Dwyn / Claddu bwyd, Casglu bwyd; • Brysio / Cuddio bwyd; a • Gwthio i flaen y rhes er mwyn bod y cyntaf i gael bwyd.	Mae bwyd yn anghenraid sylfaenol i ni gyd. I lawer o PDG sydd wedi cael eu cam-drin yn ystod eu blynyddoedd cynnar, gallai bwyd fod wedi bod yn rhan allweddol o'r modd y cawsant eu cam-drin. Gallai'r strategaethau a ddisgrifir fel problemau fod wedi bod yn ffyrdd sydd wedi eu cynorthwyo i oroesi yn y gorffennol. Ni ellir "dad- ddysgu'r" rhain er eu bod yn awr mewn man lle byddant yn derbyn cymaint o fwyd ag sydd ei eisiau arnynt. Mae bwyd hefyd yn gysur i lawer; ffurf o anogaeth y maent yn weithredol edrych amdano. Efallai nad yw rhai PDG wedi profi arferion bwyta'n gymdeithasol ac nad ydynt yn syml, yn gwybod beth i'w wneud.	Cynorthwywch y plant i ddeall a gwerthfawrogi ffeithiau am fwyd: • Mae digon i bawb; • Mae angen i ni gyd fwyta'n rheolaidd; • Mae pobl wahanol yn hoffi bwydydd gwahanol; a • Gall rhannu bwyd fod yn beth pleserus i wneud gyda'n gilydd. Dysgwch sgiliau bwyta'n gymdeithasol iddynt. Cynorthwywch y plant i weld amseroedd prydau bwyd fel cyfnodau pleserus a chadarnhaol i'w treulio yng nghwmni eraill.

Ymddygiad	O bersbectif posib sbectol 'fy mywyd'	Felly, beth fedrwn ni ei wneud?
Problemau gydag AG • Osgoi AG • Sgiliau echddygol gwan	*"Rwy'n ei chael hi'n anodd newid o flaen eraill"* *"Nid wyf wedi cael yr un profiadau cynnar ag eraill ac mae hyn wedi arwain at sgiliau echddygol gwan ac rwy'n teimlo cywilydd o achos hynny"* Am nifer o resymau, mae plant sydd wedi cael eu cam-drin neu wedi dioddef llawer o drawma yn aml yn teimlo'n ddihyder am eu cyrff a byddant yn osgoi AG a newid o flaen eraill.	Parchwch yr angen i newid mewn man preifat am gyfnod byr. Cynorthwywch y PDG i ddysgu newid mewn modd disylw. Rhowch dasgau gwahaniaethol a 'diogel' i'r plentyn mewn gwersi AG. Darparwch weithgaredd ychwanegol ar sgiliau heriol er mwyn cynorthwyo'r PDG i adeiladu a datblygu eu sgiliau diffygiol.
Problemau yn ystod amseroedd egwyl: • Ymladd • Rhy gorfforol • Hawdd eu cynddeiriogi • Gwirion ac anaeddfed, cythruddo plant eraill	*"Nid wyf yn gwybod sut i ymddwyn gyda ffrindiau felly rwyf wedi dysgu'r ffyrdd yma o ymddwyn er mwyn cael sylw."*	Strwythur addysgu sgiliau cymwyseddau cymdeithasol allweddol fel y nodwyd ynghynt yn y Bennod hon. Sicrhewch fod pob un aelod o'r staff yn ymwybodol o broblemau tebygol a'u bod wedi eu hyfforddi i gynorthwyo plant i ddysgu ac ymateb yn briodol i'w gilydd. Staff i oruchwylio'n agos a rhagweld sefyllfaoedd. Sicrhewch fod plant yn gwybod pa oedolyn y gallant fynd ato os oes angen ychydig o gymorth ychwanegol arnynt. Darparu strwythurau hamdden/ cyfleoedd chwarae yn ystod amseroedd egwyl a chinio. Sicrhau fod y plentyn yn ymwybodol bod 'hafan ddiogel' ar ei gyfer i'w gynorthwyo i ymdawelu pan aiff pethau'n ormod. Defnyddio systemau tebyg i bydis yr iard chwarae a stopiau'r iard chwarae, cyfoedion yn mentora.
Ymddygiadau problemus	Problemau yn ystod cyfnodau penodol ac mewn mannau penodol e.e. ar yr iard chwarae yn ystod amser cinio ac egwyl	Torri'r patrwm - pontio'n gynnar, osgoi'r lleoliadau problemus ac ati.

ADRAN 3 : STRATEGAETHAU YMATEBOL I GEFNOGI PDG SY'N CYFLWYNO EU HUNAIN Â RHAGOR O HERIAU

3.1 SBECTOL 'FY MYWYD'

Er mwyn gweithio'n effeithiol gydag unrhyw ymddygiad heriol ac anodd, mae angen i ni ystyried achosion gwaelodol a cheisio deall eu swyddogaeth. Y cwestiwn allweddol yw "Beth mae'r plentyn yn ei elwa wrth ymddwyn fel hyn?" Yn syml iawn, pan fydd babi'n crio fe wyddom fod hyn oherwydd ei fod un ai'n llwglyd, mewn poen neu'n anhapus neu flinedig mewn rhyw ffordd ac felly rydym yn ymateb â bwyd, cysur ac yn y blaen. Mae'r un peth yn wir am oedolion. Os byddwn yn dod adref ac mae ein partner yn sarrug, byddwn yn gofyn beth yw'r broblem ac yn ceisio ei helpu i ddelio ag e. Fe wyddom fod rheswm dros fod yn sarrug. Yn yr un modd pan fydd plant yn anodd eu trin mae angen i ni ddeall pam; nid mynd i'r afael â'r ymddygiad yn unig. Er mwyn gwneud hyn yn llwyddiannus, gall helpu i feddwl am y canlynol:

- Os oes gan PDG batrwm ymlyniad a yw hyn yn esbonio sut y gallent fod yn meddwl/teimlo? (cyfeiriwch at y tabl ym Mhennod 2 sy'n manylu ar hyn ymhellach);
- Meddyliwch am ddatblygiad emosiynol y plentyn yn hytrach na'i oedran;
- Meddyliwch am bethau posibl a allai sbarduno'r ymddygiad; ac
- Edrychwch yn ofalus ar beth mae'r plentyn yn ei gael yn sgil y ffordd mae e wedi ymddwyn.

Beth y gellir ei weld a'r hyn y gallwn ei wneud

YN SEILIEDIG AR YR HYN DDYWED ARBENIGWYR YN Y MAES A'R HYN A DDYSGWYD GENNYM DRWY BROFIAD DYMA RAI AWGRYMIADAU O FFYRDD Y GALLWN YMATEB I BROBLEMAU PENODOL

Ymddygiad	O bersbectif posib sbectol 'fy mywyd'	Felly, beth fedrwn ni ei wneud?
Aflonydd, ddim yn medru setlo	*"Nid wyf yn barod i setlo'n emosiynol i'r hyn rwyf am wneud"* Fel y dangoswyd ym Mhennod 2 wrth i ni siarad am broblemau ymlyniad, mae llawer o ffyrdd y gall hyn gael effaith ar swyddogaethau gweithredol . Un enghraifft yw hon ond un sydd efallai yn digwydd yn aml.	Cwrdd a chyfarch ar ddechrau'r dydd er mwyn cynorthwyo'r plentyn i setlo ar gyfer y dydd. Ceisiwch eu setlo i wneud tasg gan osod targedau cyflawni byr, er enghraifft gan ddefnyddio amserydd wy.

Y Tips Gorau i reoli ymddygiad yn effeithiol.
Byddwch yn barod am eich dosbarth yn feddyliol ac yn emosiynol, a pharatowch eich trefniant cyffredinol.
Byddwch yn ymwybodol o'ch emosiynau eich hun. Os ydych o dan straen neu'n flinedig oes yna unrhyw beth y gallwch ei wneud i helpu hyn cyn i chi addysgu?
Adeiladwch berthynas â'ch disgyblion, byddant yn eich helpu i oroesi'r dyddiau anodd a mwy heriol.
Dysgwch enwau'r disgyblion a'u defnyddio, gwnewch eich addysgu'n bersonol.
Byddwch yn glir am eich disgwyliadau; defnyddiwch rai rheolau clir sydd wedi eu datgan yn eglur a'u gweithredu'n gyson.
Sicrhewch fod disgyblion yn deall eich system ar gyfer gwobrwyo a chosbi a'u cymhwyso'n gyson. Cofiwch ganmol yn benodol.
Meddyliwch am eich ymddygiad pan na fyddwch yn siarad a'r negeseuon a roddwch.
Defnyddiwch iaith gadarnhaol ac adeiladol. Gadewch i'r disgyblion wybod yr hyn yr ydych ei eisiau, nid beth nad ydych ei eisiau; rhowch dalp o gyfarwyddiadau, defnyddiwch iaith sy'n dynodi eich bod yn disgwyl cael eich ufuddhau ac yn fwyaf pwysig, siaradwch â pharch.
Peidiwch â gadael i wrthdaro a sefyllfa anodd fynd dros ben llestri. Os byddwch yn teimlo eich bod yn colli'ch tymer, yna cymerwch gamau i'w osgoi yn hytrach chamu tuag at ffrae fawr.
Ceisiwch ddeall y diben sydd y tu ôl i ymddygiad negyddol. Pam ydy'r plentyn neu berson ifanc yn gwneud yr hyn mae'n ei wneud?

Blwyddyn 11	Bydd yr holl ddisgyblion yn cael eu hystyried ar gyfer y gefnogaeth angenrheidiol i wella deilliannau TGAU, gan ganolbwyntio ar: • waith cwrs • cefnogi pwnc • sgiliau astudio • paratoi ar gyfer arholiadau • penwythnosau astudio • clybiau gwaith cartref • mentora cymheiriaid • canllawiau astudio ar gyfer Mathemateg, Gwyddoniaeth ayb
Ysgolion â niferoedd cymharol uchel o PDG	Ymateb strategol e.e. CD sy'n arbenigwr PDG yn gweithio â phob myfyriwr yn ôl y gofyn gan ymgymryd â rôl 'oedolyn arwyddocaol' Gallai'r tasgau gynnwys: • cymorth llythrennedd • grwpiau rhyngweithio cymdeithasol • mentora • sgiliau astudio • cysylltiadau â gofalwr maeth • cefnogaeth pontio

2.11 RHEOLI YMDDYGIAD YN EFFEITHIOL

Nid oes unrhyw awydd gennym ddatgan yr hyn y mae'r rhan fwyaf o addysgwyr proffesiynol yn ei wybod yn iawn o ran rheoli ymddygiad. Felly yn hytrach na manylu, y nod yma yw pwysleisio pwysigrwydd strategaethau craidd cyson ac effeithiol i reoli ymddygiad, sy'n arbennig o bwysig.

O ran defnyddio disgyblaeth, hoffem ychwanegu un dyfyniad gan Dan Siegel:

"Yn rhy aml rydym yn anghofio bod disgyblaeth yn golygu addysgu, nid cosbi. Myfyriwr yw disgybl, nid un sy'n ddarostyngedig i effeithiau ymddygiad."

2.10 YMYRRAETH GYNNAR ATALIOL

Os gwyddom fod y disgyblion yn ein hysgolion yn cael trafferth i ddatblygu sgiliau llythrennedd neu rifedd mae gennym amrywiaeth o becynnau ymyrraeth priodol yr ydym yn eu rhoi mewn lle yn ystod y cyfnod cynnar i'w helpu i oresgyn eu rhwystrau a'u haddysgu'n fwy strwythuredig a theilwredig. I'r plant hynny sydd wedi cael y profiad o drawma emosiynol, esgeulustod a cham-drin, bydd angen yr un lefel o gefnogaeth ychwanegol i gynorthwyo datblygiad fel plentyn ag anawsterau llythrennedd. Felly yn yr un modd wrth i ni dargedu llythrennedd, mae angen i ni gael pecyn ymyrraeth ar gyfer datblygiad cymdeithasol ac emosiynol. Nid yw hyn ar wahân i PDG, mae'n rhan o fap darpariaeth yr ysgol. Isod, gwelir yr ymyrraeth y mae PDG yn elwa ohono fwyaf, er nid yw'n rhestr gyflawn ac mae'n bosibl y bydd llawer mwy a fydd yn briodol.

GRŴP TARGED	YMYRRAETH
Pob plentyn	Staff hyfforddedig 'Ffynnu' (gweler tudalen 29) 'ELSA' (gweler tudalen 29) 'Amser -R- Time' i'r holl ddosbarth neu ar gyfer grŵp bach sy'n cynnwys PDG Rhyngweithio cymdeithasol a chefnogi perthnasoedd Systemau cefnogi yn yr iard chwarae fel bydis a stopiau iard chwarae Cefnogi llythrennedd a rhifedd nes ei fod yn weithredol o ran llythrennedd a rhifedd Pecynnau i bwrpas Tîm LACE lleol - gweler manylion cyswllt ar dudalen 61 am ragor o wybodaeth.
Plant ifanc	Cefnogaeth iaith e.e. 'Partneriaid Siarad'.
Plan oedran cynradd	'Blwch llythyrau' i blant cymwys.
Blwyddyn 6	Addysgu sy'n hybu llythrennedd gweithredol RHAGLEN 'CALLIO' ' Ymyrraeth Cynorthwyydd Cymorth Dysgu (CCD) Cynllun Addysg Personol a mewnbwn dwys i baratoi ar gyfer pontio Defnyddio adnoddau o'r math 'Dechrau Ysgol Uwchradd'
Blwyddyn 7 - 9	RHAGLEN 'CALLIO' Mentora Cyngor a chefnogaeth am ddewisiadau Cwnsela wedi ei leoli yn yr ysgol Mentora cymheiriaid
Blwyddyn 10	Cynyddu'r ffocws ar gyflawniadau TGAU ac felly cael mynediad at adnoddau ychwanegol Cefnogaeth Mentor Ieuenctid yn ôl y gofyn Pecynnau amgen i'r cwricwlwm Cwnsela wedi ei leoli yn yr ysgol Hwb i lythrennedd Mentora cymheiriaid

2.9 MAE ANGEN DOSBARTHIADAU SY'N YSTYRLON O PDG AR YSGOLION SY'N YSTYRLON O PDG !

Trefn trefn trefn!

Cydbwyso lefelau uchel o gefnogaeth gyda gwir her

Cysylltu, gyda medr, pob Plentyn â pherson allweddol y bydd yn ymberthyn Yn dda ag ef

Gweithio'n agos at ofalwyr a gweithwyr cymdeithasol

Adeiladu pob sgil sylfaenol

Gwneud yr un peth iddynt ag a wneir i bob plentyn ond mwy felly

Adnabod PDG yn dda ac yn weithredol ac adeiladu perthynas gadarnhaol

Yn benodol addysgu sgiliau cymdeithasol a pherthynas

Ymwybodol o'r angen am iaith a gweithgareddau sy'n ystyrlon o PDG

Cynlluniau ar gyfer pontio yn y dyfodol

Osgoi'r "mannau problemus"

Staff wedi'u rheoleiddio'n emosiynol ac yn dawel eu meddwl

Meithrin y plentyn

Gwahanu'r ymddygiad oddi wrth y plentyn

2.7 GOFAL IECHYD DA

Mae'r un risgiau iechyd gan PDG ag sydd gan eu cymheiriaid ond caiff graddau'r risgiau eu gwaethygu yn sgil eu profiadau blaenorol. Mae Gwasanaethau Iechyd yn cyflogi gweithwyr iechyd arbenigol i PDG er mwyn mynd i'r afael â'u hanghenion iechyd yn briodol a chyflym. Pan fydd plant a phobl ifanc yn derbyn gofal, mae asesiad statudol o'u hiechyd yn ofynnol ymhen 28 diwrnod. Mae Asesiadau Iechyd hefyd yn cymryd i ystyriaeth sut mae plentyn yn gwneud cynnydd ac yn ymdopi â'r ysgol. Yna, bydd Adolygiad o Asesiadau Iechyd yn digwydd bob 6 mis i blant o dan 5 oed a phob blwyddyn i'r rheini dros 5 oed, tra bo'r plentyn yn derbyn gofal. Mae'n bosibl bydd PDG angen amser i ffwrdd yn ystod oriau ysgol ar gyfer hyn ac unrhyw apwyntiadau iechyd sydd eu hangen arnynt, er mwyn cyflawni iechyd a llesiant cadarnhaol.

2.8 CYNHYRCHU A GWEITHREDU CYNLLUNIAU ADDYSG PERSONOL O ANSAWDD UCHEL

Fel y nodwyd ym Mhennod 1, rhaid i bob PDG gael Cynllun Addysg Personol cyfredol. **Gofyniad statudol yw hyn**. Yn y rhan fwyaf o Ysgolion sy'n Ystyrlon i PDG, mae'r Cynllun Addysg Personol yn llawer mwy na ffurfioldeb sy'n cael ei osod mewn lle oherwydd y gofynion i wneud hynny. Gall Cynlluniau Addysg Personol fod yn ddogfennau defnyddiol iawn sy'n canolbwyntio ar berson gan lwyddo i gyfarwyddo a chydlynu ymyrraeth a chefnogaeth a roddir i PDG drwy godi dyheadau ac adeiladu cyfleoedd bywyd.

Y Cynlluniau Addysg Personol gorau yw'r rhai:

- a rennir
- a ddefnyddiwyd
- a ddiweddarwyd
- sy'n berthnasol
- sy'n berthnasol i'r oedran
- sydd â thargedau CAMPUS tymor byr a hir, gyda gweithredu a graddfeydd amser
- sy'n ddyheadol
- sy'n wahanol i gynlluniau eraill
- sy'n cael ei gefnogi gan "broffil un dudalen"

Dylai'r canlynol fod yn gynwysedig mewn Cynllun Addysg Personol:

- Darpariaeth addysgol, yn arbennig o berthnasol i blant yn ystod eu Blynyddoedd Cynnar;
- Angen cefnogaeth ar y plentyn i'w helpu i wireddu ei gyflawniadau a dyheadau tymor byr a hir;
- Cefnogaeth 'dala lan' i'r PDG rheini y mae eu cyflawniadau'n is na'r disgwyl am eu hoed a'u gallu;
- Cynllunio i'r dyfodol, fel paratoi ar gyfer pontio neu newidiadau a ragwelwyd i'r plentyn neu'r person ifanc;
- Gweithgareddau dysgu "y tu allan i oriau", cefnogaeth astudio a diddordebau hamdden; a
- Phresenoldeb yn yr ysgol a ble y bo'n briodol, cefnogaeth emosiynol, gymdeithasol ac ymddygiadol.

Efallai bod gan blentyn Gynllun Datblygu Unigol sy'n mynd i'r afael â'i anghenion dysgu ychwanegol. Mae'n bwysig bod y Cynllun Addysg Personol a'r Cynllun Datblygu Unigol yn cydweithio'n dda gan sicrhau dull cydlynol a chydgysylltiedig o gefnogi'r plentyn.

