

Polisi Disgyblaeth Disgyblion (2024)

Policy Discipline Policy (2024)

Llofnod Signature	Dyddiad Date	Cafodd y polisi hwn ei gymeradwyo gan Gorff Llywodraethu Ysgol Morgan Llwyd.
Mr Huw Robertson Cadeirydd Bwrdd Llywodraethus, Ysgol Morgan Llwyd Chair of the Board of Governors, Ysgol Morgan Llwyd		This policy was approved by the Governing Body of Ysgol Morgan Llwyd.

Dyddiad Adolygiad Revision Date	Cadeirydd Chair	Llofnod Signature	Dyddiad Date

Caiff y polisi hwn ei adolygu pob tair blynedd / This policy will be reviewed every three years.

Fersiwn Saesneg ar gael ar dudalen 8 / Please scroll to page 8 for English version

1. Cyflwyniad

Dylai polisi ymddygiad a disgyblaeth ysgol edrych ar bob agwedd o fywyd yr ysgol a'r tu hwnt. Mae lluoedd ffactorau sy'n allweddol yn y broses o sicrhau ymddygiad derbyniol a safonau disgyblaeth uchel yn yr ysgol.

2. Yn Ysgol Morgan Llwyd credwn:

- fod ymddygiad derbyniol yn sylfaen i berthynas effeithiol rhwng staff a disgybl, a rhwng disgybl a disgybl ac felly yn ysgogi'r broses o sefydlu awyrgylch sy'n ffafriol i ddysgu yn ogystal ag addysgu.
- fod rhyng-berthnasu effeithiol yn allweddol yn y broses o wneud i blentyn deimlo'n hapus yn yr ysgol ac yn barod i fynychu'r ysgol yn rheolaidd.
- fod ymddygiad derbyniol sy'n arwain at berthnasau iach yn allweddol yn y broses o ddatblygiad cognyddol, moesol, ysbrydol a chymdeithasol plentyn. **Credwn hefyd fod creu pertnasau iach yn allweddol ar yfer hyrwyddo ymddygiad da.**
- fod creu awyrgylch gadarnhaol ac un o barch tuag at bawb yn holl bwysig beth bynnag fo natur y person(au) dan sylw. Mae awyrgylch gadarnhaol ac un o barch at eiddo a phobl yn creu gwell safonau o ymddygiad.
- fod disgyblaeth yn fater ysgol gyfan
- fod cysondeb yn bwysig a bod y disgyblion yn gweld fod y staff yn gweithredu yn yr un modd.
- fod prif brosesau'r ysgol yn hanfodol bwysig wrth ystyried safonau ymddygiad. Mae rhain yn cynnwys:
 - a) Perthnasoedd positif rhwng y staff a'r disgyblion
 - b) Rheolaeth dosbarth effeithiol
 - c) Cwricwlwm
 - ch) Gofal Bugeiliol
 - d) Adeiladau a'r awyrgylch ffisegol
 - dd) Amserlen a threfniadaeth
 - e) Perthynas â rhieni/gofalwyr
 - f) **Ansawdd yr addysgu**
- fod i'r ysgol swyddogaeth ganolog yn y broses o sicrhau ymddygiad derbyniol a disgyblaeth. Ni ellir derbyn mai ffactorau allanol yn unig (e.e. natur y dalgylch ac ati) sy'n creu problemau disgyblaeth o fewn ysgol
- fod swyddogaeth y tiwtor dosbarth yn un hanfodol bwysig yn y broses o ofalu.
- Fod angen rhoi pwyslais ar ddatblygu agweddau cadarnhaol at eraill trwy gyfrwng **y sesiynau ABCh a'r cwricwlwm yn ei gyfanrwydd.**
- Fod angen goruchwyliaeth fanwl o'r ysgol yn ystod amser rhydd y disgyblion h.y. egwyl y bore, yr awr ginio, ac ar ddechrau a diwedd y dydd. Dylai cyfadrannau fod yn bennaf gyfrifol am eu milltir sgwâr! Mae prydlondeb staff i wersi yn holl bwysig.

MAE GAN BOB AELOD O STAFF GYFRANIAD I'W WNEUD YN Y BROSES O ORUCHWYLIO'R YSGOL BOB DYDD. NID TASG Y PERSONAU AR DDYLETSWYDD YN UNIG MOHONI.

- Mae angen i staff fod yn fodelau da o ran ymddygiad ac agwedd.

- Mae angen i staff ddarparu gwersi diddorol a heriol er mwyn sicrhau cymhelliant y disgyblion.

Agweddau sy'n Dylanwadu ar Ymddygiad a Disgyblaeth

(i) Y Cartref

Mae'n dasg anodd ceisio dylanwadu ar y cartref ac mae'n rhaid derbyn fod dylanwad cartref yn un holl bwysig yn natblygiad plentyn. Credwn, fodd bynnag, fod ffurfio perthynas gadarnhaol â'r cartref yn sicrhau fod rhieni yn meithrin ymdeimlad o berthyn i'r ysgol ac felly fod trafod problemau a gweithredu er mwyn gwella'r sefyllfa yn llawer haws. Gwneir hyn drwy gysylltu'n aml â chartrefi, (trwy lythyr neu â ffôn); trefnu nosweithiau rhieni ffurfiol ac anffurfiol, ac ati.

(ii) Cwricwlwm

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

(iii) Yr Amserlen

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

(iv) Cyfnodau Cofrestru

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

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

Dylid sicrhau tawelwch a threfn.

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

(v) Trefn Eistedd Dosbarthiadau

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

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

Cynnal Safonau Uchel o Ymddygiad a Disgyblaeth yn yr Ysgol a'r Drefn o Gyfeirio Problemau

1. Egwyddorion Cyffredinol

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

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

Yn syml, rhaid i'r plant ein parchu ac felly ninnau eu parchu hwythau. Mae'r ffactorau canlynol am athrawon yn creu sefyllfa ddysgu/dosbarth effeithiol.

- Parch at blant
- Bod yn deg wrth eu trin
- Ymroddiad, brwdfrydedd a symbyliad i'r gwaith
- Hoffter o blant
- Gonestrwydd
- Trefnusrwydd
- Adnabyddiaeth o'r Grŵp

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

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

2. Rheolaeth Dosbarth – Arferion Da

Mae cytundeb amlwg ymysg y proffesiwn fod yr agweddau a nodir isod yn arwain at reolaeth effeithiol gan eu bod oll yn arferion da.

- Adnabyddiaeth o blant – adnabod eu henwau, personoliaethau, diddordebau a phwy yw eu ffrindiau.
- Cynllunio gwersi yn fanwl fel bod diddordeb disgyblion yn cael ei gynnal fel nad oes cyfle i ddisgyblion anesmwytho a tharfu ar wersi.
- Dylid bod yn hyblyg ac yn barod i newid strwythur y wers yn ôl yr angen.

- Gellir gwneud defnydd o hiwmor a brwdfrydedd er mwyn creu awyrgylch gadarnhaol.
- Dylid gwneud y rheolau dosbarth sydd mewn bodolaeth yn glir i'r disgyblion.
- Rhaid cydnabod gwaith da (yn unol â gallu'r disgybl).
- Pan fydd angen rhybuddio a chosbi dylid ceisio gwneud hynny'n dawel neu yn breifat os yn bosibl drwy dargedu ymddygiad drwg unigolyn. Dylid ymwrthod â chosbi'r grŵp cyfan os mai unigolion sydd ar fai. Nid yw bychanu'n effeithiol nac yn dderbyniol ychwaith.

MAE'N HOLL BWYSIG BOD AELOD O STAFF YN TREFNU I DYST FOD YN BRESENNOL TRA YN RHYBUDDIO/CERYDDU'N BREIFAT.

3. Amser Egwyl a'r Awr Ginio

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

Camymddwyn yn ystod egwyl y bore

- Yr aelod o staff i geisio delio gyda'r broblem ei hun.
- Ychwanegu pwyntiau ymddygiad ar Go4Schools
- Trafod y sefyllfa gydag aelod arall o'r tîm dyletswydd sydd ar gael.
- Cyfeirio'r mater i'r Pennaeth Blwyddyn.

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

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

4. Plismona'r Coridorau Rhwng Gwersi

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

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

5. Bwlio

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

Camau i Ddelio Gyda Chamymddwyn Mewn Gwers.

Cam Un: Strategaethau i ddelio gyda chamymddwyn mewn gwers.

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

- Gofyn i'r disgybl yn dawel i beidio â siarad/tarfu/tynnu sylw/torri'r rheolau dosbarth.
- Rhoi rhybudd i'r disgybl bod canlyniadau i'w gamymddwyn.
- Symud y disgybl i flaen y dosbarth neu i eistedd ar ei ben ei hun.
- Gwahanu disgyblion sy'n tarfu.
- Rhoi'r disgybl tu allan i'r drws am bum munud.
- Cael gair gyda'r disgybl tu allan i'r dosbarth.
- Dylid gwasgu'r Botwm Argyfwng pe bai disgybl yn parhau i gamymddwyn ar ôl 3 rhybudd neu petai'r camymddwyn yn ddifrifol
- Nodi'r botwm argyfwng / digwyddiadau negyddol ar Go4Schools a chynnwys y camau a gymerwyd gan yr athro
- E bostio'r Pennaeth Blwyddyn os oes patrwm o gamymddwyn
- Cadw i mewn amser egwyl neu ginio.
- Cyfeirio at y Pennaeth Adran.
- Cerdyn monitro pwnc.
- Os yw'r camymddwyn yn cael ei ddelio gydag ef yn y wers nid oes angen cyfeirio'r achos ymlaen at y Pennaeth Adran.
- Os yw'r camymddwyn yn codi eto yn y wers ddilynol dylid cyfeirio ymlaen at y Pennaeth Adran gyda ffurflen cyfeirio yn nodi'r camymddwyn a'r strategaethau a ddefnyddiwyd gan yr athro i ddelio gyda'r achos.
- Mewn sefyllfa argyfwng (e.e. y disgybl yn ymosod ar ddisgybl arall, disgyblion yn ymladd), dylid gyrru am aelod o staff trwy wasgu'r Botwm Argyfwng.

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

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

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

- Cael gair gyda'r disgybl yn trafod yr ymddygiad a rhoi rhybudd.
- Rhoi'r disgybl ar gerdyn monitro pwnc gyda thargedau wedi eu trafod gyda'r disgybl.
- Dylai'r athro dosbarth fonitro'r cerdyn a chyfeirio cynnydd neu ddirywiad at y Pennaeth Adran.
- Tynnu'r disgybl o'r wers ac i weithio mewn dosbarth arall e.e. Pennaeth Adran, Hwb Dysgu
- Canolfan cosb adran.