Osgoi a cheisio

Mae Louise Bombèr (2011) yn awgrymu bod y canlynol yn bwysig wrth inni gyfathrebu â PDG (a'n holl ddisgyblion, wrth gwrs):

Ceisiwch osgoi	**Yn hytrach ceisiwch**
Coegni	Bod yn uniongyrchol, clir a phlaen yn y ffordd y siaradwn â disgyblion.
Dweud y drefn yn gyhoeddus	Siarad yn uniongyrchol â PDG ac osgoi dweud 'ti/chi' ond dweud 'beth am i ni'
Ymateb yn ymosodol a direolaeth	Ymdawelwch yn gyntaf, ac yna siarad yn bendant ond yn dawel.
Cywilyddio neu fychanu disgyblion	Mae pawb yn gwneud camgymeriadau o bryd i'w gilydd, maen nhw'n gyfle i wella, felly defnyddiwch iaith fel *"Beth am i ni ymarfer"* **neu** *"Beth am geisio gwella ..."*
Sylwadau sy'n bychanu	Defnyddiwch iaith sydd bob amser yn gadarnhaol ac yn edrych tuag ymlaen
Lladd ar y person yn hytrach na'i weithredoedd	Rhaid i ni gyd gael ei gwerthfawrogi fel person. Mae PDG yn aml yn teimlo'n ddiwerth ac yn bobl 'ddrwg' felly rhaid pwysleisio mai'r camgymeriad a wnaed yw'r anhawster nid y nhw fel person.

2.6 GWRANDEWCH AR 'LAIS Y PLENTYN'

Yn ystod y blynyddoedd diweddar, mae'r syniad o gyfranogiad plant wedi tyfu'n gyflym, ac mae 'llais' wedi dyfod yn gysyniad pwysig wrth ymchwilio i blant a phobl ifanc. Drwy gydol yr adnodd hwn, rydym wedi ceisio atgyfnerthu hyn, gan bwysleisio'r angen i wirioneddol wrando ar y plant a'r bobl ifanc yr ydym yn gweithio â nhw i sicrhau nad ydym yn deall eu safbwyntiau yn unig ond ein bod ni hefyd yn eu hystyried fel y ffocws canolog wrth gynllunio sut i'w cefnogi. Mae Pennod 4, 'Gweithio ag eraill' yn canolbwyntio ar yr hyn mae pobl ifanc wedi ei ddweud wrthym sydd fwyaf pwysig iddyn nhw, sy'n ddiddorol ac yn addysgiadol iawn i'w ddarllen.

Y pwynt allweddol yma wrth feddwl am yr hyn sy'n gwneud ysgol yn Ystyrlon i PDG, yw ystyried pwysigrwydd a photensial pwerus o ran sicrhau rhoi ystyriaeth i safbwyntiau PDG, y rhai sy'n byw'r profiad o dderbyn gofal, wrth benderfynu ar weithredu mewn ysgol neu ar lefel unigol.

2.5 IAITH GADARNHAOL A CHYFATHREBU

Fel yr esboniwyd eisoes ym Mhennod 2, pa mor sefydlog, meithriniol a gofalgar bynnag yw lleoliad gofal cyfredol plentyn, bydd bob amser ganddo batrwm meddwl sy'n groniad o brofiadau ac atgofion ei orffennol, na ellir ei 'sychu' i ffwrdd yn yr un modd ag a wnawn gyda chyfrifiadur. Mae'r plentyn ar y ffordd goch neu ambr a bydd yn daith hir cyn iddo gyrraedd y ffordd las (cyfeiriwch at dudalen 19).

Mae hyn yn golygu y bydd yn ymateb ac yn ymberthyn i eraill ar sail ei ddisgwyliadau o'r hyn sydd wedi digwydd iddo yn y gorffennol. Mae llawer o PDG yn gweld eu byd drwy 'sbectol bywyd' a bydd angen help arnynt i ddeall fod yna ffyrdd gwahanol o ymateb i'r byd. Bydd ein cyfathrebu ni â phlant yn hanfodol o ran eu helpu nhw ac mae yna nifer o ffyrdd y gallwn gyflawni hyn:

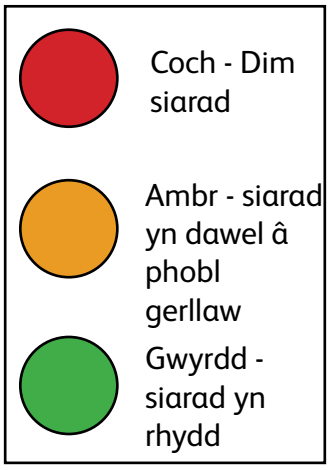
Perthynas ag oedolion

Gall PDG geisio bod yn orgyfeillgar neu i'r gwrthwyneb hynod o amharchus ac anfoesgar iawn. Wrth ymateb i hyn, dylai'r ymateb bob amser ddangos i blentyn sut y gall ymddwyn mewn ffordd sy'n fwy priodol yn gymdeithasol ar gyfer ei oedran.

Er enghraifft, gwnewch "bawen lawen" ('high five'), modelu dechrau sgwrs, ysgwyd llaw, dangos y bawd.

Helpu PDG i ddysgu pan fo'n briodol siarad

Mae'n anodd i rai plant ddysgu'r gwahaniaeth cynnil rhwng pan fo plentyn yn cael siarad yn rhydd mewn dosbarth a phan ddisgwylir iddo wrando ar eraill neu barhau â'i waith.



Gall defnyddio arwyddion cymorth gweledol gynorthwyo'n fawr gyda hyn e.e. Cardiau golau traffig neu wneud sylw am ymddygiad cadarnhaol eraill.

Defnyddio iaith gadarnhaol

Mae canolbwyntio ar yr hyn yr ydym ei eisiau ac nid ar yr hyn nad ydym ei eisiau yn llawer mwy defnyddiol i blant a phobl ifanc.

E.e. *"Paid cipiad!"*

yn lle hynny, dywedwch

"Os wyt ti am y car, gofynna i Bob os wyt ti'n gallu ei gael ar ôl iddo orffen chwarae gydag e."

Neu yn lle

"Paid â siarad ar draws!"

Dywedwch

"Os gwnei di sefyll ar yr ochr ac edrych arna'i byddaf yn gwybod dy fod am siarad a byddaf yn siarad â thi cyn gynted ag yr ydw i wedi gorffen siarad â Sophie".

Esboniad / dehongliad o sefyllfaoedd cymdeithasol a chamddealltwriaeth

Yn aml, bydd PDG yn camddehongli sefyllfa gymdeithasol oherwydd yr hyn a ddigwyddodd iddynt yn y gorffennol. Gallwn eu helpu drwy fod yn gwbl glir ynghylch beth sy'n digwydd a pham.

E.e. Daeth Mohammed i mewn i'r dosbarth ar ddechrau'r diwrnod am fod y plant eraill yn cymryd ei gapan pêl-fas oddi wrtho yn yr iard chwarae, ac roedd e'n meddwl eu bod yn ei fwlio. Roedd angen help arno i weld mae chwarae gêm oedd y plant a bod y lleill yn mwynhau'r gêm yn fawr ac mae eu hunig fwriad oedd ei gynnwys yn yr hwyl.

Mae straeon cymdeithasol/cartwnau stribed comig hefyd yn ddefnyddiol. Y ffordd fwyaf effeithiol o wneud hyn yw 'ar yr adeg' yn hytrach na'i aseinio i ABCh neu amser grŵp penodedig.

Felly sut gallwn ni helpu?

GELLIR YSTYRIED Y SYNIADAU SY'N DILYN, SYDD WEDI EU SEILIO AR YR HYN MAE YMCHWIL YN EI DDWEUD WRTHYM A'U CEFNOGI GAN SAFBWYNTIAU A PHROFIADAU'R YMARFERWYR.

Peidiwch ag aros am broblem

Ceisiwch ystyried bob tro a ddylai PDG gael ei gynnwys mewn unrhyw ymyrraeth grŵp bach y mae'r ysgol yn ei chynnal ac sydd wedi ei anelu at hyrwyddo cyfeillgarwch a pherthynas. Mae'n well cynnwys PDG a rhoi cyfleoedd dysgu ychwanegol iddynt na pheidio â chael cyfle am ddysgu ychwanegol o'r sgiliau craidd hyn.

Strwythur, strwythur, strwythur

Mae plant sydd wedi cael y profiad o drawma yn elwa o gael eu hamser rhydd wedi ei strwythuro. Peidiwch â'u gadael yn rhydd yn yr iard chwarae a gobeithio am y gorau. Ymdriniwch â nhw fel y byddech yn ei wneud â phlentyn iau, a defnyddio strwythur i ddysgu iddynt sut i chwarae.

Addysgu eglur ar gyfer sgiliau cymdeithasol priodol

Yn yr un modd ag yr ydym yn addysgu plant i ddarllen a defnyddio strwythur sy'n adeiladu elfennau cydrannol yn raddol, mae angen i ni ddilyn ymagwedd systematig i ddatblygu sgiliau cymdeithasol a pherthynas. Mae yna lawer o adnoddau ar gael i gynorthwyo â hyn.

Byddwch yn ymwybodol, sylwch ac atgyfnerthwch pan fydd y plentyn yn ceisio cymhwyso sgiliau newydd y mae e/hi yn eu dysgu

Cofiwch, mae dysgu rhywbeth newydd a/neu newid hen ymddygiad yn cymryd llawer o ymdrech a gall fod yn anodd iawn. Byddwch yn sylwgar o blant sy'n ceisio gwneud hyn gan wobrwyo/canmol/ cydnabod bob tro maen nhw'n ei wneud fel eu bod yn fwy tebygol o roi cynnig arni'r 2il, 3ydd, 4ydd tro..

Bydd llithro'n ôl yn digwydd – fe'ch rhybuddiwyd!

Am bob mathau o resymau, bydd plant yn aml yn cymryd cam yn ôl a ddim bob amser yn symud ymlaen i'r cyfeiriad y byddem yn ei hoffi. Byddwch yn amyneddgar ac ymdawelwch. Bydd y plant yn dychwelyd i'r fan ble'r oedden nhw.

Mynd i'r afael â'r label 'drwg'

Yn anochel, bydd plant sy'n ymddwyn yn wahanol yn yr ysgol yn cael eu dynodi fel 'drwg' gan bawb: rhieni eraill, plant a staff yr ysgol. Y mae'n bwysig sylwi ar hyn a gweithio'n galed i fynd i'r afael â hyn mor gyflym â phosibl. Neu gall y peth weithio fel bod y plentyn yn ymddwyn yn ôl yr hunaniaeth mae eraill yn ei rhoi iddo.

Ymgysylltu â gweithgareddau cadarnhaol

Gallai un ffordd o ddarparu'r maint cywir o strwythur i PDG, yn ogystal ag adeiladu ymwybyddiaeth gadarnhaol o werth, gynnwys eu hannog i gymryd rhan mewn gweithgareddau defnyddiol fel cymryd cyfrifoldeb (e.e. bydi iard chwarae, helpu'r gofalwr) neu gyfranogi mewn clwb (celf, pêl-droed).

Blaenoriaethu'r gwaith hwn

Un o'r nodweddion gwytnwch pwysicaf y gallwn helpu PDG ei gyflawni yw adeiladu perthynas sy'n parhau a chael grŵp cefnogol o ffrindiau. Mae'n bwysicach nac unrhyw ddeilliant Cyfnod Allweddol. Mae'n gwella cynhwysiant mewn ysgol a chymdeithas ac yn diogelu yn erbyn ffactorau risg eraill fel methiant academaidd, problemau iechyd meddwl ac ymddygiad troseddol.

2.4 CYFEILLGARWCH A PHERTHYNAS

Eitem bellach a fydd yn adeiladu ac yn gwella gwytnwch person ifanc yn y system gofal yw'r gallu i ryngweithio'n dda yn gymdeithasol, adeiladu perthynas ac yna datblygu a chynnal cyfeillgarwch. Mae angen ffrindiau ar bawb. Mae bodau dynol yn greaduriaid cymdeithasol ac rydym yn ffynnu ar berthnasoedd aml ac amrywiol a gawn gydag eraill. Gall y rhain fod yn aelodau teulu agos, ein ffrindiau hirdymor, ffrindiau yn y gwaith neu amser hamdden, y bobl yr ydym yn eu hadnabod yn y siop leol neu'r rheini a welwn ar y trên bob dydd. O'r holl wahanol berthnasoedd hyn, byddwn yn derbyn pethau yr ydym yn eu hoffi a'u hangen, fel synnwyr o berthyn a'r wybodaeth fod gan eraill ddiddordeb ynom, ac yn gofalu amdanom. Maen nhw hefyd yn darparu llawer o bethau eraill: hwyl, hunaniaeth gyffredin, cysur, 'clust i wrando', help a chymorth. Heb ein ffrindiau fe fyddem ar goll.

Ar yr olwg gyntaf gall llawer o blant sy'n profi trawma cynnar ymddangos fel eu bod yn hyderus yn gymdeithasol ac yn gallu gwneud ffrindiau'n hawdd. Fodd bynnag, mae'r cyfeillgarwch hwn yn aml yn arwynebol, ac yn raddol daw i'r amlwg y gallai'r plant hyn feddu ar lawer o anawsterau o ran cynnal cyfeillgarwch. Ymhlith y problemau mae'r rhain:

- Nid ydynt yr un oedran yn emosiynol ag y maen nhw yn ddatblygiadol. Daw hyn i'r amlwg yn ystod cyfnodau o stres;
- Ni fyddant wedi cael yr un modelau rôl ag eraill, felly ni fyddant yn deall sut i ymddwyn mewn perthynas fel dangos sut yr ydych yn teimlo, sut i fynegi eich hun yn ddoeth a sut i ddweud 'Na' yn garedig;
- Mae'n bosibl y bydd ganddynt batrymau ymddygiad sy'n peri ofn neu'n cadw pobl draw fel dweud celwydd, dwyn, patrymau cadw sylw gwael, a'r angen i reoli neu wyrdroi'r sefyllfa.

2.3 LLESIANT CADARNHAOL A DATBLYGU LLYTHRENNEDD EMOSIYNOL

Diffiniodd Peter Sharp (2001) bobl sy'n llythrennol emosiynol fel y rheini sy'n 'gallu cydnabod, delio a mynegi eu hemosiynau'n briodol'. Mae angen i ni gydnabod yr emosiynau yr ydym yn eu profi fel ein bod ni'n gallu eu diffinio. Wrth i ni ddatblygu geirfa emosiynol, cawn ein galluogi i roi ein teimladau mewn geiriau. Mae dealltwriaeth emosiynol yn bwysig os ydym am ddysgu oddi wrth ein profiadau a datblygu gwytnwch. Mae gallu rheoli ein hemosiynau yn ein galluogi ni i adeiladu a chynnal perthynas iach ag eraill. Trwy ddysgu i fynegi ein hemosiynau mewn ffyrdd priodol, rydym yn gallu helpu ein hunain yn ogystal â phobl eraill.

Yr eitem nesaf i fod ar restr siopa gwytnwch yw i PDG gael eu taclu'n emosiynol ar gyfer y byd gyda lefel ddigonol o lythrennedd emosiynol ac ymwybyddiaeth gadarnhaol o lesiant. Rydym yn deall fod plant yn dysgu orau pan fydd eu hanghenion emosiynol yn cael eu diwallu'n effeithiol. Fel oedolion, fe wyddom pan fyddwn yn wynebu materion difrifol bywyd fel colled a galar, stres ariannol neu ein llethu gan bryder, ei fod yn anodd iawn canolbwyntio ar waith ac ar ein gweithgareddau dyddiol am fod ein hemosiynau yn gorlethu ein gallu i weithredu. Fyddem ni ddim yn gallu disgwyl i blant sydd wedi neu sydd yn profi trawma mawr a stres yn eu bywydau i ddod i'r ysgol i osod eu problemau y tu cefn iddynt ac i setlo lawr i ddysgu.

Mae addysgu llythrennedd emosiynol (a'r iaith gysylltiol fynegiannol a derbynol) yn arbennig o bwysig i'r disgyblion mwyaf agored i niwed, gan fod eu gallu i ddysgu yn gallu cael ei effeithio'n groes gan anawsterau emosiynol a seicolegol. Os byddwn yn rhoi cyfle iddynt feddwl am yr anawsterau hyn oddi fewn i gyd-destun perthynas sy'n gefnogol a diogel, gallwn eu helpu i ddyfod yn fwy gwydn yn wyneb adfyd. Wrth iddynt deimlo eu bod yn gallu cydnabod a rheoli eu teimladau'n well, byddant yn ymgysylltu'n fwy parod gyda'r heriau dysgu y mae'r ysgol yn eu cyflwyno.

Ceir nifer o ffyrdd i fynd i'r afael â hyn, ond y mwyaf effeithiol yw gweithredu ymyrraeth sydd eisoes mewn lle mewn ysgolion ledled RhCT a MT fel **Cynorthwywyr ELSA a Ffynnu.**
(ELSA – Cynorthwyydd Cefnogi Llythrennedd Emosiynol).

Cynorthwywyr Cefnogi Llythrennedd Emosiynol yw Cynorthwywyr ELSA. Cynorthwywyr addysgu ydyn nhw sydd wedi cwblhau hyfforddiant 6 diwrnod i'w helpu i gefnogi datblygiad emosiynol plant a phobl ifanc yn yr ysgol.

Mae Cynorthwywyr ELSA yn helpu plant a phobl ifanc i ddysgu a deall eu hemosiynau a pharchu teimladau'r rheini o'u cwmpas. Maen nhw'n darparu'r amser a'r gwagle i ddisgyblion feddwl am eu hamgylchiadau personol a sut y maen nhw'n rheoli hynny.

Mae'r dull FFYNNU yn helpu staff i adnabod anghenion emosiynol a chymdeithasol na chafodd eu diwallu ac i fynd i'r afael â'r anghenion hynny fel bod plant yn barod i ddysgu ac yn fwy abl i gyflawni eu potensial. Mae'n darparu ymagwedd ysgol gyfan o ran datblygiad cymdeithasol ac emosiynol sy'n drylwyr a phwyllog. Yn dilyn hyfforddiant mae staff yn gallu:

- ✓ *Sgrinio plant ar gyfer angen cymdeithasol ac emosiynol yn erbyn disgwyliadau sy'n berthnasol i oedran;*
- ✓ *Defnyddio'r ystafell ddosbarth a strategaethau'n seiliedig ar y cwricwlwm i helpu'r rheini mewn angen am beth cefnogaeth, a*
- ✓ *Darparu cynlluniau gweithredu targededig a chefnogaeth 1:1 i'r rheini â'r angen mwyaf.*

Mae hyn yn pwysleisio pwysigrwydd yr holl bobl broffesiynol sy'n cefnogi PDG mewn unrhyw fodd gan sicrhau bod ganddynt ddyheadau uchel a heriol a fydd yn ysbrydoli ac yn ysgogi disgyblion. Mae Llywodraeth Cymru (2015a) yn dweud wrthym:

"Mae dysgwyr wrth galon yr hyn a wnawn. Mae gennym ddyheadau uchel o ran eu cyflawniadau a'u llesiant: ni ddylai cefndir plentyn neu berson ifanc fyth gyfyngu ar ei gyflawniadau. Er mwyn gosod y dysgwr yng nghanol ein system addysg rhaid bod gennym ddysgu perthnasol, heriol sy'n cael ei werthfawrogi a'i gyflenwi gan athrawon, darlithwyr a staff cefnogi ysbrydoledig sydd yn eu tro'n creu dysgwyr a ysbrydolwyd".

Lleihau Cyrhaeddiad Isel

Nid oes ymyrraeth arbennig i wella cyrhaeddiad llythrennedd na rhifedd PDG er mwyn cael gwell deilliannau. Y rhaglenni a strategaethau arbenigol sydd eu hangen arnom yw'r rheini sy'n berthnasol i faterion ymlyniad a phroblemau cysylltiedig, fel yr amlygir drwy gydol yr adnodd hwn. Er mwyn lleihau neu oresgyn cyrhaeddiad isel o ran iaith, llythrennedd a rhifedd PDG, yr ateb yn syml yw defnyddio'r ymyrraeth y gwyddom amdani ar gyfer pob plentyn ond ***ei gweithredu'n wahanol i'r rheini sy'n PDG.***

- Blaenoriaethu PDG i'w cynnwys mewn grwpiau gymaint ag sy'n bosibl a hyd yn oed pan fo dim ond peth lefel o dangyflawni;
- Defnyddio Grant Datblygu Disgyblion i Blant sy'n Derbyn Gofal yn effeithiol;
- Targedu PDG ar gyfer unrhyw gyfleoedd adolygu ar gyfer arholiad; ac
- Annog presenoldeb mewn ysgolion haf, clybiau gwyliau a chlybiau gwaith cartref.