- Symud dosbarth.
- Sgwrs rhwng y cartref a'r Pennaeth Adran.
- Cyfeirio at y Pennaeth Blwyddyn os nad oes gwelliant.
- Mewn achosion o ddiffyg gwaith cartref neu dangyflawni academiaidd dylai'r Pennaeth Adran ddelio â'r achos ond gadael i'r Pennaeth Blwyddyn wybod fel bod patrwm o dangyflawni yn cael ei adnabod yn gynnar.
- PA i fonitro ymddygiad o fewn adran yn defnyddio Go4Schools

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

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

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

- Cael gair gyda'r disgybl a rhybudd am yr ymddygiad.
- Cyfnod Cosb ysgol – Cofnodi ar Go4Schools
- Pwyntiau negyddol ar Go4Schools
- Cerdyn monitro gwersi.
- Cadw'r disgybl i mewn egwyl.
- Cysylltu â'r cartref.
- Tynnu'r disgybl o'r wers
- Gwaharddiad Mewnol – cofnodi ar Go4Schools
- Cyfarfod gyda'r rhieni.
- Cyfeirio am gymorth yn Yr Hwb Bugeiliol.
- Gwaharddiad allanol .
- Cyfarfodydd cyswllt PB / Dirprwy i drafod disgyblion sydd yn achosi pryder
- Os oes 3 Cyfnod Cosb amser cinio gall hyn arwain at Cyfnod Cosb ar ôl ysgol
- Cofnodi'r digwyddiadau ar Sharepoint blwyddyn

Polisi Canmol a Gwobrwyo

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

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

Mae'r Polisi Canmol a Gwobrwyo yn mynd law yn llaw gyda'r Polisi Disgyblu. (Llwybr Gwerthoedd) Rhaid cofnodi ymddygiad positif ar Go4Schools.

Mae llwyddiant y Polisi Canmol a Gwobrwyo yn dibynnu ar:

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

Mae'n rhaid i'r canmol fod yn:

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

Dylid cydnabod a chanmol y canlynol:

- Gwaith o safon uchel – academiaidd, ymarferol, ym maes chwaraeon a'r celfyddydau.
- Cynnydd arwyddocaol mewn unrhyw faes.
- Gwaith caled cyson ac agwedd ardderchog at waith.
- Defnydd cyson o'r Gymraeg mewn gwersi a'r tu allan.
- Presenoldeb ardderchog neu gynnydd sylweddol mewn presenoldeb neu brydlondeb.
- Gwasanaeth i'r ysgol a / neu'r gymuned.
- Nodweddion personol clodfawr e.e. cwrteisi, gonestrwydd, cymwynasgarwch, dibynadwyedd, sgiliau arwain, blaengaredd ayyb.
- Llwyddiant yn wyneb amgylchiadau anodd.
- Adroddiadau sy'n dangos cyrhaeddiad uchel, ymdrech a chynnydd.

Rhoddir cydnabyddiaeth a chanmoliaeth yn y ffyrdd canlynol:

- Rhoi sylwadau positif mewn llyfrau disgyblion.
- Cofnodi pwyntiau positif ar Go4Schools
- Ar lafar wrth ddychwelyd llyfrau ar ôl eu marcio.
- Cydnabod gwaith neu ymdrech dda yn y dosbarth ac wrth ateb cwestiynau.
- Arddangos gwaith ar waliau ystafelloedd a choridoriau.
- Mewn adroddiadau.
- Ar lafar wrth ddosbarthu adroddiad da.
- Cofnodi ar Go4Schools.

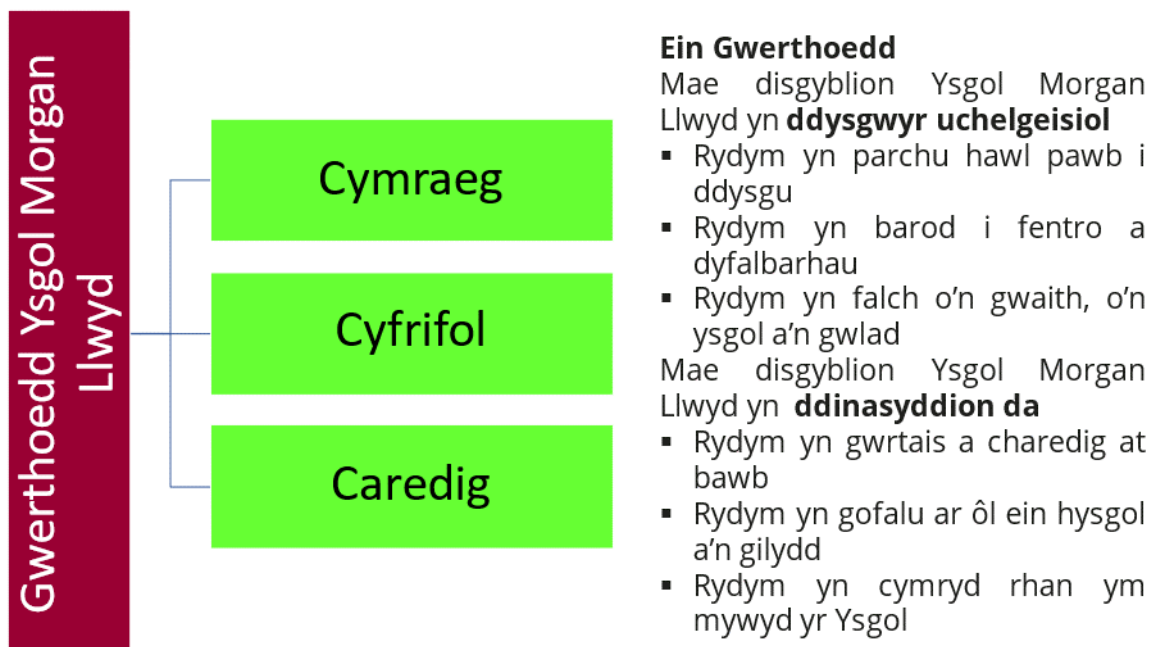
- Canmoliaeth ar lafar yn dilyn cyfeiriad at Bennaeth Adran neu Bennaeth Blwyddyn.
- Cysylltu â rhieni trwy alwad ffôn.
- Ebyst / notifications wythnosol ar Go4Schools
- Tystysgrifau i'w cyflwyno mewn gwasanaethau ar ddiwedd pob tymor yn cydnabod gwaith da, ymdrech a chynnydd wedi enwebu gan athrawon pwnc a phenaethiaid blwyddyn.
- Gwybodaeth ar wefan yr ysgol/Trydar/Instagram/Facebook
- Erthyglau a lluniau yn y wasg.
- Cyhoeddiadau mewn cynullïadau.
- Lluniau ar waliau yr ysgol / y sgriniau o amgylch yr ysgol.
- Breintiau e.e. cinio cynnar.
- Gwobrwyon e.e. tocynnau siop.
- Teithiau ar ddiwedd blwyddyn – defnyddio pwyntiau ymddygiad
- Tarian llys ar gyfer diwrnod Mabolgampau ac Eisteddfod.
- Cyfnod Clod gyda'r Pennaeth.

Gwobrwyir am ddefnydd o'r Gymraeg:

- Ar ddiwedd pob hanner tymor pob adran i enwebu disgyblion sydd wedi ymdrechu'n gyson i siarad Cymraeg. Defnyddio pwyntiau gwobrwyo Go4Schools yma.
- Bydd Go4Schools yn cael ei ddefnyddio er mwyn tracio canmolïaeth ac er mwyn hyrwyddo'r broses o nodi'r disgyblion sy'n haeddu cael eu gwobrwyo. Wrth ddefnyddio'r system hyn, bydd yn bosib nodi'r disgyblion hynny sy'n haeddu cael eu gwahodd i fynd ar dripiâu ysgol, Prom ayyb trwy ystyried y pwyntiau cyrhaeddiad / ymddygiad.

Atodiad A

LLWYBR GWERTHOEDD / Values pathway



LLWYBRAU COSBAU GWISG YSGOL				
Detention : tlysau (heblaw yn y glust), ewinedd ffug, patrwm neu liw annaturiol yn y gwallt, amrantau ffug, heb dei x 3				
Pwyntiau ymddygiad / cofrestru	Llythyr adref	Cyfarfod rhieni	Colli amser cinio	Colli hawl i fynd ar drip /prom

Diffyg ufuddhau i reolau gwisg ysgol:

1. Y tro cyntaf: Pwyntiau negyddol wedi ei nodi ar G4S – tiwtor i fonitro'r sefyllfa. Os nad yn gael ei ddatrys o fewn 7 diwrnod. Cyfeirio ymlaen at y PB – gwneud nodiadau ar G4S – PB ar G4S.
2. Y sefyllfa'n parhau ar ôl 7 diwrnod: llythyr adref.
3. Y sefyllfa'n parhau 7 diwrnod ar ôl y llythyr: gwahodd y rhieni / gofalcwyr i'r ysgol i drafod y sefyllfa ac unrhyw gymorth a ellir ei gynnig.
4. Y sefyllfa'n parhau 7 diwrnod ar ôl y cyfarfod: cysylltu â'r rhieni eto; colli amser cinio am bythefnos neu tan mae'r sefyllfa wedi ei ddatrys.
5. Y sefyllfa yn parhau pythefnos ar ôl colli amser cinio: dim gwahoddiad i fynd ar daith ysgol / prom a llythyr adref

Camau pwyntiau ymddygiad

Nifer y Pwyntiau ymddygiad	Canlyniad
-5 Pwynt	Tiwtor I gael sgwrs gyda'r disgybl – CC amser cinio
- 15 Pwynt	PB I gysylltu a'r cartref
- 25 Pwynt	HWB bugeiliol i weithio gyda'r disgybl
-30	PB I gysylltu, a'r rhieni i mewn
- 50 Pwynt	Colli'r hawl i fynd ar daith, prom ayb
-100 Pwynt	Gwaharddiad Allanol – Ymyrraeth dwys a PSP wedi'r Gwaharddiad

Llwybr gwerthoedd – Cam 1

Digwyddiad	Canlyniad / llwybr r Cam 1	Canlyniad / llwybr r Cam 2	Canlyniad / llwybr r Cam 3
Defnydd amhriodol o HWB Ysgol wrth edrych ar y we	Rhybudd ymyrraeth bugeiliol ac	Canolfan Gosb	Gwaharddiad Mewnol x 1
Galw enwau / bod yn sarhaus tuag at ddisgybl (os tuag at yr un disgybl, gweler y llwybr cosbau yn y Polisi Bwlio)	Rhybudd ymyrraeth bugeiliol ac	Canolfan Gosb	Gwaharddiad Mewnol x 1
Ysmygu / Fapio	Canolfan Gosb a galwad ffon	Llythyr adre / cerdyn monitro amser cinio x 10 diwrnod	Gwaharddiad Mewnol x 1
Gwrthod siarad Cymraeg gyda ael od o staff	Canolfan Gosb	Can Gosb x 2	Gwaharddiad Mewnol x 1
Gwrthod defnyddio'r Gymraeg me wn gwersi	Canolfan Gosb	Can Gosb x 2	Gwaharddiad Mewnol x 1
Taflu bwyd / diod yn y ffreutur	Canolfan Gosb	Can Gosb x 2	Gwaharddiad Mewnol x