I rai PDG bydd y Tîm Addysg lleol ar gyfer PDG hefyd yn gallu helpu a chefnogi ble mae yna lawer o anawsterau.

2.2 SICRHAU PARHAD A CHYSONDEB

I'r rhan fwyaf ohonom, yn blant neu'n oedolion, fe wyddom gyda'r sicrwydd mwyaf, bod gennyn ni nifer o bobl eraill yn ein bywydau a fydd bob amser yno i'n caru, gofalu amdanom, ein hannog, cefnogi a'n gwerthfawrogi. Dyma beth sy'n ein cadw ni i fynd ar adegau heriol, yn ein helpu i dyfu a datblygu ac yn y pen draw yn rhoi i ni ein sicrwydd a'n hapusrwydd. Nid yw hyn yn wir ym mywydau PDG, a gall beri ofn dirfawr ar blentyn, gan arwain at fathau o ymddygiad sy'n peri pryder a welir mewn ysgolion, ac ni ddylid byth eu tanbrisio. Mae'n hanfodol deall ac edrych ar y byd sy'n newid ym mhrofiad y plentyn o'i safbwynt e. Dylid hyrwyddo perthynas allweddol mewn ysgolion, fel bod PDG mewn cysylltiad rheolaidd ag oedolyn i ddangos iddo ei fod yno i edrych allan amdano ac mae hynny'n hanfodol i hyrwyddo ymwybyddiaeth o hunan ofal a diogelwch.

Presenoldeb

Gan fod lefelau uchel o bresenoldeb yn hanfodol, bydd ysgol sy'n ystyrlon i PDG yn sicrhau, oddi fewn i unrhyw bolisïau ac arferion presenoldeb sydd mewn lle yn yr ysgol, fod PDG yn cael eu dynodi fel grŵp sy'n agored i niwed, gan ganolbwyntio ar ymateb cynnar a chyflym i fynd i'r afael ag unrhyw gwymp mewn presenoldeb.

ADRAN 2: YMAGWEDDAU ATALIOL: ADEILADU GWYTNWCH EIN PDG

Yn y Bennod hon, byddwn yn ystyried y nodweddion sydd eu hangen ar gyfer pob PDG mewn ysgol sy'n ystyrlon o PDG. Bydd hyn yn cynnwys agweddau a fydd yn sicrhau ein bod ni'n helpu ein plant i ddyfod yn bobl ifanc gwydn, sy'n gallu gweithredu'n gadarnhaol ac yn annibynnol fel oedolion, a cheisiwn leihau hyd y gellir yr effaith bosibl ddaw yn sgil yr anawsterau a wynebant ar hyd y daith drwy'r ysgol ac addysg.

Mae'r ffocws yn gryf ar yr elfennau y dylid meddwl amdanynt ar gyfer yr holl PDG hyd yn oed os ydyn nhw'n ymddangos i fod yn gwneud yn well ac nad oes unrhyw bryderon enbyd ynghylch eu cynnydd a'u datblygiad. Mae hyn oherwydd ein bod ni'n gwybod y bydd PDG, ar wahanol adegau wrth iddynt wneud cynnydd ar hyd eu taith addysgol, yn wynebu mwy o heriau nac eraill nad ydynt yn rhan o'r System Gofal. Mae'n bwysig ein bod ni'n gwneud y mwyaf o'u gallu i fod yn wydn a chryf a goroesi'r hyn mae bywyd yn ei daflu atynt. Gallwn feddwl am hyn fel 'rhaglen frechiad' ar gyfer PDG efallai.i.

2.1 DYHEADAU UCHEL, LLEIHAU CYFLAWNIADAU ISELL

Rhaid i lwyddiant addysgol fod yr eitem gyntaf ar ein 'rhestr siopa gwytnwch'. Fel yr ydym wedi nodi yn y cyflwyniad ac yna ym Mhennod 1, ar hyn o bryd mae yna lawer o ymchwil sy'n ein haddysgu fod llawer o blant ar hyn o bryd yn y system gofal nad ydynt yn cyflawni gystal â chymheiriaid iddynt nad ydynt mewn gofal. Mae effaith hyn yn amrywio'n eang, ac yn cynnwys eu cyraeddiadau academaidd wrth siarad, gwrando, darllen, ysgrifennu, sillafu, mathemateg a rhifedd sylfaenol. Mae'r bwlch yn parhau ac yn lledaenu wrth i ddisgyblion fynd yn hŷn ac o ganlyniad, dim ond 7% o blant a ddaw o ofal sy'n mynychu prifysgol o'i gymharu â 50% o'r boblogaeth gyffredinol (O'Higgins et al 2015).

Ceir nifer o ffyrdd i fynd i'r afael â'r sefyllfa ac mae cyfran helaeth o'r ddogfen hon yn canolbwyntio ar helpu ysgolion i ystyried beth maen nhw'n gallu ei wneud. Ceir dwy agwedd sy'n bwysig eu hamlygu yma:

Dyheadau Uchel

Cwyn gyffredin gan PDG yw nad oes gan athrawon ddisgwyliadau uchel ynghylch yr hyn maen nhw'n gallu ei gyflawni'n addysgol. Caiff hyn hefyd ei atgyfnerthu gan y canfyddiadau mewn ymchwil diweddar gan Lywodraeth Cymru (Mannay et al 2015). Canfu'r ymchwil hwn y canlynol am PDG eu hunain:

"…Nid oes diffyg dyhead ganddynt. Roedd llawer yn gallu lleisio'n glir beth oedd eu dyheadau ar gyfer gyrfaoedd a chyflogaeth yn y dyfodol, ac roedd eu dewisiadau'n cael eu dylanwadu gan amrywiaeth o ffactorau. Roedd gan blant iau, yn arbennig, lawer o syniadau, ac roeddynt yn hyderus yn eu gallu ac yn frwdfrydig am eu bywydau yn y dyfodol".

Ond, yn anffodus, gwnaeth yr un bobl ifanc hyn adrodd yn ôl eu bod yn teimlo fod gan lawer o athrawon (a gofalwyr maeth):

"... ddisgwyliadau is oddi wrthynt, neu eu bod wedi gwneud tybiaethau am eu gallu deallusol, yn seiliedig ar y ffaith eu bod mewn gofal".

Derbyniadau

Yn rhy aml, mae PDG yn treulio cyfnodau estynedig yn dilyn symud lleoliad yn aros am ysgol newydd i gytuno i'w derbyn sy'n cymhlethu'r heriau a'r anawsterau mae PDG yn eu hwynebu ar adeg a allai fod yn drawmatig iawn iddynt. Mae hyn yn groes i'r rheoliadau cyfredol, gan y dylai PDG a phlant a oedd yn derbyn gofal yn flaenorol gael eu gosod yn gyntaf yn y rheng ar gyfer meini prawf gordanysgrifio i bob ysgol ble mae ceisiadau ar gyfer derbyn yn fwy na'r nifer ar gyfer yr ysgol. Mae'r Cod Derbyn i Ysgolion a'r Cod Apeliadau Derbyn i Ysgolion (2013) yn datgan ei fod yn hanfodol fod plant heb unrhyw le mewn ysgol yn cael un wedi ei phennu ar eu cyfer yn gyflym.

Pan fydd PDG yn cael lle, dylai'r ysgol yn enwedig y Person Dynodedig a'r Llywodraethwr PDG osod prosesau mewn lle sy'n sicrhau fod y PDG yn cael ei groesawu i'r ysgol mewn modd ymarferol.

Mae angen i'r ysgol gadw mewn cof y gallai'r plentyn fod yn cyrraedd ar ôl profiad sydd wedi ei ypsetio'n ddirfawr ac sydd wedi bod yn drawmatig iddo. Mae'n bosibl ei fod wedi gadael grŵp cryf o ffrindiau agos ar ei ôl ac athrawon yr oedd perthynas dda ganddo â hwy. Ar lefel uwchradd, bydd amharu ar waith cwrs yn sicr wedi digwydd ynghyd â'r opsiynau a oedd ar gael iddynt.

Paratoi ar gyfer PDG sy'n dod i mewn i ysgolion – Beth sy'n gallu gweithio mewn ysgolion?

Dywedodd un person ifanc fod ysgol newydd yn golygu: "teimlo ofn - athrawon newydd, pobl newydd, rheolau newydd"

- ✓ Ysgol ag ethos cadarnhaol a gofalgar, sy'n croesawu plant o'r dechrau;
- ✓ Cyfrifoldeb gan rywun yn yr ysgol dros blant unigol, i'w gwneud i deimlo'n arbennig;
- ✓ Tîm bugeiliol da sy'n cydweithio;
- ✓ Dylai ysgol wybod beth yw'r wybodaeth allweddol am blentyn cyn iddo gyrraedd yr ysgol/bod yn barod. Yn enwedig bod yn ymwybodol o gryfderau yn ogystal ag anghenion;
- ✓ Cyflwyniad i'r ysgol a gynlluniwyd; a
- ✓ Chaniatáu gofalwr maeth i gefnogi plant ifanc wrth iddyn nhw setlo fewn - gan fod hyn yn lleihau pryder ymwahanu. .

Astudiaeth Achos/Enghraifft

Yn dilyn methiant ofnadwy mewn lleoliad gofal nad oedd yn fai ar y ferch Blwyddyn 10 ei hun, bu'n rhaid iddi hi symud i ysgol newydd. Mae hi'n gadael grŵp cryf o ffrindiau ar ei hôl ac roedd hi'n anelu at raddau TGAU da. Yn yr ysgol newydd mae'r ferch ifanc yn cael croeso twymgalon a sicrwydd o'r ymweliad cyntaf un. Mae'r Cydlynydd PDG wedi gwneud yn siŵr bod ei hamserlen yn glir. Gofynnwyd i ddisgyblion eraill ym Mlwyddyn 10 sicrhau ei bod yn gwybod ble i fynd ac i edrych ar ei hôl. Mae'r holl athrawon yn ei chroesawu i'r dosbarthiadau ac yn gwneud yn siŵr ei bod hi'n hapus am yr ychydig wythnosau cyntaf, ar ddiwedd pob dydd mae ei gweithiwr allweddol yn cwrdd â hi i siarad am ei dydd.

Gwaharddiadau

Mae'r canllaw cyfredol yng Nghymru yn datgan, gyhyd ag y bo'n bosibl, y dylai ysgolion osgoi gwahardd PDG ac eithrio o dan yr amgylchiadau mwyaf eithafol. Os caiff gwaharddiad ei ystyried i fod yn bosibilrwydd y mae'n hanfodol fod y Pennaeth yn cysylltu â'r Cydlynydd Addysg PDG ar gyfer eu ALl yn syth er mwyn gwneud popeth posibl i osgoi gwaharddiad. Bydd y CAPDG hefyd yn sicrhau fod y gofalwr maeth a'r gweithiwr cymdeithasol yn gwybod beth yw eu rôl a chyfrifoldebau a ble i fynd am unrhyw gyngor a chefnogaeth. Mae'n bosibl bydd y Cydlynydd hefyd yn gallu gweithio â'r ysgol, ystyried unrhyw asesu ychwanegol a helpu i fynd i'r afael â'r problemau yn fwy cadarnhaol na thrwy waharddiad. I orffen, gallant drafod gweithredu priodol yn gyflym petai'n amhosib osgoi gwaharddiad.

- ✓ CCefnogi deialog gyda dysgwyr i wella dysgu;
- ✓ Helpu staff i adolygu eu harferion er mwyn cefnogi dysgwyr; a
- ✓ Galluogi dadansoddiad o gynnydd PDG ar draws yr ysgol ac felly llywio gweithredu ac ymyraethau a allai fod yn angenrheidiol ar lefel strategol.

Mae angen defnyddio'r un fath o ddata ar gyfer pob disgybl PDG, ond rhaid i'r gwahaniaeth sicrhau fod y darlun cyflawn yn cael ei ganfod, ei ddiweddaru a'i adolygu yn llawer amlach fel bod gweithredu cynnar yn flaenoriaeth.

1.6 DEFNYDD EFFEITHIOL O GRANT DATBLYGU DISGYBLION I BLANT SY'N DERBYN GOFAL (GDD PDG)

Mae Llywodraeth Cymru yn ymroddedig i wella deilliannau PDG. Er mwyn cefnogi ysgolion ac ALl i geisio cyflawni'r nod hwn maen nhw wedi buddsoddi arian sydd wedi ei ddyrannu'n benodol i'r diben hwn. Y GDD yw'r prif fodd o wneud hyn. Mae'r system o ddyrannu'r grant wedi amrywio o flwyddyn i flwyddyn yn yr ystyr ei fod wedi mynd yn uniongyrchol i'r ALlau neu ysgolion neu'n fwy diweddar i Gonsortia Addysg. Yn y gorffennol cafodd ei seilio ar y niferoedd o PDG 2-15 oed fel y'u dynodwyd gan ddata Gwasanaethau Cymdeithasol SSDA, o'r flwyddyn flaenorol. Fodd bynnag, mae dyraniadau cyfredol yn amrywio mewn gwahanol leoliadau ac yn ddiweddar wedi cynnwys PDG, Plant a Fabwysiadwyd, a Gorchmynion Gwarcheidiaeth Arbennig.

Mae hyn yn golygu fod gan ysgolion adnoddau y gallant eu pennu i gefnogi PDG oddi fewn i'w gofal a fydd yn helpu i ariannu llawer o'r strategaethau, ac enghreifftiau cydnabyddedig o arferion da a gynigir yn y ddogfen hon. Byddai ysgol sy'n ystyrlon i PDG yn sicrhau gwariant targededig a gynlluniwyd sy'n canolbwyntio ar wella darpariaeth ar lefel strategol, yn ogystal ag ar gyfer PDG unigol sy'n gysylltiedig â thargedau cytunedig Cynllun Addysg Personol. Rhagwelir y gall cynnwys gweithredu ymyrraeth ataliol fel hybu deilliannau llythrennedd a rhifedd; cefnogi datblygiad cyfeillgarwch; gwella perthnasoedd llesiant neu hyrwyddo ymgysylltu mewn gweithgareddau cadarnhaol, yn ogystal ag ar y lefel ymatebol, fynd i'r afael yn fwy effeithiol â heriau fel cyflwyno oedolyn allweddol.

1.7 YMAGWEDDAU YSTYRLON O PDG TUAG AT DDERBYNIADAU, PRESENOLDEB A GWAHARDDIADAU

Dylai'r holl ddisgyblion fynychu ysgol yn rheolaidd ac yn gyson. Dylai cyfnodau byr o ddiffyg presenoldeb gael eu caniatáu mewn amgylchiadau diffuant neu eithriadol yn unig. Ar gyfer PDG mae'r dystiolaeth yn dynodi nad yw hyn bob amser yn gymwys am resymau sydd y tu hwnt i'w rheolaeth. **Er mwyn ymateb i hyn mae yna angen brys ar bob ysgol i fabwysiadu polisïau Ystyrlon o PDG sy'n berthnasol i dderbyniadau, presenoldeb a gwaharddiadau amserol.**

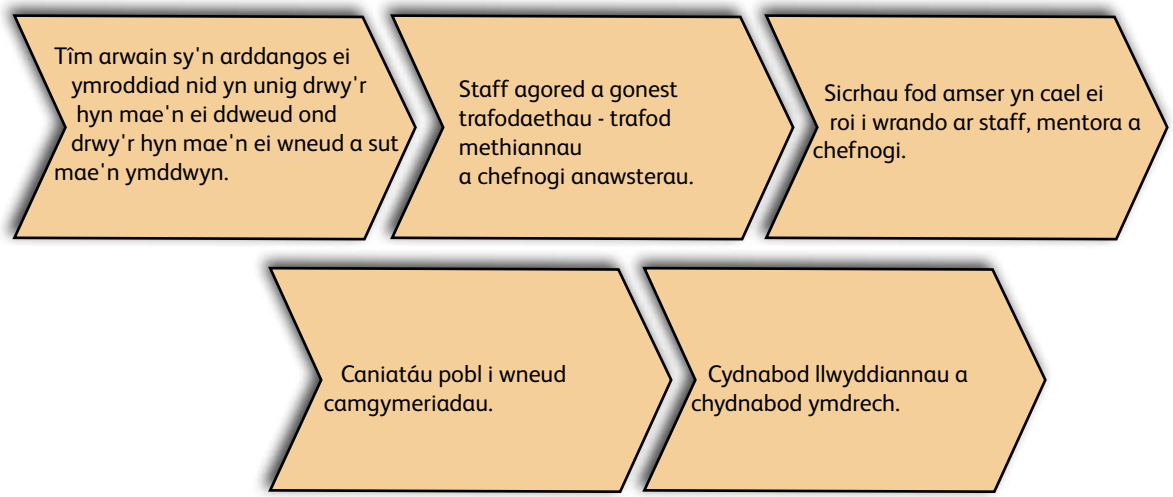
1.3 CEFNOGAETH Y LLYWODRAETHWYR

Ceir disgwyliad y bydd corff llywodraethu ysgolion hefyd yn cymryd rôl weithredol wrth gefnogi eu PDG. Ymhlith y ffyrdd y dylai hyn gael ei gyflawni mae'r canlynol:

- ✓ Enwebu llywodraethwr sy'n gysylltiedig â'r Person Dynodedig ar gyfer PDG, i dderbyn adroddiadau cynnydd rheolaidd a darparu adborth i'r corff llywodraethu. (Ni ddylai'r adroddiadau hyn gynnwys unrhyw enwau plant unigol am resymau amddiffyn plant a chyfrinachedd). Mae'r rôl hon yn bwysig o ran gweithredu fel eiriolwr i'r PDG;
- ✓ Sicrhau bod yr holl lywodraethwyr yn gwbl ymwybodol o ofynion cyfreithiol a Chanllawiau ar gyfer PDG;
- ✓ Sicrhau fod yna Berson Dynodedig enwebedig ar gyfer PDG;
- ✓ Cysylltu â'r Pennaeth i sicrhau fod yr Athro Dynodedig yn cael ei alluogi i gyflawni ei gyfrifoldebau mewn perthynas â PDG;
- ✓ Cefnogi'r Pennaeth, Person Dynodedig ar gyfer PDG a staff eraill i sicrhau bod anghenion PDG yn cael eu diwallu; ac
- ✓ Adolygu gweithredu effeithiol o unrhyw bolisïau ysgol sy'n berthnasol i PDG, gorau oll yn flynyddol ac o leiaf bob tair blynedd.

1.4 LLESIANT STAFF

Mae heriau dydd i ddydd ar gyfer unrhyw athro neu gynorthwyydd cefnogi yn aruthrol, boed eu gwaith mewn ysgol llawn disgyblion perffaith, galluog ac ysgogol, neu mewn ysgol sy'n 'methu' gyda niferoedd uchel o ddisgyblion yn cyflwyno heriau ymddygiadol anferthol. Rydym ni'n deall bellach bod llesiant cadarnhaol staff yn gyfraniad allweddol i lwyddiant ysgol. Mewn ysgol ble mae hyn yn flaenoriaeth a ble y gellir disgrifio hinsawdd emosiynol yr ysgol fel hyfyw, yna mae'r disgyblion yn hapusach, wedi setlo fwy, yn llai aflonyddol ac yn cyflawni gwell deilliannau. Yn glir rhaid i hyn fod yn un o'r blociau adeiladu pwysig i ysgol sy'n anelu at fod yn ystyrlon o PDG. Ymhlith y ffactorau a all helpu i hyrwyddo hyn mae'r canlynol:



1.5 SYSTEMAU TRACIO A MONITRO

Mae pwysigrwydd tracio perfformiad a deilliannau disgyblion yn agos wedi cael dealltwriaeth dda a dogfennaeth helaeth. Yn achos tracio a monitro cynnydd PDG ar lefel ysgol, y diben yw:

- ✓ Darparu trosolwg o gynnydd a chyflawniad dros amser;
- ✓ Llywio cynllunio fel rhan o'r broses Cynllun Addysg Personol;
- ✓ Dynodi ymyrraeth angenrheidiol er mwyn adeiladu gwytnwch yn gywir;
- ✓ Dynodi cryfderau;
- ✓ Dynodi unrhyw feysydd ble mae cynnydd yn arafach ac felly galluogi ymyrraeth gynnar;

Byddai staff cefnogi'r ALl fel Seicolegydd Addysg (SA) neu Gydlynydd PDG yn fwy na pharod i'ch cynghori a'ch cefnogi chi i weithredu hyn.

"D'wedwch wrthynt sut gallant helpu"

"Darparu cyrsiau hyfforddi"

"Cynnwys pobl Ifanc wrth hyfforddi athrawon ynghylch Plant sy'n Derbyn Gofal."

1.2 ATHRO DYNODEDIG AR GYFER PDG

Mae rôl ganolog i'w chwarae gan y person dynodedig ar gyfer PDG i sicrhau profiadau llesiant cadarnhaol a hapus i PDG fel

- ✓ Cadw cofnod cywir a chynhwysfawr am yr holl blant a phobl ifanc yn eu hysgol sydd mewn gofal neu wedi eu mabwysiadu;
- ✓ Pan fydd PDG newydd yn cyrraedd yr ysgol, sicrhau cyfnod cynefino llyfn a chroesawgar i'r plentyn a'r gofalwr, gan nodi unrhyw ofynion penodol, yn cynnwys statws gofal;
- ✓ Sicrhau fod Cynllun Addysg Personol yn cael ei gwblhau cyn gynted â phosibl (o leiaf ymhen 10 diwrnod os yw plentyn yn dod i mewn i ofal yn sgil argyfwng neu 28 diwrnod os yw'r plentyn yn dod i mewn i ofal ar hyd y llwybr a gynlluniwyd);
- ✓ Cynnal Cynllun Addysg Personol, gosod allan sut y byddant yn cael eu cefnogi yn yr ysgol;
- ✓ Ymddwyn fel eiriolwr i PDG oddi fewn i'r ysgol;
- ✓ Darparu person allweddol a all eirioli i'r PDG a pherson y gall y PDG fynd ato am gymorth;
- ✓ Dynodi lle diogel yn yr ysgol, er enghraifft ystafell ble gall plentyn neu berson fynd iddo os yw'n teimlo'n drallodus;
- ✓ Bod yn bresennol mewn Adolygiadau PDG a darparu gwybodaeth ysgrifenedig;
- ✓ Annog PDG i gyfranogi mewn gweithgareddau allgyrsiol a dysgu y tu allan i oriau, ble y bo'n ddichonadwy;
- ✓ Sicrhau bod gwybodaeth yn cael ei throsglwyddo'n gyflym rhwng unigolion ac asiantaethau perthnasol eraill ac i ysgol newydd, os a phan fydd PDG yn trosglwyddo;
- ✓ Ceisio cael cyfarfodydd brys â phartïon perthnasol pan fydd PDG yn profi anawsterau a/neu mewn perygl o gael ei wahardd.

A HEFYD:

- ✓ Wedi derbyn hyfforddiant arbenigol am anawsterau ymlyniad, rhoi cymorth iddo ddeall a rheoli disgyblion yn gymwys;
- ✓ Gwybod sut i reoli diogelwch data a chyfrinachedd;
- ✓ Cynnal system cyfeirio effeithiol gydag asiantaethau eraill;
- ✓ Sicrhau bod yr holl staff yn eu lleoliad yn derbyn gwybodaeth berthnasol a hyfforddiant;
- ✓ Ymddwyn fel ymgynghorydd; a
- ✓ Sicrhau cyfrinachedd i blant unigol a dim ond rhannu gwybodaeth bersonol ar sail 'angen gwybod'.

Yn y Bennod hon, rydym am ystyried yr holl elfennau sydd eu hangen i sicrhau fod ysgol yn 'Ystyrlon o PDG'. Wrth baratoi hyn, nid yn unig ydym ni wedi edrych ar beth mae'r ymchwil yn ei ddweud wrthym ond yn fwyaf pwysig, rydym wedi defnyddio profiadau rhai o'r ymarferwyr mwyaf arbenigol oddi fewn i'r maes. O ganlyniad, nid theori yn unig yw'r syniadau a'r awgrymiadau a gyflwynwyd, ond strategaethau ymarferol yr ydym yn gwybod y byddant yn gweithio'n llwyddiannus mewn ysgolion prysur.

Mae diagram y pyramid yn dangos y blociau adeiladu allweddol ar gyfer ysgolion, sy'n gweithio ar 3 lefel a fydd yn cael eu trafod mewn tair adran ar wahân oddi fewn i'r bennod hon:

1. **Systemau ac arferion yr ysgol gyfan**
2. **Agweddau Ataliol: beth ddylai gael ei wneud ar gyfer pob PDG**
3. **Strategaethau ymatebol i gefnogi'r PDG sy'n cyflwyno rhagor o heriau**

Gyda'i gilydd bydd y rhain yn arwain at Ysgolion sy'n Ystyrlon o PDG. Rydym yn deall y gallai fod yn bosibl nad yw pob un o'r 'blociau' gwahanol mewn lle gennych eto, ond gobeithiwn y bydd yn rhoi cynllun i chi weithio arno i ddatblygu llawer o'r rhain.

Cyflawnodd sawl ysgol yn RhCT a Merthyr Statws Marc Ansawdd Ysgolion sy'n Ystyrlon o PDG, gydag eraill yn gweithio tuag at hyn. Mae'r fframwaith rhagoriaeth hwn wedi'i ddatblygu fel y gall ysgolion ddangos eu harferion orau trwy gydol y flwyddyn academaidd er mwyn ennill cydnabyddiaeth am fod yn ysgolion sy'n ystyrlon o PDG.

ADRAN 1 : YMAGWEDD YSGOL GYFAN SY'N YSTYRLON I PDG

1.1 HYFFORDDIANT AC YMWYBYDDIAETH I'R HOLL STAFF

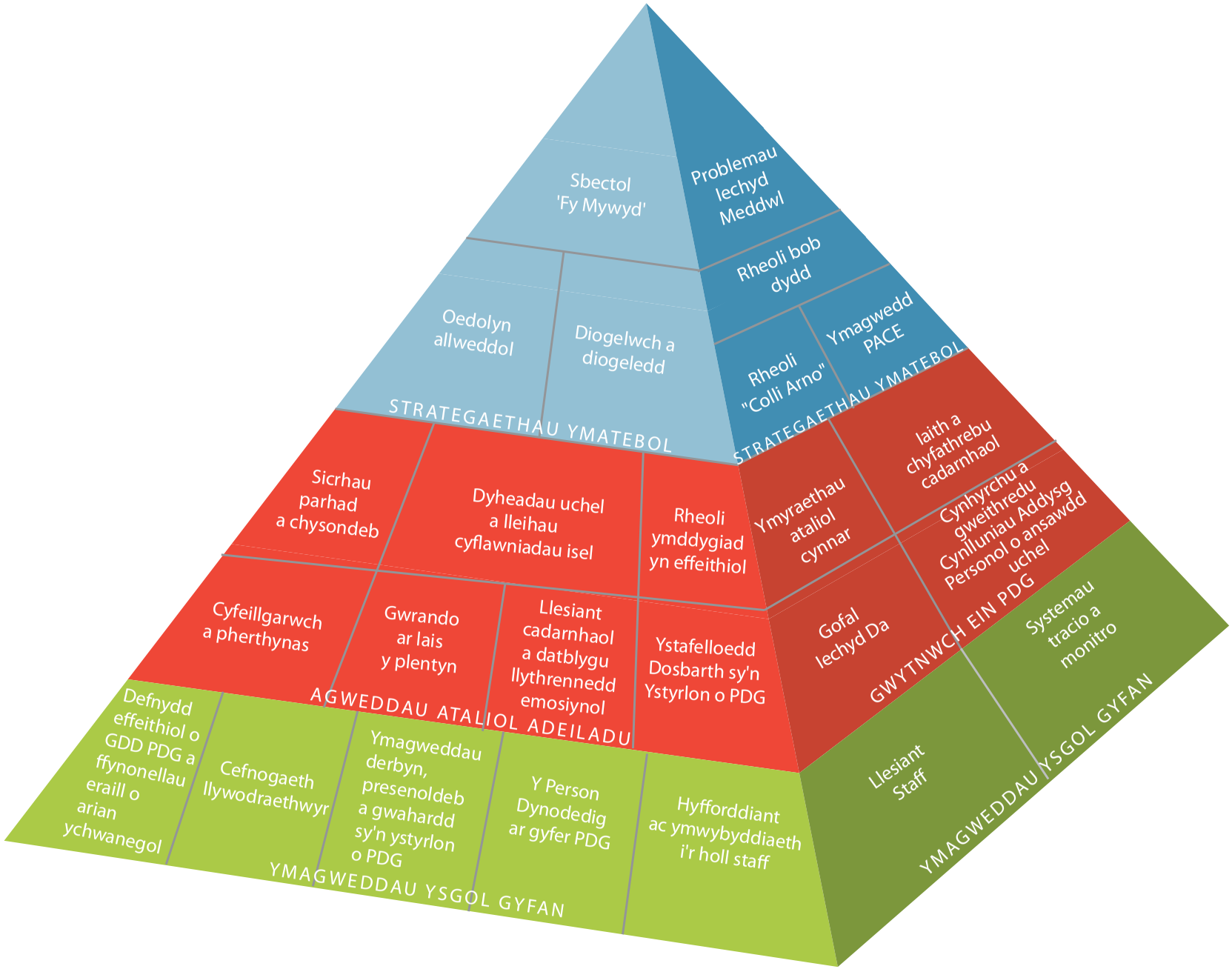
Wrth galon unrhyw ysgol lwyddiannus, ofalgar a chefnogol mae tîm o staff gwybodus llawn sgiliau. Ni all ysgol fod yn well na'r bobl sy'n ei rhedeg hi. Felly er mwyn i ysgol ddyfod yn ysgol effeithiol i PDG rhaid i'r holl oedolion ynddi gael lefel o hyfforddiant sy'n cydweddu â'u cyswllt ag unigolion. Y mae'n hanfodol i raddau gwahanol fod pob oedolyn yn cael gwybod am rai o'r elfennau sy'n cael eu cynnwys oddi fewn i'r adnodd hwn. Caiff y pwynt hwn ei atgyfnerthu drwy lawer o arweiniad y llywodraeth ar lefel genedlaethol sydd wedi ei gyhoeddi dros yr ychydig flynyddoedd diwethaf. Er enghraifft, Arweiniad NICE ar Ymlyniad (2015), sy'n argymell y canlynol:

"….cyrsiau hyfforddi athrawon o bob lefel ynghylch:

- *Sut mae anawsterau ymlyniad yn dechrau a sut y gallant amlygu mewn plant a phobl ifanc*
- *Sut mae anawsterau ymlyniad yn effeithio ar ddysgu, addysg a datblygiad cymdeithasol a deall canlyniadau cam-drin yn cynnwys trawma*
- *Sut gallant gefnogi plant a phobl ifanc sydd ag anawsterau ymlyniad."*

Mae'n bwysig nodi y gallai'r math hwn o hyfforddiant hefyd fod o werth wrth gefnogi anghenion amrywiaeth eang o ddisgyblion sy'n agored i niwed fel Plant mewn Angen, ôl-fabwysiadu, plant o gartrefi ble mae problemau iechyd meddwl neu gaethiwed i gyffuriau/alcohol yn broblem a disgyblion AAY. Yn ddelfrydol, dylai bod 3 lefel o hyfforddiant ar gael ym mhob ysgol:

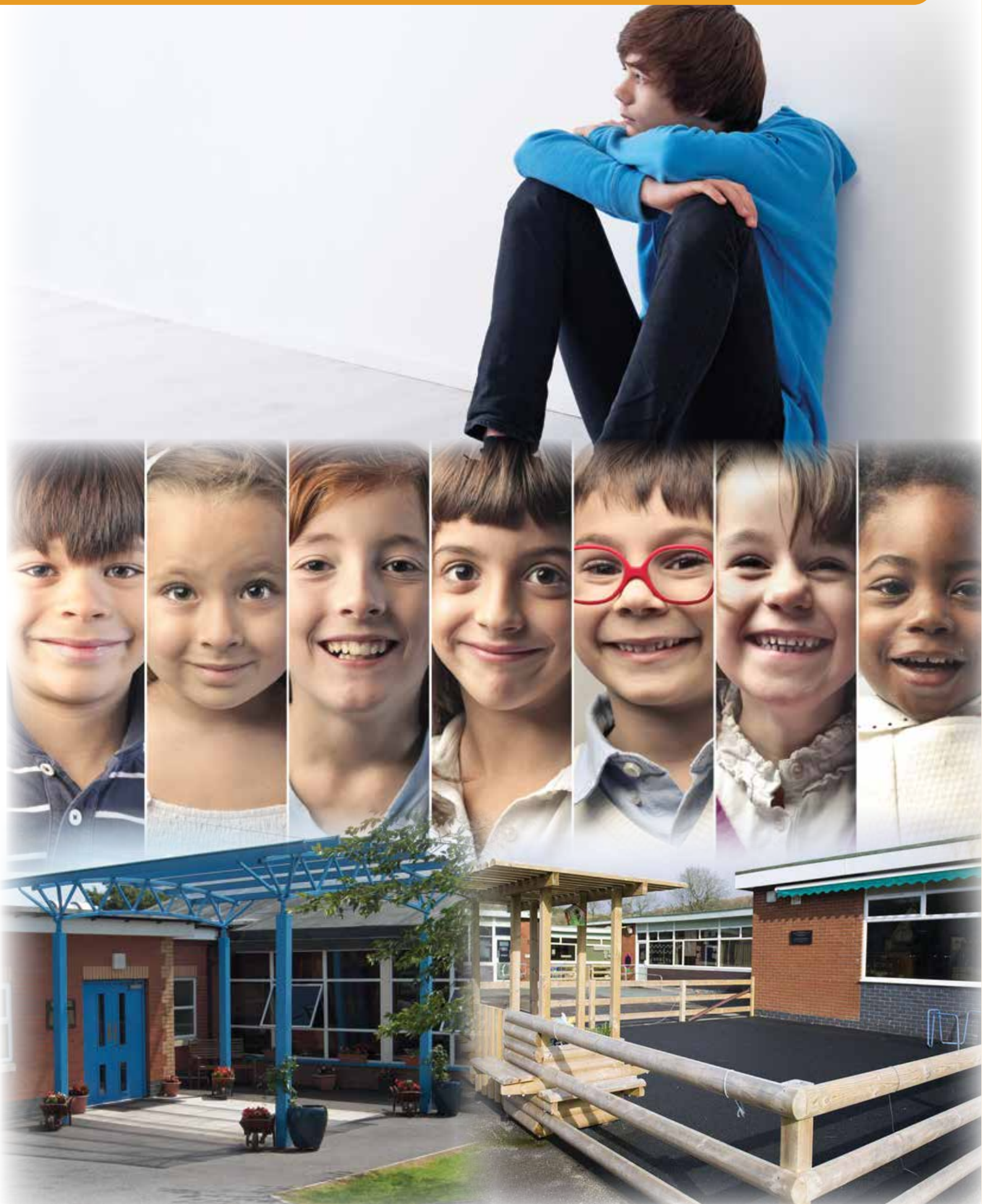
Lefel un	Ymwybyddiaeth gyffredinol o anghenion holl PDG, y trawma y gallent fod wedi ei brofi a sut y gellir rheoli plant a phobl ifanc sy'n agored i niwed yn effeithiol wrth iddynt ddod i gysylltiad â nhw yn yr ysgol.
Lefel dau	Mwy o hyfforddiant trylwyr i bob athro sydd â chyfrifoldeb uniongyrchol dros PDG.
Lefel tri	Hyfforddiant trylwyr i unrhyw uwch arweinwyr â chyfrifoldebau PDG, athrawon dynodedig PDG a staff cefnogi a fydd yn gweithio'n agos â phlant a phobl ifanc unigol.



YR YSGOL SY'N YSTYRLON O PDG

Pennod tri

Yr Ysgol sy'n Ystyrlon o PDG



BYDDWCH YN OFALUS O'N DISGWYLIADAU: Y FFORDD GOCH A'R FFORDD LAS

Mae tuedd weithiau gan weithwyr proffesiynol sy'n gweithio gyda phlant sydd wedi bod, neu sydd yn rhan o'r system gofal, i dderbyn bod bywydau plant a phobl ifanc wedi bod yn drawmatig iawn ac yn amodol ar nifer o heriau, ond yna i deimlo, cyn gynted ag y bo'r plentyn yn symud i sefyllfa o ofal sy'n fwy sicr a diogel y bydd patrymau ei ymddygiad yn newid yn gyflym i fod yn fwy derbyniol. Caiff hyn ei ddynodi yn y diagram isod gan y ffordd 'las' a'r ffordd 'goch'. Fodd bynnag, yn hytrach na bod yn 'ffordd gyswllt' uniongyrchol rhwng y ddau lwybr, y mae'n llawer fwy tebygol o fod yn ffordd ambr fel y dangosir yma, gyda llawer o droeon a rhwystrau ar hyd y daith. Ni all plant 'anghofio' dysgu ac atgofion emosiynol sydd wedi bod yn batrwm i'w bywydau ers blynyddoedd lawer; yn hytrach, bydd eu taith yn un anodd a allai gymryd sawl blwyddyn iddynt gan ofyn am lawer o gefnogaeth.

BLE I GAEL GWYBODAETH BELLACH AM YMLYNIAD

Fel y nodwyd eisoes uchod oddi fewn i'r bennod hon, dim ond trosolwg byr iawn yr ydym wedi gallu ei ddarparu o'r pwnc cymhleth ond diddorol hwn. Mae llawer o adnoddau ar gael bellach i'r rheini sydd am wybod rhagor.

Heather Geddes (2006). *Attachment in the Classroom: The links between children's early experience, well being and performance in school.* **Worth Publishing.**

Kim Golding (2012). *Observing children with attachment difficulties in school: a tool for identifying and supporting emotional and social difficulties in children aged 5-11.* **Jessica Kingsley: London.**
(Ceir fersiwn Blynyddoedd Cynnar o'r llyfr hwn hefyd).

Nicola Marshall (2014). *The Teacher's Introduction to attachment: Practical Essentials for Teachers, Carers and School Support Staff.* **Jessica Kingsley: London.**

Pennod dau - Stori'r ymlyniad: Y wybodaeth sydd ei hangen ar bob oedolyn sy'n gweithio gyda phlentyn yn y system gofal

Y Ffordd Las – Ymlyniad diogel

Pan fo'n fabi
Mae'r babi'n llwglyd, oer, ypset, aflonydd neu am gael sylw felly mae'r babi'n crio a'r gofalwr yn ymateb i'w angen. Mae ymlyniad rhwng y gofalwr a'r plentyn.