Llwybr gwerthoedd – Cam 2

Digwyddiad	Cam 1	Cam 2	Cam 3
Ymladd *	Gwaharddiad Mewnol x 1	Gwaharddiad Mewnol x 2	Gwaharddiad Allanol x 1
Gwrthod awdurdod aelod o staff	Gwaharddiad Mewnol x 1	Gwaharddiad Mewnol x 3	Gwaharddiad Allanol x 1
Triwantio (gan gynnwys mynd oddi ar safle'r ysgol yn ystod amser cinio heb ganiatâd)	Gwaharddiad mew nol x1	Gwaharddiad me wnol x2	Canolfan Gosb ar ol ysgol
Rhegi at aelod o staff *	Gwaharddiad Mewnol x 1	Gwaharddiad Mewnol x 2	Gwaharddiad Allanol x 1
Tynnu llun staff / ffilmio staff heb eu caniatad	2 x Gwaharddiad Mewnola chefnogeth yn Yr Hwb B	Gwaharddiad Allanol	
Tynnu llun disgybl / ffilmio disgybl heb ganiatad	Gwaharddiad Mewnol x 1 a cymryd y ffon	Gwaharddiad Mewnol x 3 a gorfod rhoi ffon i mewn pob diwrnod	
Postio sylwadau sarhaus am aelodau o staff arlein	Gwaharddiad Mewnol x1	Gwaharddiad me wnol x 2	Gwaharddiad Allanol
Postio sylwadau sarhaus am yr ysgol arlein	Canolfan Gosb	Gwaharddiad me wnol x1	Gwaharddiad Allanol x 1
Dwyn eiddo	Gwaharddiad Mewnol x 1 a chefnogaeth yn Yr Hwb B	Gwaharddiad Mewnol x 2	Gwaharddiad Allanol a CAU
Defnyddio cyfrif Hwb neu offer yr ysgol yn anghyfrifol gan gynnwys ysgrifennu sylwadau sarhaus yn seiliedig ar hil, rhywioldeb neu grefydd **	Gwaharddiad Mewnol x 2*	Gwaharddiad Allanol x 1*	Gwaharddiad Allanol x 2 a cholli cyfrif
Difrodi offer / dodrefn a.y.b ar bwrpas yn cynnwys ysgrifennu ar ddesg / wal	Gwaharddiad Mewnol x 1	Gwaharddiad Mewnol x 2	
Amharu ar y diffoddydd tan	Gwaharddiad mew nol x 3 – cefnogaeth HWB		
Gwneud sylwadau sarhaus tuag at ddisgybl oherwydd eu hil, rhywioldeb neu grefydd	Gwaharddiad Mewnol x 1 ac ymyrraeth bugeiliol	Gwaharddiad Allanol 1	Gwaharddiad Allanol 2

Llwybr gwerthoedd – Cam 3

Digwyddiad	Cam 1	Cam 2	Cam 3
Yfed alcohol yn yr ysgol / Dod ag alcohol i'r ysgol	Gwaharddiad Allanol x 2		
Dod â chyffuriau a all gael eu camddefnyddio i'r ysgol	1 Gwaharddiad Allanol x 10 a cyfeirio at Interchange		
Rhoi/gwerthu cyffuriau a all gael eu camddefnyddio i ddisgybl arall	Gwaharddiad parhaol a cyfeirio at Interchange		
Dod ag arf i'r ysgol	Gwaharddiad Allanol x 15		
Defnyddio arf (megis cyllell, gwn) i anafu person arall yn ddifrifol	Gwaharddiad Parhaol		
Cynau tân yn fwriadol	Gwaharddiad Allanol x10		
Cynau tân yn fwriadol gan achosi difrod	Gwaharddiad Parhaol		
Ymosod yn fwriadol ar ddisgybl *	Gwaharddiad Allanol x 5 + ymyrraeth	Gwaharddiad Allanol x10	Gwaharddiad Allanol x15
Ymosod ar aelod o staff yn fwriadol *	Gwaharddiad Allanol x5	Gwaharddiad Allanol x15	Gwaharddiad Parhaol
Cyffwrdd disgybl mewn modd amhriodol / rhywiol yn fwriadol* (angen ail ymweld a hyn yn dilyn gwaith codi ymwybyddiaeth)	Gwaharddiad Allanol x 1 a chefnogaeth/ymrraeth Hwb B	Gwaharddiad Allanol x 5	Gwaharddiad Parhaol
Ymddygiad bygythiol a heriol tuag ar aelod o staff	Gwaharddiad Allanol x5	Gwaharddiad Allanol x15	Gwaharddiad Parhaol