Yn Ystod y Blynyddoedd Cyntaf
Caiff y plentyn ei symbylu, caiff ofal ac ymateb oddi wrth oedolion gan felly ddysgu i siarad, datblygu perthynas ac ymgysylltu â'r amgylchedd.

Yn ystod y Blynyddoedd Cynnar
Datblygiad cyson yn y gwahanol feysydd. Mae'r plentyn yn gwahanu oddi wrth y gofalwyr, yn ymgysylltu â lleoliadau'r blynyddoedd cynnar ac yn adeiladu perthynas effeithiol ag eraill.

Wrth i'r plentyn fynd yn hŷn Mae'n:

- Llwyddo a gwneud cyrhaeddiad yn yr ysgol
- Adeiladu cyfeillgarwch a pherthnasoedd cryf
- Datblygu cryfder â sgiliau gwahanol
- Dangos bod swyddogaethau gweithredol cymwys ganddo
- Dyfod yn fwy llythrennol o ran ei emosiynau

Fel oedolyn
Wedi cyflawni ei botensial, datblygu cydberthnasau cryf, yn meddu ar iechyd meddwl cadarnhaol ac amrywiaeth o weithgareddau hamdden.

Y Ffordd Goch – Ymlyniad nad yw'n ddiogel/sicr

Pan fo'n fabi
Mae'r babi yn llwglyd, oer, ypset, aflonydd neu am gael sylw felly mae'r babi'n crio ond nid yw'r gofalwr yn ymateb (neu yn anghyson ei ymateb). Ni chaiff anghenion y plentyn eu diwallu.

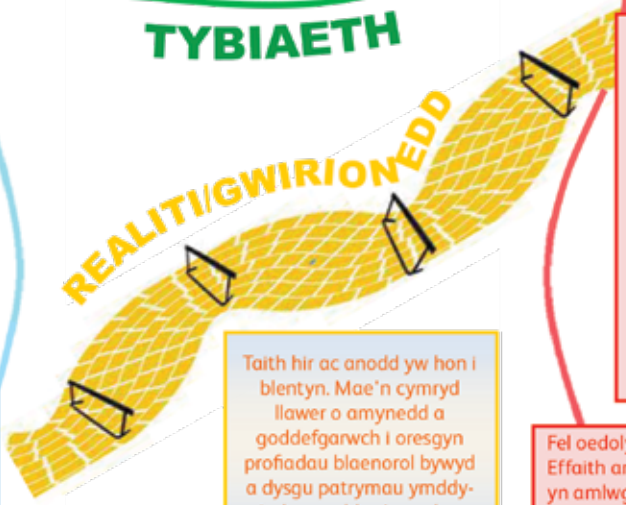
Yn ystod y blynyddoedd cyntaf
Caiff y plentyn ei esgeuluso neu ei frifo'n gorfforol / emosiynol felly mae'n dysgu i beidio â chrio. Caiff datblygiad yr ymennydd ei effeithio gan lefelau uchel o stres.

Yn ystod y blynyddoedd cynnar
Problemau datblygiadol yn dechrau ymddangos. Gall plentyn fod yn ofnus ei natur, yn or-wyliadwrus, yn encilgar, ddim yn hoff o newid, yn grac, yn dangos ymddygiad ailadroddus, hunan barch isel.

PLENTYN YN CAEL EI GYMRYD I MEWN I OFAL AC YN SYMUD I FYW MEWN CARTREF DIOGEL GYDA GOFALWYR MAETH

Mae'r plentyn mewn cartref mwy sicr/diogel bellach ac felly bydd ei ymddygiad yn awtomatig yn newid i ymddygiad plentyn ag ymlyniad diogel

TYBIAETH



Taith hir ac anodd yw hon i blentyn. Mae'n cymryd llawer o amynedd a goddefgarwch i oresgyn profiadau blaenorol bywyd a dysgu patrymau ymddygiad newydd sy'n parhau.

Wrth i'r plentyn fynd yn hŷn:
Anawsterau ymlyniad yn dyfod yn amlycach
Gall y canlynol fod ymhlith y pethau a allai beri pryder:

- Diffyg ymddiriedaeth mewn perthynas
- Anawsterau creu cyfeillgarwch
- Llythrennedd gwael yn emosiynol
- Problemau swyddogaethau gweithredol
- Gor-wyliadwrus
- Ymwybyddiaeth wael o hunaniaeth

Fel oedolyn:
Effaith anawsterau ar ddeilliannau yn amlwg a gallent gynnwys:

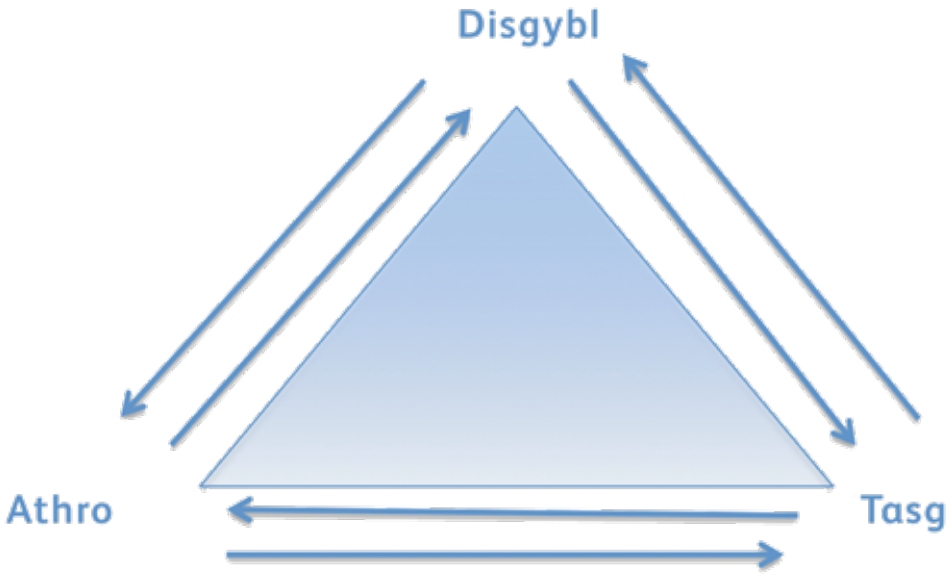
- Problemau iechyd meddwl
- Ymddygiad troseddol
- NEET
- Problemau gyda pherthynas

dynodedig i blentyn (Oedolyn Allweddol), sydd â'r rôl o ganolbwyntio ar y math hwn o berthynas gyda'r plentyn yn ei ofal.

Ar gyfer ymyrraeth lwyddiannus gyda'r rhan fwyaf o ddisgyblion mae gwaith Heather Geddes (2006) yn darparu ffordd ddefnyddiol iawn o gysylltu Theori Ymlyniad â pherthnasoedd yn yr ystafell ddosbarth rhwng disgyblion, athrawon a gweithgareddau.

Fel bod dysgu'n digwydd, bydd angen i'r disgybl deimlo'n ddiogel ac ymddiried yn ei berthynas â'r athro. Ond hefyd mae angen iddo allu bod ar wahân oddi wrth yr athro a gweithio'n annibynnol ar y dasg gan wybod y bydd yr athro yno ar ei gyfer os bydd angen. Yr her ar gyfer plant ag ymlyniad nad yw'n ddiogel/sicr yw y gall hyn fod yn anodd iddynt ac felly amharu ar broses y triongl dysgu.

Mae'r strategaethau a roddir uchod yn seiliedig ar y ddealltwriaeth o sut mae anawsterau PDG yn effeithio ar eu hymddygiad i'r berthynas hon ac felly sut y gellir eu helpu orau. Caiff hyn ei ddangos yn y diagram canlynol:



Ffynhonnell : Geddes (2006)

Pan fo ymlyniad diogel yn bresennol, mae gan blant ymddiriedaeth a hyder y byddant yn cael eu helpu pan fo'n angenrheidiol, felly yn gynnar yn ystod eu bywyd ysgol maen nhw'n gallu datblygu'r sgiliau ar gyfer bod yn ddysgwyr effeithiol. O ran plant nad ydynt wedi profi ymlyniad diogel, y mae'n llawer anoddach iddynt ymddiried yn yr athro ac felly caiff y Triongl Dysgu ei amharu yn y ffyrdd canlynol:

Patrwm yr ymlyniad	*Effaith ar y triongl dysgu*
Deuoliaeth teimlad – gwrthwynebol	Mae'r plentyn yn canolbwyntio ar y berthynas "athro - plentyn" nid ar y "plentyn - tasg" felly mae'r plentyn yn ffocysu'n fawr ar gael sylw'r oedolyn.
ymlyniad osgoi	Er mwyn osgoi rhoi'r ymlyniad mewn perygl, mae'r ffocws yn gryf iawn ar ran "plentyn - tasg" y Triongl Dysgu.
ymlyniad anhrefnus	Nid yw'r PDG hyn yn ymgysylltu ag unrhyw ran o'r Triongl Dysgu.

Patrwm ymlyniad anniogel	*Sut gallai hyn effeithio ar ymddygiad yn yr ysgol?*	*Strategaethau a allai helpu*
Anhrefnus Anhrefnus Plant sydd yn debygol o fod wedi dod o gartref di-drefn iawn ble y gallent fod wedi dioddef cam-drin difrifol a / neu esgeulustod. Gallant fod yn oriog iawn wrth ymateb. Maen nhw'n gallu colli arnynt yn sydyn ac mae hyn yn eu gwneud yn anrhagweladwy iawn.	Mae'n bosibl bod y plentyn hwn yn: • dueddol o newid ei dymer yn gyflym iawn; • tueddol o deimlo rhwystredigaeth yn gyflym iawn; • cam-drin eraill; • tueddol o wneud pethau'n gyflym a heb unrhyw sbardun amlwg; • gwrthod derbyn cael ei addysgu a/ neu'n methu "caniatáu'r" athro i wybod mwy nag y mae e; • ei chael yn anodd ymddiried yn awdurdod yr athro ond o bosibl bydd yn ildio i awdurdod pennaeth yr ysgol; • gorfod rheoli perthynas; ac • orgynhyrfus llawer o'r amser.	• Sicrhau diogelwch, dibynadwyedd a rhagweladwyedd; • **Byddwch yn ostegol drwy'r amser**; • Creu ardal ddiogel neu wrthrych diogel; • Diwrnod strwythuredig â gweithgareddau rhagweladwy, trefn a defodau gostegol; • Darparu cyfleoedd rheolaidd am dasgau mecanyddol fel dot i ddot , chwilair; • Defnyddio 'tawelyddion' yn ôl disgrifiad Mosley a Grogan 2009 (gweler Pennod 5) • Ceisio osgoi cyffro a chadw pob dydd mor ostegol â phosibl; • Gall adborth cadarnhaol helpu i ddatblygu ac atgyfnerthu ymatebion mwy cadarnhaol; • Mae **gweithdrefnau ac ymatebion cytunedig** a **chefnogaeth cydweithiwr** yn hanfodol er mwyn diogelu'r athro yn ogystal â rheoli ymateb y plentyn; a • Mewn sefyllfaoedd na ellir eu rhagweld ac sy'n arwain at ffrwydrad o drais neu drallod sydyn, y camau cyntaf yw camu'n ôl, dechrau "trefn ddiogelwch" ac osgoi gwrthdaro. I blant bach gall hyn olygu mynd i fan diogel, tawel ac ysgogol e.e. ystafell yr uwch athro a ganfyddir yn bwerus/diogel a chael gweithgareddau 'blwch ymdawelu' (yn ôl amlinelliad Bombèr 2011). I blant hŷn, rhoi cerdyn caniatâd iddynt fynd â'u hunain i le diogel heb fod angen gwrthdaro.

Beth allwn ni fel oedolion ei wneud?

Rydym ni'n deall bellach bod angen i ni fel addysgwyr sefydlu perthynas o ymlyniad gyda PDG er mwyn gwella dysgu a datblygu. Mae perthnasoedd sicr yn cydberthyn â gwell cyrhaeddiad academaidd, hunan reoleiddio a chymhwysedd cymdeithasol. Felly ar gyfer rhai o'n disgyblion mwyaf heriol ac agored i niwed, un o'r strategaethau mwyaf llwyddiannus y gall ysgolion ei weithredu yw darparu oedolyn

Patrwm ymlyniad anniogel	*Sut gallai hyn effeithio ar ymddygiad yn yr ysgol?*	*Strategaethau a allai helpu*
Deuoliaeth teimlad – gwrthwynebol *Fel arfer plant sydd wedi cael y profiad o ofal anghyson iawn: sydd weithiau wedi cael ymateb i'w hanghenion ac ar adegau eraill, heb.*	Gall y plentyn fod: • yn bryderus ac yn lynedig iawn; • eisiau aros yn agos at oedolion o hyd; • yn ddibynnol iawn ar erailll; • yn ystrywgar; • ag angen llawer o gysur, ac yn amharod i roi cynnig ar rywbeth ar ei ben ei hun; • yn canolbwyntio fwy ar sylw oedolion er ei fwyn ei hun yn hytrach na gwneud y dasg; • yn barod i dderbyn sylw negyddol yn ogystal â sylw cadarnhaol; • yn or-wyliadwrus o'r hyn mae oedolion yn ei wneud; • yn siarad yn barhaus neu'n chwarae'r clown er mwyn cael sylw, a • yn wael o ran canolbwyntio a thalu sylw	• gwahaniaethu tasgau'n gamau bach; • defnyddio amserydd i gymedroli pryder a gosod targedau byr ar gyfer bod yn annibynnol; • cyflwyno dal gwrthrych arbennig (pontio) sy'n cymryd lle'r athro am ychydig "Edrycha ar ôl hwn i fi am ychydig". • gwneud sylwadau amlwg sy'n cysuro ar draws yr ystafell ddosbarth, arddangos eich bod yn ymwybodol o'r disgybl; • gosod cyfrifoldeb ar wneud tasg yn hytrach na phobl; • gwneud llawer o weithgareddau grŵp bach; • cynllunio ar gyfer a rhybuddio am ddechreuadau, gwahaniadau a diweddiadau; • cynllunio a rhybuddio am newidiadau a symudiadau'r dosbarth; • cefnogaeth oedolyn sy'n ddibynadwy a chyson; • bod yn ymwybodol o, a mynd i'r afael â'r lefel uchel o bryder; a • defnyddio 'tawelyddion' yn ôl disgrifiad Mosley a Grogan (2009)
Osgoi *Plant sydd wedi dysgu pan maen nhw'n ceisio ymlynu at eraill maen nhw'n debygol o gael eu gwrthod ac felly yn ei osgoi ar bob cyfrif.*	Gallai'r plentyn fod yn: Gallai'r plentyn fod yn: • encilgar/tawel; • difater o ran y modd mae'n delio â sefyllfaoedd newydd; • ymosodol tuag at bobl sy'n ceisio ei helpu; • amharod i dderbyn help; • mwy hunan ddibynol nag sy'n arferol i'w oedran; • gweithredol o ran ceisio cael annibyniaeth; • tueddol o rwygo ei waith fel na all yr oedolyn wneud sylw amdano; • amharod i gymryd risgiau; • gwrthwynebol o oedolion yn agos atynt; • ymddwyn fel pe na bydden nhw'n poeni a gwrthod diddordeb a chefnogaeth; • tangyflawni'n sylweddol; ac yn • tueddu i ffrwydro'n ddirybudd cyn bod y ffrwydrad yn diflannu'r un mor gyflym.	• chwarae gêmau strwythuredig iawn â rheolau clir a chanlyniadau i gynorthwyo i oresgyn gwrthwynebiad i gynigion o help (osgowch gêmau gydag enillwyr a chollwyr); • tasgau ysgrifenedig strwythuredig; • helpu'r PDG i deimlo'n dda am ei hun; • cynnig rheolaeth dros ddewis tasg; • canfod tasgau maen nhw'n eu mwynhau; • sicrhau cyfleoedd ar gyfer gwaith grŵp gan fod plant eraill yn gallu cymedroli dwyster agosrwydd yr athro; a • sicrhau fod yr holl staff yn darparu ymateb cyson.

Maes effaith	*Enghreifftiau o sut mae hyn yn effeithio ar blant?*
Swyddogaeth weithredol	Anawsterau â'r canlynol: ✓ Dechrau, rheoli a gorffen tasg ✓ Cynllunio a threfnu'i hun ✓ Dal ati gyda thasgau ✓ Datrys problemau ✓ Ymdopi â rhwystredigaeth ✓ Monitro a gwerthuso cynnydd ✓ Rhagweld beth a allai ddigwydd ✓ Bod yn hyblyg ac addasu i newid yn ôl y gofyn ✓ Canolbwyntio, ffocysu a thalu sylw ✓ Bod yn aflonydd ac anesmwyth
Rheoliad emosiynol a hunan ddelwedd	✓ Gorymateb i brofiadau a digwyddiadau ✓ Lefelau pryder wedi eu dwysáu ✓ Problemau gydag ataliad ymddygiad ✓ Ymwybyddiaeth wael o'r hunan ✓ Diffyg hunan ymwybyddiaeth
Perthynas a rhyngweithio ag eraill	✓ Problemau datblygu a chynnal perthynas ag eraill ✓ Anawsterau i dderbyn a deall fod awdurdod gan eraill ✓ Ymddygiad cymdeithasol anaddas fel bod yn or-gyfeillgar, angen rheoli, problemau dal llygad neu gyffwrdd, diffyg ymwybyddiaeth o edifeirwch ac anawsterau gydag ymddiriedaeth.

A yw'n cael yr un effaith ar bob plentyn?

Nac ydy.
O waith Bowlby (1969/1988), a ddatblygwyd ymhellach gan Mary Ainsworth (1982), gwyddom bellach fod yna bedwar math o ymlyniad yn gyffredinol i'w gweld mewn plant. Os byddwn yn deall y rhain yna byddwn yn gallu gwneud rhagor i ddiwallu gwahanol anghenion plant a datblygu strategaethau effeithiol.

Y pedwar math o ymlyniad yw:

- Ymlyniad diogel ;
- ymlyniad deuoliaeth teimlad - ymlyniad gwrthwynebol
- Ymlyniad osgoi, ac
- Ymlyniad anhrefnus

Mae'r tabl canlynol yn esbonio rhagor am y 3 math o ymlyniad anniogel.

Pennod dau - Stori'r ymlyniad: Y wybodaeth sydd ei hangen ar bob oedolyn sy'n gweithio gyda phlentyn yn y system gofal

Caiff ymlyniad ei bennu gan natur y gofal y mae plentyn wedi ei dderbyn. Nod ymddygiad ymlyniad yw agosrwydd a chyswllt gyda'r hwn a alwn yn brif ofalwr, fel bod babi yn teimlo'n ddiogel ac mewn lleoliad saff ble y gall ddatblygu. Mae'r plentyn yn dysgu drwy'r ymateb y mae'r gofalwr yn ei roi iddo. Os yw'r plentyn yn cael yr ymateb mae ei eisiau wrth grio pan fydd yn llwglyd, ypset neu'n bryderus yna daw'r ymateb hwnnw i fod yn un y mae'n ei ddysgu. Mae'r oedolyn yn **cydweddu** â'i anghenion. Yn y pen draw mae teimladau yn cael eu 'hymatal gan nad ydynt yn gorlethu'r plentyn. Mae **ymataliad** yn bwysig i blant achos mae'n eu helpu nhw i ymddiried a theimlo'n ddiogel yn y byd (Bion, 1962).

Mae plant sy'n cael y profiad o newid eu gofalwr dro ar ôl tro neu o ofal sy'n esgeuluso, yn niweidiol a/neu gamdriniol yn llawer mwy tebygol o gael anawsterau ymlyniad neu anhwylder ymlyniad.

Pam ydy hyn yn bwysig?

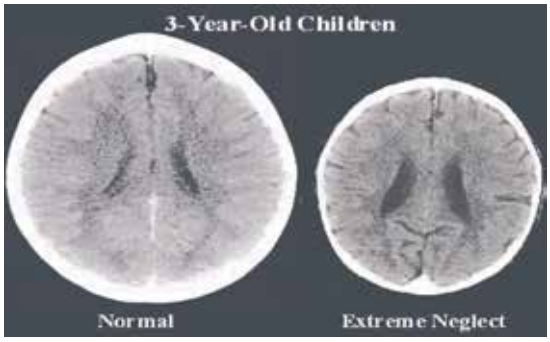
Mae plant sydd wedi datblygu ymlyniad diogel yn mynd yn eu blaen i fod yn hyderus o ran 'ymwahanu' oddi wrth eu gofalwyr a mynd allan i'r byd. Maen nhw'n gwybod y gallant fod ar wahân oddi wrth y sawl sy'n gofalu amdanynt am gyfnodau heb fod anffawd yn dod i'w rhan. Maen nhw'n gallu bod yn chwilfrydig ac archwilio'r byd ac felly dysgu a datblygu. Mae perthynas ymlyniad cynnar yn sail i ddatblygiad plentyn a'i allu i ffurfio perthynas gadarnhaol ac agos ag eraill. Maen nhw hefyd yn sylfaenol i ddatblygiad ein gallu ar gyfer rheoleiddio emosiynol, hunanreolaeth a datblygiad gwybyddol. Mae plant sydd ag ymlyniad da yn fwy tebygol o gyflawni llwyddiant o ran:

- Cyfeillgarwch a sgiliau perthynas cymdeithasol da
- Ymddiriedaeth
- Empathi
- Llwyddiant academaidd
- Rheoliad emosiynol a hunanreolaeth o ymddygiad
- Gwytnwch
- Annibyniaeth

(Levy ac Orlans 1998)

Beth sy'n digwydd os nad yw ymlyniadau'n cael eu ffurfio'n effeithiol?

Gwyddom y bydd y plant hynny (PDG ai peidio) nad ydynt wedi cael y profiad o ymlyniad gwydn yn ystod eu blynyddoedd cynnar, ac yn gymwys yma, yn ystod eu bywydau ysgol, yn dod ar draws nifer o heriau yn ystod eu bywydau. Nid ydynt wedi cael oedolyn sy'n **'cydweddu'** â'u hanghenion ac felly nid ydynt yn **'ymatal'** eu hemosiynau. Mae'r rhianta wedi bod yn anghyson, a'r gofal yn anghyson; mae'n bosibl fod y plentyn wedi profi newyn eithafol, a phoen, esgeulustod emosiynol neu gorfforol, ofn a cham-drin (neu weld eraill yn cael eu cam-drin). Nid yw eu hymdrechion i gael ymlyniad diogel wedi bod yn llwyddiannus am ba reswm bynnag. Gallai hyn fod oherwydd bod gan eu gofalwyr eu problemau iechyd meddwl eu hun neu anawsterau cyffuriau neu alcohol. Mae'n bosib eu bod hwythau wedi profi esgeulustod neu gam-drin fel plant a ddim yn gwybod sut i ymateb neu sut i fod yn brif ofalwr. Bydd y plant hyn yn dod ar draws llawer mwy o anawsterau wrth iddynt dyfu fyny achos, yn wahanol i'r rhan fwyaf o blant, nid oes ganddynt y taclau o ran sicrwydd emosiynol i'w harwain at lwyddiant mewn gwahanol feysydd. Mae'r tabl ar y dudalen nesaf yn gymorth i ddeall graddau'r anawsterau i'n disgyblion sydd ag anawsterau ymlyniad y byddwn yn eu gweld mewn ysgolion:



Mae'r llun yn cymharu ymennydd plentyn 3 blwydd oed normal (chwith) ag ymennydd plentyn 3 blwydd oed sydd wedi dioddef esgeulustod amddifadedd synhwyraidd (ar y dde). Mae ymennydd sylweddol llai o faint gan y plentyn sydd wedi dioddef esgeulustod ac mae ei fentriglau yn fwy ac mae ganddo atroffi coritigaidd. Dylid cymryd gofal wrth ddehongli'r ddelwedd hon; fe'i cyflwynir i gefnogi ein dealltwriaeth o effeithiau esgeulustod, ond mae angen iddi gael ei diffinio fel 'normal' neu 'esgeulustod eithafol' a heb raddfa mae'n anoddach gwneud cymariaethau uniongyrchol.

Gall trawma barhau i effeithio ar ddatblygiad yr ymennydd yn ystod dwy flynedd gyntaf bywyd. Hyd yn oed pan nad oes gennym gof ymwybodol o'n profiadau emosiynol, rydym yn eu storio yn ein hymennydd ac fe allant effeithio arnom wrth i ni dyfu a datblygu. Felly, er enghraifft, os yw baban ifanc yn cael ei anghenion wedi eu diwallu'n gyson gan ofalwyr sy'n ymateb iddynt ac yn gwneud yn siŵr nad yw'n llwgu, yn oer, yn amddifad o gariad a gofal, yna bydd ei ymennydd yn datblygu yn ôl yr hyn a ddisgwyliwn. Ond os yw baban yn crio ac un ai ddim yn cael help neu'n waeth fyth, yn cael ymateb bygythiol, camdriniol, yna mae'n dysgu'n gyflym iawn sut i rewi ac ymwahanu ei hun yn emosiynol. Yn y pen draw mae'r ymddygiad hwn yn ddwfn ynddo a gall plant rewi'n awtomatig wrth wynebu unrhyw fath o fygythiad Ar adegau gall plentyn ymateb fel hyn i sefyllfaoedd diniwed hyd yn oed gan ddatblygu i fod yn ddideimlad ac yn ddiymateb. Fodd bynnag, wrth i blant dyfu'n hŷn, gall patrwm yr ymateb newid a gallant ddyfod yn dreisgar ac yn oractif, gan chwilio am gyffro trais neu risg.

Gall y problemau hyn barhau i'r arddegau. Wrth gyrraedd oed aeddfedrwydd, mae'r ymennydd yn ogystal â'r corff yn newid llawer. Dyma'r ail gyfnod mwyaf o dyfiant i'r ymennydd yn ystod bywyd. I lawer o bobl yn eu harddegau, mae hyn yn amlwg iawn yn y newidiadau yn eu hymddygiad a all fod yn danllyd ac yn heriol. Os yw'r person ifanc wedi cael profiadau emosiynol sy'n 'ddigon da' hyd at y pwynt hwn, yna mae datblygiad yr ymennydd yn gallu ymdopi gyda'r newidiadau hyn. Fodd bynnag, i'r rheini sydd eisoes wedi gorfod ymdopi ag amgylchiadau anodd a heriol iawn, oni bai eu bod yn cael cefnogaeth sensitif iawn oddi wrth oedolion, yna bydd rhannau mwy ymatebol a thanllyd yr ymennydd yn tra-arglwyddiaethu dros y rhannau sy'n cyfranogi mewn rhesymu a gwneud penderfyniadau.

Felly mae hyn yn dweud wrthym fod y lefelau eithriadol o drawma y mae rhai plant yn ei brofi yn effeithio ar eu datblygiad emosiynol, cymdeithasol ac ar y ffordd maen nhw'n gallu rheoli eu hunain o'r cyfnod cynharaf posibl oherwydd yr effaith mae hyn wedi ei gael ar ddatblygiad yr ymennydd.

THEORI YMLYNIAD

Bydd llawer o'r plant a'r bobl ifanc sydd yn y system gofal yn profi anawsterau sylweddol â'r hyn a elwir yn 'ymlyniad' a 'pherthynas ymlyniad'. Mae dealltwriaeth o'r hyn ydy hyn, a sut mae'n effeithio ar blant, yn gallu helpu'r rhieni sy'n gweithio'n uniongyrchol â'n PDG i werthfawrogi ychydig am yr effaith ar eu dysgu a'u hymddygiad yn yr ysgol.

Beth yw ymlyniad?

Yn syml, system a ddatblygwyd drwy gydol esblygiad i'n cadw ni'n ddiogel yw ymlyniad. Caiff ei actifadu yn ystod cyfnodau o fygythiad (gwahanu, gwrthodiad neu ofn) a'r canlyniad yw bod y plentyn yn chwilio am gysur oddi wrth berson y mae'n ymddiried ynddo. Caiff ei gynnig ei fod yn rhan o natur plentyn i ffurfio perthynas ymlyniad a fydd yn sicrhau ei fod yn teimlo'n ddiogel, yn saff ac yn cael gofal. Bowlby (1988) yw prif bleidiwr y theori hon ac mae'n diffinio ymlyniad fel a ganlyn:

'Sail yw ymlyniad o ble y gall plentyn archwilio ei brofiadau a ffurfio cysyniadau o'i hun, eraill a'r byd'.

Y mae'n bwysig cydnabod y bydd nifer o blant a phobl ifanc wedi cael profiadau sydd ymhell y tu hwnt i'r hyn all y rhan fwyaf ohonom fyth ei ddychmygu. Byddan nhw wedi dod ar draws lefelau o drawma, cam-drin ac esgeulustod sy'n eithriadol ac a fydd yn effeithio ar sut maen nhw'n canfod y byd, o bosibl drwy gydol eu bywydau. Ni allwn dynnu'r rhain i ffwrdd, ond po fwyaf y gallwn gefnogi PDG i ymdopi y mwyaf byddwn yn gwella eu cyfleoedd bywyd ac o gyflawni gwell deilliannau. Er mwyn helpu i gyflawni hyn, y mae'n bwysig darparu trosolwg o'r hyn sydd ar gael ar hyn o bryd o faes niwro-wyddoniaeth a datblygiad yr ymennydd o ran effaith esgeuluso a thrawma. Caiff hyn ei ddilyn gan amlinelliad byr o ymagweddau cyfredol o fyd therapi a meddwl therapiwtig. Bydd y naill a'r llall yn helpu i ddeall plant sydd wedi cael eu niweidio ac i ddod o hyd i esboniadau am ymddygiad sydd yn wahanol, ac yn aml yn anodd, yn hytrach na gwneud tybiaethau fod y plentyn yn ymddwyn yn ddrwg. **Nid yw'n fwriad i wneud oedolion sy'n gweithio mewn ysgolion yn therapyddion, ond yn hytrach, os oes lefel mwy o ddealltwriaeth ganddynt, byddant yn fwy abl ac yn fwy cymhellol i ddelio â'r heriau y byddant yn dod ar eu traws gyda PDG.**

Y mae'n bwysig nodi fan hyn y gallai'r bennod hon sefyll fel llyfr ynddo'i hun gan fod yna beth wmbredd o lenyddiaeth a fyddai o ddiddordeb a pherthnasedd. Ar ddiwedd y bennod hon ac ar ddiwedd pennod pump rydym wedi rhestru nifer o lyfrau a gwefannau a fydd yn darparu gwybodaeth bellach a manylach i'r rheini sydd â diddordeb i ganfod rhagor.

YR YMENNYDD: EI DDATBLYGIAD AC EFFAITH PROFIADAU CYNNAR BYWYD

Organ gymhleth yw'r ymennydd. Yn ystod y blynyddoedd diweddar, wrth i dechnoleg ddatblygu, mae ein dealltwriaeth o'r prosesau datblygiadol a'r anawsterau a allai ddigwydd wedi cynyddu ar raddfa eithriadol. Gwyddom lawer mwy bellach am yr effaith groes mae bywyd cynnar cythryblus neu drawma datblygiadol yn ei gael ar ddatblygiad ymennydd llawer o'n plant a'n pobl ifanc.

Mae amgylcheddau diogel sy'n meithrin a phrofiadau cymhellol yn cefnogi datblygiad rhwydweithiau niwrol - maen nhw'n helpu i adeiladu'r ymennydd. Mae ymlyniadau empathetig, cefnogol a pherthynas yn hanfodol i optimeiddio datblygiad yr ymennydd. Ys dywed Siegel:

"Mae cydweddiad cyflyrau emosiynol yn hanfodol i'r ymennydd sy'n datblygu er mwyn iddo gaffael y capasiti i drefnu ei hun mewn modd mwy ymreolaethol wrth i'r plentyn aeddfedu." (Siegel 2012)

Caiff stres mewn plant yr effaith fwyaf ar ddatblygiad yr ymennydd. Yr ymennydd yw prif organ stres achos mae'n rheoli'r holl fecanwaith stres. Mae plant sy'n profi cyfnodau hir a difrifol o stres yn meddu ar ymennydd llai o faint a llai datblygedig ac felly llai o swyddogaeth wybyddol. Gall y lefelau uwch o gortisol sy'n ganlyniad i stres gael effaith ar y gwahanol rannau o'r ymennydd, fel bod yr ymennydd yn datblygu ymatebion gwahanol fel plant yn gorymateb neu ddim yn ymateb ddigon i fygythiad.

Mae'n syndod canfod y gall datblygiad ymennydd baban gael ei effeithio'n wael gan brofiadau cynnar bywyd, hyd yn oed cyn iddo gael ei eni. Os yw'r fam wedi profi lefelau uchel o ofn, pryder neu iselder yna gall strwythur ymennydd y baban fod yn wahanol iawn i un babanod eraill nad ydynt wedi'u hamlygu i'r un profiad.

Pennod Dau

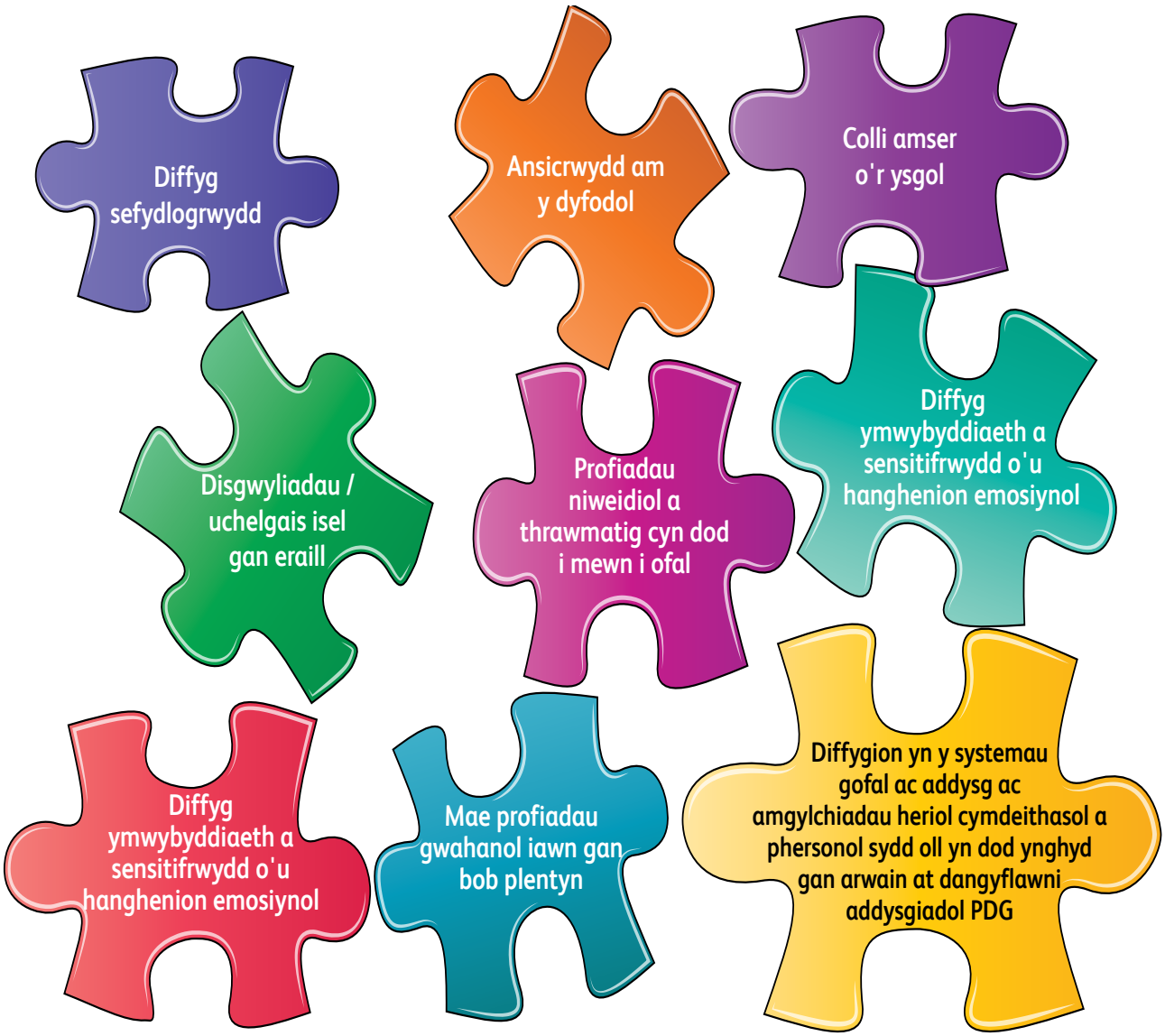
Yr hyn sydd angen i bawb ei wybod a'i ddeall am blant yn y system gofal

Rôl pawb sy'n gweithio â PDG

Mae angen i ni gael disgwyliadau uchel iawn o'r holl weithwyr proffesiynol hynny mewn lleoliadau addysg a fydd yn dod i gysylltiad â'n PDG:

- ✓ Sicrhau fod unrhyw PDG yn cael eu cefnogi'n sensitif a bod cyfrinachedd yn cael ei gynnal;
- ✓ Bod yn gyfarwydd â'r PDG ac ymateb yn briodol i geisiadau am wybodaeth i gefnogi cwblhau Cynlluniau Addysg Personol a dogfennaeth arall angenrheidiol fel rhan o'r cyfarfodydd adolygu;
- ✓ Ymateb yn gadarnhaol i gais PDG i fod y person a enwir y gallant siarad ag e pan fo'n teimlo fod hynny'n angenrheidiol;
- ✓ Cyfrannu at geisiadau am wybodaeth am gyrhaeddiad addysgiadol ac anghenion wnaed gan y Person Dynodedig i PDG, mor gyflawn a phrydlon ag sy'n bosibl;
- ✓ Fel yn achos pob plentyn, sicrhau nad oes unrhyw PDG yn cael ei stigmateiddio mewn unrhyw ffordd;
- ✓ Darparu hinsawdd gefnogol i alluogi PDG i gyflawni sefydlogrwydd oddi fewn i leoliad ysgol;
- ✓ Bod â disgwyliadau uchel am gyflawniad addysgiadol a phersonol PDG, a
- ✓ Hyrwyddo llesiant PDG yn gadarnhaol.

Pam nad yw PDG yn gwneud cystal â'u cymheiriaid? Mae'r ffactorau mae'r ymchwil yn ei ddweud wrthym yn gallu cael effaith groes ar ddeilliannau i PDG:



Drwy gydol yr adnodd hwn byddwn yn craffu ar rai o'r rhain â rhagor o fanylder i sicrhau ein bod ni'n mynd i'r afael â'r ffactorau hynny sydd oddi fewn i'n rheolaeth fel addysgwyr, i'r graddau eithaf posibl.