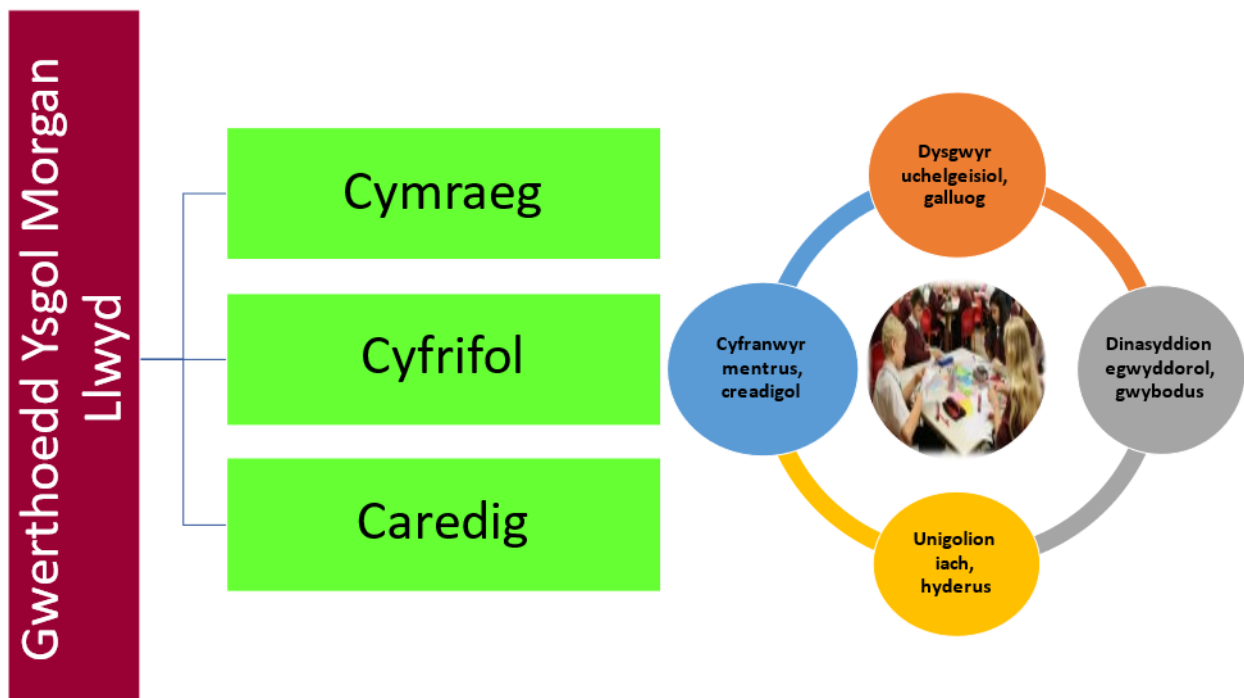
- Mae'n bwysig cofnodi pob digwyddiad – Sharepoint Hwb Bugeiliol – ffolder/ffeil pob disgybl
- Rhaid cofnodi pob un galwad ffon sydd yn cael eu gwneud am ddisgyblion ar Go4Schools.
- Os yw disgybl yn gwadu camymddwyn, mae angen casglu tystiolaeth a'i gofnodi.
- Mae'n bwysig nodi bod angen hyblygrwydd mewn rhai achosion e.e. dylid ystyried yn ofalus cyn rhoi Gwaharddiad Allanol i ddisgybl sydd ar y Gofrestr Diogelu Plant.
- Yn ogystal â chosbi, dylid sicrhau bod disgyblion sydd yn camymddwyn sawl tro yn cael cefnogaeth gan yr Hwb Bugeiliol, y Weithwraig Lles Addysg, y Weithwraig Ieuenctid Addysg, Seicolegydd Addysg ac / neu asiantaethau allanol er mwyn eu helpu i wneud penderfyniadau doeth ac er mwyn osgoi cyrraedd sefyllfa lle maent yn derbyn gwaharddiadau allanol.
- Mae sicrhau cefnogaeth rhieni / gofalwyr yn hanfodol. Dylid trafod digwyddiadau a chosbau gyda hwy cyn gynted ag sy'n bosib, yn ddelfrydol cyn i'r plentyn gyrraedd adre.
- Dylid cyfeirio disgybl at Banel Ymddygiad yr ALI os mae sawl achos o gamymddwyn wedi bod.

Atodiad B

Cymraeg, Caredig, Cyfrifol

Ein Gwerthoedd

- Mae disgyblion Ysgol Morgan Llwyd yn **ddysgwyr uchelgeisiol**
- Rydym yn parchu hawl pawb i ddysgu
- Rydym yn barod i fentro a dyfalbarhau
- Rydym yn falch o'n gwaith, o'n ysgol a'n gwlad
- Mae disgyblion Ysgol Morgan Llwyd yn **ddinasyddion da**
- Rydym yn gwrtais a charedig at bawb
- Rydym yn gofalu ar ôl ein hysgol a'n gilydd
- Rydym yn cymryd rhan ym mywyd yr Ysgol



1. Introduction

A school's behaviour and discipline policy should look at all aspects of school life and beyond. There are a host of factors, which are responsible in the process of ensuring acceptable behaviour and high standards of discipline in the school.

2. At Ysgol Morgan Llwyd, we believe:

- That acceptable behaviour is the foundation of an effective relationship between staff, and between pupil and pupil and that it therefore stimulates the process of establishing an atmosphere conducive to learning as well as to teaching.
- That effective interrelating is the key to the process of making a child feel happy at school and ready to attend school regularly.
- That effective behaviour leading to healthy relationships is crucial to the process of a child's cognitive, moral, spiritual and social development.
- That creating a positive atmosphere and one of respect for everybody is all- important, whatever the nature of the person(s) in question may be. A positive atmosphere and one of respect for property and people, creates better standards of behaviour.
- That discipline is a whole school matter.
- That consistency is important and that pupils see that the staff operate in the same way.
- That the school's main procedures are vitally important when considering standards of conduct. These include:
 - a) Effective class management
 - b) Discipline
 - c) Curriculum
 - d) Pastoral care
 - e) Buildings and the physical surroundings
 - f) Timetable and organisation
 - g) Relationship with parents/guardians
 - h) Positive Relationships between the staff and pupils
- That the school has a central function in the process of ensuring acceptable behaviour and discipline. It cannot be accepted that it is only external factors (e.g. the nature of the catchment area and so forth) that create disciplinary problems within a school.
- That the function of the class tutor is one of crucial importance in the process of caring.
- That emphasis needs placing on the development of a positive attitude towards others by means of the PSE sessions and the curriculum in its entirety.
- That detailed supervision of the school is needed during the pupils' free time, i.e. the morning break, the lunch-hour, and at the beginning and end of the day. Staff's punctuality to lessons is all-important.