- Gweithio tuag at nodau Llywodraeth Cymru ar gyfer addysg PDG;
- Hyrwyddo addysg PDG a leolwyd yn yr ardal a thu allan iddi;
- Gweithio â Chydlynwyr Addysg PDG mewn awdurdodau eraill mewn perthynas â lleoliadau allan o'r ardal a sefydlu trefniadau gweithio;
- Datblygu a hyrwyddo modd o ymgysylltu neu feithrin perthynas â PDG a chael eu safbwyntiau am ddarpariaeth addysgol;
- Pontio'r bwlch rhwng Gwasanaethau Cymdeithasol, ysgolion a'r Awdurdod Addysg o ran AAA;
- Darparu her yn ôl yr angen;
- Lledaenu arferion da yn cynnwys hyfforddiant ar gyfer aelodau etholedig, gofalwyr maeth, gweithwyr cymdeithasol, llywodraethwyr ysgolion a'r Person Dynodedig ar gyfer PDG;
- Sicrhau fod Cynlluniau Addysg Personol mewn lle a darparu arweiniad o ran eu gweithredu;
- Monitro cyrhaeddiad PDG, coladu a dadansoddi gwybodaeth am berfformiad ar sail unigol neu ar y cyd;
- Sefydlu a chynnal rhestr o'r Personau Dynodedig ar gyfer PDG i bob ysgol yn ei awdurdod ac i bob ysgol y mae plant y tu allan i'r ardal yn ei mynychu; a
- Mynychu Adolygiadau PDG fel sy'n briodol.

Y Cynllun Addysg Personol (CAP)

Mae'n ofyniad bod gan bob PDG gynllun unigol o'r enw'r CYNLLUN ADDYSG PERSONOL. Cynllun unigol yw hwn sy'n gosod allan ei anghenion addysgol, ac sy'n targedu gwelliannau mewn cyrhaeddiad a deilliannau addysgiadol ehangach. Gall plant ifanc gael Cynllun Addysg Personol cyn-ysgol sy'n dynodi cyfleoedd addysgol priodol fel mynediad at feithrinfa neu ddarpariaeth arall o safon i'r blynyddoedd cynnar. Fodd bynnag, nid yw hyn yn wir am bawb, a chaiff ei bennu gan yr ALl y mae'r PDG wedi ei leoli ynddo. Ar gyfer pobl hŷn, gallai hwn fod yn Gynllun Addysg Personol Ôl-16 i gynorthwyo pontio a chefnogi wrth i'r bobl ifanc barhau â'u haddysg a dysgu gydol oes.

Mae'r Cynllun Addysg Personol yn cydweddu Cynlluniau Gofal ond yn canolbwyntio'n benodol ar hyrwyddo a blaenoriaethu addysg. Y dialog sy'n amgylchynu proses gynllunio'r Cynllun Addysg Personol a brofwyd i fod yn allweddol i'w llwyddiant. Cyfrifoldeb y nifer o gyfranwyr i'r Cynllun Addysg Personol yw cyfrannu at a dadansoddi'r wybodaeth a gynhwysir ynddo ac i ganolbwyntio ar atebion i hyrwyddo addysg, gan felly osod disgwyliadau uchel ac ymatebion cyflym i fynd i'r afael â'r angen a ddynodwyd.

Mae'r Cynllun Addysg Personol yn ymddwyn fel cofnod o'r cynnydd yn erbyn anghenion datblygiadol ac addysgiadol a amlygwyd (hirdymor a byrdymor) ac mae'n darparu peth cofnod o atebolrwydd.

Byddwn yn edrych yn fanylach ar y Cynlluniau Addysg Personol ym Mhennod Tri, a sut i sicrhau eu bod yn ddogfennau effeithiol a defnyddiol.

NID YW MOR SYML Â BOD MEWN GOFAL YN UNIG

Mae'n wybyddus ers sawl blwyddyn fod gan PDG lai o ddeilliannau da na'r rheini nad ydynt yn y system gofal: canfyddiad sydd yr un peth yn rhyngwladol ag ydyw yn genedlaethol. Ar yr un pryd, bu'n glir nad dyma'r achos ar gyfer pob PDG. Yn ddiweddar, cafodd dwy astudiaeth bwysig eu cwblhau sydd wedi ein helpu ni i ddeall yn well pa ffactorau sy'n cael yr effaith fwyaf negyddol ar ddeilliannau. Y canfyddiad mwyaf diddorol a gafwyd o'r ymchwil yw ein bod ni'n gwybod po hiraf y mae plentyn mewn gofal y gorau yw'r deilliant. Cafodd 33.4% o bobl ifanc sydd wedi bod yn y system gofal ers 6 mis a mwy 5 A*-C TGAU ond cwympodd hyn i 20.5% petai PDG wedi bod yn y system am lai na 18 mis, Mannay et al (2015). Felly nid bod mewn gofal ynddo'i hun yw'r broblem, eithr rhai o'r ffactorau sy'n gysylltiedig â hynny.

Cynlluniau Lleoliad (CLl)

Mae'n ofynnol bod yr ALl yn llunio cynllun lleoliad ar gyfer PDG. Bydd hyn yn manylu ar sut fydd y lleoliad yn diwallu gofynion y plentyn. Y mae'n rhan o'r Cynllun gofal a chymorth cyflawn.

Gorchymyn Gwarchodaeth Arbennig

Bydd rhai plant mewn lleoliad ble mae yna Orchymyn Gwarchodaeth Arbennig mewn lle. Mae hwn yn lleoliad sy'n gyfreithiol ddiogel i blant a phobl ifanc na allant fyw gyda'u rhieni genedigol, a ble mae cyfrifoldebau rhianta wedi eu gosod yn gyfreithiol gyda gwarcheidwad arbennig. Yn yr achosion hyn, nid ystyrir fod y plentyn neu berson ifanc yn Derbyn Gofal mwyach.

Ceiswyr Lloches Digwmni

Mae Awdurdodau Lleol hefyd yn gyfrifol am gefnogi plant sy'n geiswyr lloches digwmni. Disgwylir iddynt ddiogelu a hyrwyddo llesiant plant sydd mewn angen oddi fewn i'w hardal, drwy ddarparu cefnogaeth briodol o ran anghenion y plant hynny. Gall hyn gynnwys darparu ar gyfer cefnogaeth ariannol a llety fel hostel neu lety a gefnogir. Mae Erthygl 22 Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn yn datgan y dylai ffoaduriaid gael yr un hawliau â phlant sydd wedi cael eu geni yn y wlad y maen nhw'n ceisio lloches ynddi.

Rhestr o Acronymau

ADY	Anghenion Dysgu Ychwanegol
CADY	Cydlynydd Anghenion Dysgu Ychwanegol
PMG	Plant Mewn Gofal
PDG	Plant sy'n Derbyn Gofal
Cydlynydd APDG	Cydlynydd Addysg Plant sy'n Derbyn Gofal
Tîm APDG	Tîm Addysg Plant sy'n Derbyn Gofal
Tîm LACE	Tîm Addysg Plant sy'n Derbyn Gofal
CYPLA	Plant a Phobl Ifanc sy'n Derbyn Gofal
PD ar gyfer PDG	Person Dynodedig ar gyfer PDG
SA	Seicolegydd Addysg
GM	Gofalwr Maeth
CDU	Cynllun Datblygu Unigol
SAA	Swyddog Adolygu Annibynnol
OA	Oedolyn Allweddol
ALl	Awdurdod Lleol
PDG	Plant sy'n Derbyn Gofal
Cydlynydd LACE	Cydlynydd Addysg Plant sy'n Derbyn Gofal
LACYP	Plant a Phobl Ifanc sy'n Derbyn Gofal
GDD PDG	Grant Datblygu Disgyblion ar gyfer Plant sy'n Derbyn Gofal
CAB	Cynllun Addysg Bersonol
CRh	Cyfrifoldeb Rhieni
AAA	Anghenion Addysgol Arbennig
CAAA	Cydlynydd Anghenion Addysgol Arbennig
GGA	Gorchymyn Gwarcheidiaeth Arbennig
GC	Gweithiwr Cymdeithasol
CA / CCD	Cynorthwyydd Addysgu / Cynorthwywyr Cymorth Dysgu

CYDLYNYDD ADDYSG PLANT SY'N DERBYN GOFAL (CAPDG)

Disgwylir bod gan bob ALl yng Nghymru ymarferydd arbenigol (y CAPDG), a'i brif rôl yw ymddwyn fel hyrwyddwr ar gyfer PDG a chodi ymwybyddiaeth i ddiwygio diwylliant ac agweddau sydd wedi'u mewnblannu. Mae gan y CAPDG rôl arweiniol allweddol oddi fewn i'r Awdurdod Lleol ac mae dull gweithredu fel tîm yn hanfodol. Mae llawer o gyfrifoldebau ganddynt, ond maen nhw'n cynnwys:

- Sicrhau fod PDG yn cael y buddion bywyd mwyaf oddi wrth gyfleoedd addysg;

Mae gan ofalwyr maeth eu Gweithiwr Cymdeithasol eu hunain sy'n weithiwr cymdeithasol goruchwyliol.

Gellir cael achlysuron pan na chaiff PDG eu gosod gyda gofalwyr maeth, ond yn hytrach maen nhw'n symud i fyw i gartref gofal. Yn gyffredinol, mae hyn ar gyfer plant mewn addysg uwchradd ac maen nhw'n byw mewn cartref gyda phobl ifanc eraill ble mae'r oedolion wedi eu hyfforddi ac yn meddu ar y sgiliau i ddiwallu anghenion plant ifanc sy'n agored i niwed. Eto, fel â gofalwyr maeth, mae yna gartrefi gofal sy'n cael eu rhedeg yn annibynnol yn ogystal â'r rheini a gaiff eu rhedeg gan yr ALlau.

Swyddog Adolygu Annibynnol (SAA)

Rhaid i bob PDG gael SAA a enwyd, sy'n swyddog a benodwyd gan yr ALl, ac a benodwyd i gadeirio adolygiadau i PDG a monitro perfformiad yr ALl mewn perthynas ag achos y plentyn. Mae'r SAA yn gweithredu'n annibynnol o'r ALl.

Oedolyn Allweddol(OA)

Oedolyn yw hwn y mae'r PDG yn gallu datblygu perthynas ymlyniad ag e. Mae'r OA yn gweithio'n galed i adeiladu perthynas gadarnhaol a diogel gyda'r PDG fel ei fod yn dyfod yn rhywun y gellir ymddiried ynddo ac sy'n gwneud iddo deimlo'n arbennig.

Gofal gan Berthynas

Mae hyn yn digwydd pan fydd gofal yn cael ei ddarparu gan oedolion sydd â pherthynas â neu gysylltiad â'r plentyn neu berson ifanc, yn cynnwys mam-gu a thad-cu, brodyr a chwiorydd, modrybedd, ewythrod, rhieni bedydd neu lys-fam-gu a llys-dad-cu. Caiff gofal gan berthynas ei asesu, ei gymeradwyo a'i gofrestru a'i adolygu yn yr un ffordd â gofalwyr maeth.

Adolygiadau PDG

Mae Adolygiadau PDG yn gyfarfodydd ar gyfer adolygu Cynllun Gofal a Chymorth. Disgwylir i ysgolion anfon cynrychiolydd i'r cyfarfod hwn gyda Chynllun Addysg Personol wedi ei ddiweddaru sy'n cynnwys crynodeb manwl o gynnydd. Mewn amgylchiadau eithriadol, pan na all rywun o'r ysgol fynychu'r cyfarfod, dylid o leiaf gyflwyno adroddiad cynhwysfawr. Caiff adolygiadau eu cwblhau 28 niwrnod ar ôl llunio'r cynllun cyntaf ac yna ar ôl egwyl 3 misol. Yn dilyn hynny, maen nhw'n digwydd bob 6 mis oni bai fod angen am adolygiadau mwy rheolaidd.

Gadael Gofal

Bydd gorchymyn gofal a threfniadau gofal yn dod i ben pan fydd y person ifanc yn cyrraedd 18 oed a gallai ddod i ben yn gynt os yw gorchymyn gofal y plentyn yn cael ei ryddhau neu fod y plentyn yn cael ei fabwysiadu. Ar yr adeg hon, os bydd angen unrhyw gefnogaeth bellach, bydd timau Gwasanaethau Cymdeithasol Oedolion yn cymryd cyfrifoldeb. Fodd bynnag, nid yw hyn yn awtomatig, a bydd ddim ond yn digwydd os yw'r person ifanc ag anghenion gofal a chymorth cymwys. Dylai parhau ag addysg neu ddychwelyd ati bob amser aros fel opsiwn ar ôl i berson ifanc adael gofal. Mae PDG hefyd â'r hawl i gefnogaeth oddi wrth gynghorwr personol mewn perthynas â'i addysg. Bydd Gyrfa Cymru a'r Tîm Gadael Gofal (ôl-16 i RhCT) oddi fewn i'r awdurdod lleol yn gweithio ynghyd i ddarparu hyn.

Cyfrifoldeb Rhieni (CRh)

Caiff hwn ei ddiffinio fel a ganlyn:

"Yr holl hawliau, dyletswyddau, pwerau, cyfrifoldebau ac awdurdod sydd gan riant yn ôl y gyfraith mewn perthynas â'r plentyn a'i eiddo".

Mae'n bwysig iawn fod ysgolion yn gwybod pwy sydd â Chyfrifoldeb Rhieni ar gyfer eu holl ddisgyblion. Gall gweithwyr cymdeithasol a gofalwyr maeth gael 'cyfrifoldebau dirprwyedig' ar gyfer rhai PDG, fel eu bod yn gallu darparu caniatâd ar gyfer rhai pethau fel tripiau ysgol a ffotograffau. Pan fyddwch yn ansicr o union natur y CRh a'r cyfrifoldebau dirprwyedig, sicrhewch fod hyn yn cael ei egluro gan weithiwr cymdeithasol y plentyn.

Y 'Rhiant Corfforaethol'

Mae gan awdurdodau lleol gyfrifoldeb **'rhiant corfforaetho'** tuag at blant a phobl ifanc maen nhw'n gofalu amdanynt, i sicrhau eu bod yn cael yr addysg orau bosibl. Rhaid i bawb fod yn bleidwyr proactif ac effeithiol, gan sicrhau fod pobl ifanc yn eu gofal yn cael mynediad at, ac yn manteisio ar y cyfleoedd sydd ar gynnig iddynt. Rhaid iddynt weithio mewn partneriaeth ag asiantaethau eraill sydd â rôl o ran darparu addysg i PDG.

Mae gwerthfawrogi a chefnogi addysg plant mewn gofal cyhoeddus yn cael ei ystyried yn un o'r cyfraniadau pwysicaf y gall rhiant corfforaethol ei wneud i'w bywydau, am ei fod yn ymwneud â buddsoddi a gofalu am eu dyfodol a chydnabod y gallai addysg fod yn basbort iddynt tuag at well cyfleodd mewn bywyd. Mae Llywodraeth Cymru (2015b) yn dweud wrthym:

> *"Mae rhiant corfforaethol da yn ceisio cael yr un deilliannau i blant yn ei ofal ac sy'n gadael ei ofal ag y byddai unrhyw riant da am ei gael i'w blant ei hun drwy sicrhau ei fod yn gwneud popeth posibl i roi'r dechrau gorau posibl mewn bywyd iddynt".*

Person Dynodedig ar gyfer PDG

Caiff rôl y person hwn ei gynnwys mewn llawer mwy o fanylder yn ddiweddarach yn yr adnodd hwn. Athro yw hwn, sy'n gorfod cael ei benodi gan gorff llywodraethu pob ysgol a gynhelir er mwyn hyrwyddo cyflawniad addysgol plant sy'n derbyn gofal (PDG).

Ymylon Gofal

Caiff y term hwn ei ddefnyddio'n aml i ddisgrifio plant a phobl ifanc y mae gofalwyr gofal cymdeithasol yn ystyried eu bod mewn perygl uchel o fynd i ofal (er enghraifft, oherwydd camdriniaeth, problemau iechyd meddwl y rhieni neu fod y rhieni yn cam-drin sylweddau). Y mae'n cynnwys y plant hynny sydd ar hyn o bryd yn byw gyda'u rhieni genedigol neu deulu gwreiddiol (fel llys-rieni) a'r rheini a fabwysiadwyd o ofal ond sydd mewn perygl uchel o ddychwelyd i ofal. Mae deddfwriaeth newydd: Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014 yn diddymu Adran 17, **"Plant Mewn Angen"**, gan roi'r cysyniad o **"Plant ag Anghenion Gofal a Chymorth"** yn ei le.

Gofal Maeth

Yn gyffredinol, pan fydd plant yn dod i ofal ALl, byddant yn cael eu rhoi mewn gofal maeth. Bydd hyn mewn cartref preifat i deulu sy'n ofalwyr maeth cofrestredig, a allai fod yn perthyn i'r plentyn neu berson ifanc neu beidio. Gall y plentyn aros gyda'r teulu am gyfnod byr iawn fel lleoliad brys, neu gall yr arhosiad fod yn fyrdymor neu'n hirdymor, ond am nifer o wahanol resymau bydd gan rai plant nifer o leoliadau gwahanol. Mae ymchwil yn dweud wrthym fod y fath sefyllfa yn gallu cymhlethu anawsterau pobl ifanc.

Bydd gofalwyr maeth wedi bod drwy broses asesu trylwyr cyn cael eu derbyn fel gofalwyr maeth, yn cynnwys cymeradwyaeth gan banel maethu. Yna, caiff eu safle ei adolygu'n flynyddol. Gall gofalwyr maeth fod yn gweithio ar gyfer Awdurdod Lleol neu sefydliad maethu annibynnol.

GWNEUD SYNNWYR O'R IAITH: PETH TERMINOLEG YR YDYCH YN DEBYGOL O'I CHLYWED.

Fel unrhyw faes gwaith arbenigol, mae gan fyd PDG ei iaith ei hun a all fod yn astrus i'r newydd-ddyfodiaid i'r maes ei deall. Rydym wedi esbonio'r termau mwyaf cyffredin i chi.

Plant sy'n Derbyn Gofal (PDG)

Mae plant a phobl ifanc sy'n derbyn gofal yn cynnwys y rheini y mae gan yr Awdurdod Lleol (ALl) un ai ofal llawn drostynt neu ofal a rennir o ran cyfrifoldeb rhieni. Yn y rhan fwyaf o achosion mae hyn yn golygu eu bod yn cael eu cymryd i ffwrdd oddi wrth ofal eu rhieni a bod llety amgen yn cael ei ddarparu ar eu cyfer ynghyd â chefnogaeth oddi wrth asiantaethau ALl, elusennau neu sefydliadau annibynnol. Dim ond plant hyd at 18 mlwydd oed fydd yn derbyn gofal, ni fyddant yn ei dderbyn y tu hwnt i'w pen-blwydd yn 18 oed.

Plant Mewn Gofal (PmG)

Mae plant a phobl ifanc sydd mewn gofal yn dermau ar gyfer plant yng ngofal yr ALl. Bydd rhai ohonynt yn amodol ar orchymyn cyfreithiol, er enghraifft Gorchymyn Gofal sy'n rhoi cyfrifoldeb a rennir â rhieni i'r ALl. Bydd eraill yn derbyn gofal gyda chytundeb eu rhieni. Os nad oes unrhyw orchymyn cyfreithiol, mae rhieni'n cadw cyfrifoldeb rhieni yn ôl y gyfraith.

Llety

Ambell waith, byddwch yn cael plant sy'n derbyn llety yn hytrach na gorchymyn gofal. Yn flaenorol buasent yn cael llety o dan yr hyn a elwir yn Adran 20 Deddf Plant 1989. Erbyn hyn caiff ei alw'n Adran 76 yn sgil deddfwriaeth newydd o ganlyniad i Ddeddf Gwasanaethau Cymdeithasol a Llesiant (Cymru)(2014). Pan fydd plentyn yn cael llety, nid yw hyn yn ganlyniad i achos llys, ond bydd yn digwydd am fod y plentyn yn cael llety **drwy gais neu mewn cytundeb** â'r rhieni. Yn yr achos hwn, deil y rhieni ar y prif gyfrifoldeb rhieni dros eu plentyn, ond mae'r Awdurdod Lleol yn parhau i fod â chyfrifoldeb fel rhiant corfforaethol.