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

- That staff need to be good models in relation to behaviour and attitude.
- That staff need to provide interesting and challenging lessons to ensure pupils' motivation.

Aspects that influence Behaviour and Discipline

(i) The Home

It is a difficult task to try to influence the home and it has to be accepted that the home's influence is an all-important one in a child's development. However, we believe that forming a positive relationship with the home ensures that parents foster a feeling of belonging to the school, and therefore discussing problems and taking action in order to improve the situation is much easier. This is achieved by regular contact with the home, (via letter and or telephone/email); arranging formal and informal parents evenings, etc.

(ii) Curriculum

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

(iii) The Timetable

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

(iv) Registration Period

Every class tutor should be in the classroom before the pupils at 8.50a.m

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

Silence and order should be ensured.

THIS BRIEF PERIOD SHOULD BE CONSIDERED CRUCIAL FROM THE POINT OF VIEW OF GIVING AN ORDERLY START TO THE DAY.

(v) Seating Arrangements in Classes

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

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

IMPLEMENTATION GUIDELINES

Maintain High Standards of Conduct and Discipline at School and the Procedure of Referring Problems

1. General Principles

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

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

The following factors about teachers create an effective learning/teaching situation.

- Respect for children
- Fairness when dealing with them
- Dedication, enthusiasm and motivation for the work
- Being fond of children
- Confidence in the subject/field
- Honesty
- Orderliness
- Knowing the group

There is a tendency to undervalue some of these skills. They are all-important. Pupils said the following factors creates a positive atmosphere: smiling, humour, understanding, being calm, patience, order.

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

2. Classroom management – Good Practices

The features noted below lead to effective management as they are all good practice. These are the important points:

- Knowledge of the children – knowing their names, personalities, interests and who their friends are.
- Detailed lesson planning so the pupils' interest is maintained so there is no opportunity for the children to become restless and disturb lessons.

- One should be flexible and ready to change the structure of the lesson as necessary.
- One can make use of humour and enthusiasm in order to create a positive atmosphere.
- Existing classroom rules should be made clear to the pupils.
- Good work must be acknowledged (in accordance with the pupil's ability)
- When there is a need to warn and punish, one should try to do so quietly in private if possible, by targeting the naughty individual's behaviour. Punishing the whole group should be rejected if individuals are to blame. Belittling is not effective or acceptable either.

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

3. Break and lunch hour

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

Misconduct during the morning break

- The member of staff to try to deal with the problem himself/herself.
- Add behaviour points on Go4Schools
- Discuss the situation with another member of the team duty available.
- Refer the matter to a Head of Year.

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

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

4. Policing the Corridors Between Lessons

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

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

5. Bullying

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

Steps to Dealing with Misbehaving in Class

Step One: Strategies to dealing with misbehaving in class.

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

- Ask the pupil quietly not to speak / disturb / distract / break the class rules.
- Warn pupils that there are consequences for misconduct.
- Move the pupil to the front of the class or sit on his own.
- Separate disruptive pupils.
- Put the pupil outside the door for five minutes.
- Have a word with the pupil outside the classroom.
- Have a word at the end of the lesson about his behaviour.
- The Emergency Button Should be pressed if the pupil persists in misbehaving after 3 warnings or if the misbehaviour is serious
- Record the emergency button / behaviour incident on Go4Schools including the steps taken by the teacher
- E mail the Head of Year if there is a consistent pattern of poor behaviour
- Keep the pupil in over break or lunch time.
- Refer to the Head of Department.
- Subject monitoring card.
- If the misconduct is dealt with in the lesson the case does not need to be referred to the Head of Department.
- If the misconduct arises again in the following lesson referral should be made to the Head of Department with a referral form indicating the misconduct and the strategies used by the teacher to deal with the incident.
- In an emergency situation (e.g. the pupil assaults another pupil, pupils fighting), a member of staff should be called for using the Emergency Button.

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

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

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

- Have a word with the pupil discussing the behaviour and give a warning.
- Give the pupil a subject monitoring card with targets discussed with the pupil.
- The class teacher should monitor the card and refer the progress or non-improvement to the Head of Department.
- Remove the pupil from the lesson to work in another class e.g. Head of Department, Learning

Hub

- Department's Detention.
- Move class.
- Conversation between the Head of Department and home.
- Refer to Head of Year if there is no improvement.
- In cases of lack of homework or academic underachievement, the Head of Department should deal with the case but let the Head of Year know so that the pattern of underachievement is identified early.
- Head of Department to monitor behaviour in their department using Go4Schools

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

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

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

- Have a word with the pupil and give a warning.
- Detention. – Record on Go4Schools
- Negative points on Go4Schools
- Lesson monitoring card.
- Keeping the pupil in over break.
- Note in Personal Organiser.
- Contact home.
- Removing the pupil from the lesson.
- Internal exclusion – Record on Go4Schools
- Meeting with parents.
- Refer to The Pastoral Hub for support.
- External Exclusion.
- Meetings between HoY and Deputy to discuss pupils that cause issues.
- If there are 3 lunchtime detentions, this can lead to an after school detention.
- Record incident on the year Sharepoint

Praise and Reward Policy

All staff have a responsibility to demonstrate and support positive and considerate behaviour of others in order to create a supportive atmosphere and mood in the school. Staff and pupils are

expected to contribute consistently to maintain a positive ethos of respect and recognition of each other's work and effort.

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

The Praise and Reward Policy goes hand in hand with the Disciplinary Policy. (Values Pathway). Positive behaviour must be recorded on Go4Schools.