Gorchymyn Gofal

Elfen gyfreithiol i blentyn yn cael ei osod o dan ofal yr ALl yw gorchymyn gofal. Y mae'n dynodi pwy sydd â chyfrifoldebau rhianta dros y plentyn. Ambell waith bydd Gorchymyn Gofal Dros Dro gan blant oherwydd bod y llys am gael gwybodaeth bellach cyn dod i benderfyniad. Dim ond os yw'n sicr o'r canlynol y gall llys wneud gorchymyn gofal:

- bod y plentyn yn dioddef, neu'n debygol o ddioddef, niwed sylweddol;
- bod y niwed wedi ei achosi gan rieni'r plentyn;
- y byddai'r niwed yn cael ei achosi oherwydd bod gofal annigonol yn cael ei roi i'r plentyn yn y dyfodol; neu
- bod y plentyn yn debygol o ddioddef niwed am ei fod y tu hwnt i reolaeth y rhieni.

Cynlluniau Gofal a Chefnogi

Bydd pob PDG yn cael Cynllun Gofal a Chefnogi sy'n dod â'r plentyn, ei deulu a gweithwyr proffesiynol ynghyd i gynllunio'i ofal a'i gefnogaeth. Caiff hwn ei adolygu'n rheolaidd. Mae'n cynnwys gwybodaeth am ddeilliannau llesiant y plentyn ac anghenion gofal a datblygu a chynllun hirdymor ar gyfer magwraeth ac addysg y plentyn. Cyrraedd sefydlogrwydd ym mhob agwedd o fywyd y plentyn yw'r peth allweddol sy'n llywio'r cynllun. Bydd adolygiadau'n monitro cynnydd tuag at dargedau hirdymor a byrdymor. Caiff y Cynllun Addysg Personol (gweler yn ddiweddarach) a chynllun iechyd eu cynnwys yn hyn.

Pennod Un

Gwybodaeth a therminoleg

Er mwyn hwyluso'r cyflwyniad drwy gydol yr adnodd hwn, defnyddir y term Plant sy'n Derbyn Gofal (PDG). Bydd hwn yn cyfeirio at blant a phobl ifanc. Mae PDG yn derminoleg sy'n cydsynio â chanllawiau presennol Llywodraeth Cymru.

Yn ychwanegol, er bod y canolbwynt ar blant a phobl ifanc sydd yn y system gofal ar hyn o bryd, mae llawer o'r hyn sy'n gynwysedig mewn gwirionedd, yn gymwys i bawb sydd wedi derbyn gofal yn flaenorol. Mae hyn yn cynnwys lleoliadau gofal gyda pherthynas, gorchymyn trefniant plant a gorchmynion gwarchodaeth arbennig (GGA). Yn benodol, fe fydd hefyd yn gymwys i **blant sydd wedi cael eu mabwysiadu** a hynny am nifer o resymau. Yn gyntaf, mae llawer o blant sydd wedi cael eu mabwysiadu neu a leolir mewn sefyllfa o ofal arbennig wedi profi trawma, cam-drin ac esgeuluso o lefel eithriadol ac yn aml uchel, i'r graddau fel mai'r unig ymateb posibl a fu oedd mabwysiadu neu ofal amgen. Yn ail (wrth i ni archwilio i mewn i ragor o fanylder yn ddiweddarach yn yr adnodd) nid yw mynd i gartref mwy diogel, sefydlog a gofalgar yn golygu y bydd y plentyn yn gallu goresgyn rhai o brofiadau ei orffennol a bydd yn aml yn dychwelyd at batrymau ymddygiad blaenorol a fewnblannwyd ynddo fel modd o ymdopi.

Yn yr un modd, mae'n bosibl fod llawer o'r plant a'r bobl ifanc sydd ar hyn o bryd yn rhan o'r prosesau **Plentyn ag Anghenion Gofal a Chefnogaeth a diogelu,** hefyd yn profi lefelau uchel o esgeuluso, trawma neu gam-drin ac felly yn yr un modd byddent yn elwa o gymhwyso peth o'r meddylfryd a'r strategaethau a gyflwynir yn y ddogfen hon.

Ein Gweledigaeth i PDG yn Rhondda Cynon Taf (RhCT) a Merthyr Tudful (MT).

Rydym am i lais ein plant gael ei glywed gan bawb sy'n gweithio â nhw fel eu bod yn ganolog i'r cynllunio sy'n cael ei osod mewn lle.

Mae RhCT a MT am sicrhau fod plant a phobl ifanc yn eu gofal yn cael y cyfleoedd bywyd gorau posib a bod effaith yr amgylchiadau sy'n arwain at yr angen yn cael eu goresgyn a'u lleihau.
Rydym am gau'r bwlch rhwng cyraeddiadau a chyflawniadau ein PDG mewn perthynas â hynny mewn plant eraill.

Rydym am sicrhau fod ein plant a'n pobl ifanc wedi cael yr help a'r cymorth i oresgyn effaith trawma seicolegol gyda'r ymyraethau gorau a mwyaf effeithiol sydd ar gael.

Rydym am i'n holl ysgolion fod yn Ysgolion sy'n Ystyrlon i PDG, gan fod yn gwbl ymwybodol o'r anawsterau a wynebir gan y plant y maen nhw'n eu haddysgu gydag ethos cadarnhaol a'r parodrwydd i hyrwyddo deilliannau a chyflawniadau uchel yn weithredol.

Rydym am i'n holl ddysgwyr PDG gael mynediad at addysgu a dysg o ansawdd da sy'n cydnabod eu hanghenion unigol ac felly'n eu hysgogi a'u cyfarparu â chymwysterau a sgiliau academaidd a fydd yn darparu cyfleoedd bywyd ardderchog.

dewis heddiw yfory cyfle gobaith

cyflawniad dyfodol breuddwydion pŵer llwyddiant

Am yr adnodd hwn
Mae'r adnodd hwn yn darparu'r wybodaeth a'r cyngor sy'n angenrheidiol i ysgolion (a phob lleoliad oddi fewn i'r system addysg) a fydd yn eu helpu i fod yn fwy ystyrlon o PDG. Ysgolion ble fydd disgyblion yn cael eu hanghenion wedi eu diwallu'n effeithiol gan staff sydd â'r wybodaeth a'r ddealltwriaeth o'r rhwystrau y maen nhw'n eu hwynebu a ble mae'r systemau wedi eu strwythuro i hyrwyddo'n weithredol y deilliannau gorau posibl i'r grŵp mwyaf bregus hwn.

Mae'r adnodd wedi ei isrannu'n nifer o benodau:

Pennod un - Darparu gwybodaeth gefndir, terminoleg a pheth data cyd-destunol.

Pennod dau - Darparu trosolwg o effaith trawma ar ddatblygiad yr ymennydd a phatrymau ymlyniad a sut y gallant ddylanwadu ar ymddygiad. Bydd hyn o help i ddeall PDG a pham eu bod yn ymddwyn mewn ffordd wahanol i blant o gefndiroedd mwy cadarn.

Pennod tri - Golwg fanwl ar yr hyn sy'n gwneud ysgol yn Ystyrlon i PDG. Mae hyn yn cynnwys:

1. Systemau ac arfer yr ysgol gyfan ;
2. Dulliau gweithredu ataliol: adeiladu gwytnwch ein PDG;
3. Strategaethau ymatebol i gefnogi PDG sy'n cynrychioli rhagor o heriau.

Pennod pedwar - Adroddiadau ar safbwyntiau gweithwyr proffesiynol sy'n gweithio'n uniongyrchol â phlant yn y system gofal a darparu negeseuon pwysig oddi wrth y plant eu hunain a'u gofalwyr.

Pennod pump – Manylu ar ffynonellau pellach o ran cyngor a gwybodaeth.

Pennod chwech – Cyfeiriadau.

Mae ymddangosiad y symbol yn arwydd bod angen llungopïo'r adnoddau hyn i'w rhannu â'r staff yn eich lleoliad.

Cyflwyniad

Cafodd yr adnodd hwn ei baratoi i gynorthwyo'r holl weithwyr proffesiynol sy'n cefnogi addysg plant a phobl ifanc sy'n Derbyn Gofal gan Awdurdodau Lleol Merthyr Tudful neu Rondda Cynon Taf.

Y plant a'r bobl ifanc sydd, neu a fu'n rhan o'r system gofal, yw rhai o'n plant a phobl ifanc sydd fwyaf agored i niwed. Gwyddom o'r data a gafodd ei gasglu dros nifer o flynyddoedd, ac adroddiadau'r llywodraeth ac ymchwil, nad oes digon yn cael ei wneud i helpu'r disgyblion hyn i oresgyn yr heriau maen nhw'n eu hwynebu i'w galluogi nhw i gyflawni'r deilliannau gorau posibl. Mae'r plant a'r bobl ifanc hyn yn llai tebygol o symud ymlaen at Addysg Uwch ac yn fwy tebygol o dangyflawni yn yr ysgol, cael anawsterau iechyd meddwl yn y dyfodol ac anawsterau cyflogaeth ac yn diweddu yn y system carchar.

Mae Llywodraeth Cymru (LlC) yn gweithio'n galed i gefnogi Awdurdodau Lleol i fynd i'r afael ag anghenion plant yn y system gofal. Cafodd dau brif gam yn ystod y blynyddoedd diwethaf eu cyflwyno o ran deddfwriaeth newydd i gefnogi'r system gofal. Sef Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru)(2014) ac oddi fewn i addysg cyhoeddi dogfen strategaeth a chynllun gweithredu LlC: Codi uchelgais a chyrhaeddiad addysgiadol plant sy'n derbyn gofal yng Nghymru.

Fel rhieni rydym ni oll am i'n plant gael y dechrau gorau mewn bywyd a chyrraedd eu llawn botensial. Ni fuasem yn derbyn deilliannau addysgiadol gwael heb eu herio. Felly, yn yr un modd, yn ein rôl fel rhieni corfforaethol: boed fel awdurdod lleol, ysgol neu weithiwr proffesiynol unigol, dylai bod gennym yr un dyheadau uchel ar gyfer plant sydd yn ein gofal ar hyn o bryd, a'r rheini a fu'n derbyn gofal yn flaenorol. Ni ddylai perfformiad academaidd gwael beidio â chael ei herio ac ni ddylid derbyn disgwyliadau isel.

Credwn fod gan y rheini sy'n gweithio mewn ysgolion a lleoliadau addysgiadol eraill, rôl hanfodol o ran gwella ansawdd bywyd a phrofiadau addysgiadol Plant sy'n Derbyn Gofal (PDG) yn sylweddol. Fodd bynnag, mae adroddiadau diweddar y llywodraeth a chanllaw genedlaethol yn awgrymu ar hyn o bryd, nad yw'r rheini yn 'rheng flaen' addysg yn cael y gefnogaeth ddigonol gyda'r dasg hon. Yn fwyaf penodol ceir diffyg gwybodaeth, cyngor a hyfforddiant i helpu gweithwyr proffesiynol i ddeall profiadau ac anghenion plant sy'n dod i'r system gofal a sut y gallant gefnogi'r grŵp amrywiol hwn hefyd. O ganlyniad, diben paratoi'r adnodd hwn yw cynorthwyo o ran darparu gwybodaeth a chyngor allweddol a fydd yn cyflawni'r rôl hon.

Heriau y mae plant a phobl ifanc yn y system gofal yn eu hwynebu

Bydd llawer o'r plant sy'n derbyn gofal wedi cael y profiad o anfantais a thrawma hirdymor a difrifol a oedd yn rhan o'r amgylchiadau a arweiniodd at yr angen i'r Awdurdod Lleol weithredu. Gwyddom fod trawma, esgeulustod, camdrin rhywiol ac emosiynol yn effeithio ar ddatblygiad a dysgu plentyn drwy gydol ei fywyd. Fel pobl broffesiynol yn gweithio mewn ysgolion, ni allwn newid yr hyn sydd wedi digwydd, ond fe allwn ddeall a bod yn ymwybodol o'r profiadau y mae rhai plant wedi eu dioddef a'u cefnogi i'w goresgyn fel y gallan nhw ddatblygu i fod yn oedolion annibynnol, hapus a llwyddiannus.

Yn ychwanegol, ceir tystiolaeth glir, nad yw systemau addysg ledled Cymru wedi bod yn effeithiol wrth gefnogi Plant sy'n Derbyn Gofal. Yn ystod eu cyfnod mewn gofal, mae'n bosibl y byddant yn cael profiadau, a fydd i ni fel addysgwyr, y tu hwnt i'n rheolaeth, er enghraifft, lleoli mewn aml le gofal, gwahanu o'u brodyr a'u chwiorydd. Fodd bynnag, y mae'n bwysig cydnabod fod yna hefyd nifer o elfennau y gallwn ddylanwadu arnynt un ai'n uniongyrchol (er enghraifft yr angen am sgiliau cymwys a hyderus mewn llythrennedd) neu'n anuniongyrchol (manteision ymgysylltu â gweithgareddau y tu allan i'r ysgol). Mae'r ddogfen hon yn ceisio mynd i'r afael â'r meysydd hyn.

CYNNWYS

Rhagair

Cyflwyniad

Pennod un
Gwybodaeth hanfodol: ffeithiau a therminoleg

Pennod dau
Yr hyn sydd angen i bawb ei wybod a'i ddeall am blant yn y system gofal

Pennod tri
Ysgolion sy'n Ystyrlon i PDG
Adran 1 : Agwedd Ystyrlon o PDG yr ysgol gyfan
Adran 2 : Agweddau Ataliol: adeiladu gwytnwch ein PDG
Adran 3 : Strategaethau Ymatebol i gefnogi PDG sy'n cyflwyno eu hunain â rhagor o heriau

Pennod pedwar
Gweithio ag eraill
Lleisiau'r plentyn a'r bobl ifanc
Y gofalwr maeth
Y gweithwyr proffesiynol eraill

Pennod pump
Cyngor a gwybodaeth

Pennod chwech
Cyfeiriadau

Rhagair

Mae'r dystiolaeth yn glir: mae plant sy'n derbyn gofal yn llawer llai tebygol na phlant eraill o wneud yn dda yn yr ysgol, ac yn llai tebygol fyth o fynd ymlaen at addysg bellach ac uwch. Mae'r heriau maen nhw'n eu hwynebu yn eu bywydau ifanc eu hunain - hunaniaeth, lle, diogelwch, cariad ac anogaeth - sef y pethau y byddai eraill yn eu cymryd yn ganiataol - yn aml yn dod cyn ymryson am lwyddiant academaidd. Mae dyletswydd arnom ni oll i ymgymryd â'r cyfrifoldeb mawr o fod yn rhieni corfforaethol - awdurdodau lleol, ysgolion, gweithwyr iechyd ac eraill - i weithio'n galetach i sicrhau fod ein plant yn cael y cyfleoedd gorau y gallwn eu darparu, i oresgyn y rhwystrau hyn, ac i gau'r bwlch. Rwyf yn croesawu'r adnodd hwn yn fawr; adnodd a fydd, gobeithio, yn cael ei ddefnyddio i'r perwyl hwnnw, a diolchaf i bawb sy'n rhoi o'u hamser ac egni i roi'r dechrau gorau posibl i bobl ifanc.

Rhagair oddi wrth y Cynghorydd Hopkins (RhCT) (2016).

Ein plant ni yw'r plant sy'n derbyn gofal, ac ym Merthyr Tudful rydym yn angerddol am sicrhau bod pob un ohonynt yn derbyn y gefnogaeth a'r anogaeth angenrheidiol i gyflawni'u potensial llawn. Mae gan bob un ohonom ran i'w chwarae fel Rhieni Corfforaethol, ac i fod yn llwyddiannus rydym yn dibynnu ar ddull tîm, gan weithio'n effeithiol gyda'n gilydd i oresgyn rhwystrau a sicrhau sefydlogrwydd a llwyddiant i'n plant a'n pobl ifanc. Rwy'i mor falch fod Rhifyn Cyntaf yr adnodd hwn wedi cael derbyniad mor dda - mae'n offeryn gwerthfawr i gefnogi ysgolion a'r holl asiantaethau wrth iddynt weithio gyda phlant sy'n derbyn gofal i gyflawni'r deilliannau gorau. Mae'r Ail Rifyn, sydd i'w ddosbarthu ar draws Consortiwm Canolbarth y De, yn cynnig cyfle pellach i rannu gwybodaeth werthfawr ac arferion gorau craff. Diolch i bawb sy'n gweithio mor angerddol a diwyd i gefnogi'r gwaith hwn.

Rhagair oddi wrth y Cynghorydd Chris Davies (MT) (2021).

Diolchiadau a chydnabyddiaethau

Cafodd cynnwys yr adnodd hwn ei gefnogi'n fawr gan y rheini a gyfranogodd yn y grwpiau ffocws a gafodd eu defnyddio fel sail i bennod 4. Heb eu mewnbwn, a mewnbwn y bobl ifanc y caiff eu safbwyntiau eu dyfynnu yma, ni fyddai ansawdd y gwaith hwn hanner cystal. Diolch yn arbennig i Dynamix am eu gwaith gyda'r bobl ifanc.

Diolch enfawr i chi...

Diolch i chi, y bobl sydd wedi bod fwyaf dylanwadol wrth ddatblygu ein dealltwriaeth ynghylch gwella bywydau'r plant sy'n derbyn gofal (PDG). Mae eich gwybodaeth a'ch profiad wedi cael dylanwad anferthol yn genedlaethol, yn cefnogi gweithwyr proffesiynol sy'n gweithio yn y maes. Cafodd llawer o'ch meddyliau a'ch addysgu eu defnyddio i danategu'r hyn a gyflwynwyd yn yr adnodd hwn ac fe'i hargymhellir yn fawr i'r rheini sydd am ddysgu rhagor. Felly, yn benodol, dyma nhw:

Louise Bombèr, Kim Golding, Heather Gedder, Dan Hughes a Marie Delaney. Heb anghofio'r rheini ohonoch sydd wedi gweithio'n uniongyrchol gyda PDG ac sydd mor eithriadol o ran gwella ansawdd eu bywydau.

Ym mis Ebrill 2019, gyda chefnogaeth gan Kirsty Williams AC, cymeradwyodd Llwyddiant i Bawb (A4A) yr adnodd ar gyfer yr ysgolion hynny sy'n ystyrlon o PDG, a'i ddefnyddio fel sail i'w deunydd ar-lein sef "Adnodd Addysg Plant sy'n Derbyn Gofal ar gyfer Cymru"

Ysgolion sy'n Ystyrlon o Blant sy'n Derbyn Gofal

Paratowyd gan:
Andrea Higgins
Jessica Jones
Hannah Bevan
Erica Beddoe

Datblygwyd gan:
Andrea Higgins

Gosodiad a Dyluniad gan:
Argraffu a Dylunio Graffig Cyngor Bwrdeistref Sirol Merthyr Tudful
Adnodd ar y cyd yw hwn rhwng Merthyr Tudful a Rhondda Cynon Taf a gafodd ei gomisiynu trwy ddefnyddio'r Grant Datblygu Disgyblion i Blant sy'n Derbyn Gofal (GDD PDG)

Awdurdodau Lleol Rhondda Cynon Taf a Merthyr Tudful

(Ail Rifyn 2021)

YSGOLION SY'N YSTYRLON O BLANT SY'N DERBYN GOFAL

RHONDDA CYNON TAF

Cyngor Bwrdeistref Sirol
MERTHYR TUDFUL
MERTHYR TYDFIL
County Borough Council

Gweithio ynghyd mewn partneriaeth