The success of the Praise and Reward Policy depends on:

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

The praise must be:

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

The following should be acknowledged and praised:

- High standard of work - academic, practical, in the area of sport and the arts.
- Significant increase in any area.
- Consistent hard work and excellent attitude to work.
- Consistent use of Welsh in lessons and outside.
- Excellent attendance or substantial progress in attendance or punctuality.
- Service for the school and / or community.
- Celebrated personal traits e.g. courtesy, honesty, kindness, reliability, leadership skills, innovation etc.
- Success in the face of difficult circumstances.
- Reports that show high achievement, effort and progress.

Recognition and praise are given in the following ways:

- Giving positive comments in pupils' books.
- Positive points on Go4Schools
- Verbally when returning books after marking.
- Recognising work or good effort in class or by answering questions.
- Display work on room and corridors walls.
- In reports.
- Verbally when distributing a good report.
- Record on Go4Schools.
- Verbal praise following a referral to the Head of Department or Head of Year.
- Contact parents through a telephone call.
- Weekly emails / notifications on Go4Schools
- Certificates to be presented in services at the end of each term recognising good work, effort and progress nominated by subject teachers and heads of year.
- Information on school website/Twitter Instagram/Facebook
- Articles and pictures in the press.
- Announcements in assemblies.
- Pictures on the school walls / screens around the school.
- Privileges e.g. an early lunch.
- Rewards e.g. vouchers.
- End of year trips – use of behaviour points
- House Award - Sports Day and the Eisteddfod.
- Praise from the Headteacher.

The use of Welsh is rewarded:

- At the end of each half term each department nominates pupils who have strived to speak Welsh consistently. This should be recorded on Go4Schools.
- The Go4Schools will be used to track praise and to promote the process of identifying pupils who deserve to be rewarded. When using this system, it will be possible to identify those pupils who deserve to be invited to go on school trips, Prom etc by considering the achievement / behaviour points.

Appendix A

Values Pathway

Lack of obedience to uniform rules:

1. First time: Negative points identified on G4S – tutor to monitor the situation. If not resolved within 7 days. Refer to the PB – making notes on G4S – HoY on G4S.
2. Situation continues after 7 days: letter home.
3. The situation continues 7 days after the letter: inviting the parents / carers to the school to discuss the situation and any support that may be offered.
4. The situation continues 7 days after the meeting: contact the parents again; missing lunch time for two weeks or until the situation is resolved.
5. Situation continues two weeks after missed lunchtime: no invitation to go on school / prom trip and letter home

UNIFORM PENALTY ROUTES

Penalty Centre: jewels (other than in the ear), fake nails, unnatural pattern or colour in the hair, fake eyebrows, without tie x 3

Behaviour / registration points	Letter home	Meeting with the parents	Missing lunchtime	Loss of right to go on a trip/prom
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Behaviour points – steps

Nifer y Pwyntiau ymddygiad	Canlyniad
-5 Points	Tutor To have a chat with the pupil – CC at lunchtime
- 15 Points	HoY to call home
- 25 Points	PASTORAL HUB to work with pupil
-30 Points	HoY to contact, and the parents in for a meeting
- 50 Points	Loss of right to go on trips, prom etc
-100 Points	External Exclusion – Intensive intervention and post-exclusion PSP

Values Pathway– Band 1

Event	Step 1	Step 2	Step 3
Inappropriate use of School HWB when viewing the web	Warning and pastoral intervention	Detention	Internal Exclusion x 1
Name-calling / being abusive towards a pupil (if towards the same pupil, see the punishment pathway in the Bullying Policy)	Warning and pastoral intervention	Detention	Internal Exclusion x 1
Smoking / vaping	Detention and phone call	Letter home / lunchtime monitoring card x 10 days	Internal Exclusion x 1
Refusing to speak Welsh with a member of staff	Detention	Detention x 2	Internal Exclusion x 1
Refusal to use Welsh in lessons	Detention	Detention x 2	Internal Exclusion x 1
Throwing food / drink in the canteen	Detention	Detention x 2	Internal Exclusion x 1

Values Pathway – Band 2

Event	Step 1	Step 2	Step 3
Fighting*	Internal Exclusion x 1	Internal Exclusion x 2	External Exclusion x 1
Refusal of a staff member's authority	Internal Exclusion x 1	Internal Exclusion x 3	External Exclusion x 1
Truancing (including going off school premises during lunchtime without permission)	Internal Exclusion x1	Internal Exclusion x2	Detention after school
Swearing at a member of staff *	Internal Exclusion x 1	Internal Exclusion x 2	External Exclusion x 1
Photographing staff / filming staff without their consent	2 x Internal Exclusion and support from the Pastoral Hub	External Exclusion	
Photographing a pupil / filming a pupil without permission	Internal Exclusion x 1 and taking the phone	Internal Exclusion x 3 and having to hand the phone in every day	
Posting offensive comments about staff online	Internal Exclusion x1	Internal Exclusion x 2	External Exclusion
Posting offensive comments about the school online	Detention	Internal Exclusion x1	External Exclusion x 1
Theft of property	Internal Exclusion x 1 and support from the Pastoral Hub	Internal Exclusion x 2	External Exclusion
Irresponsible use of the Hwb account or school tools including writing offensive comments based on race, sexuality or religion **	Internal Exclusion x 2*	External Exclusion x 1*	External Exclusion x 2 and loss of account
Damaging appliances/furniture etc on purpose including writing on desk/wall	Internal Exclusion x 1	Internal Exclusion x 2	
Damaging, interfering with the fire extinguisher until	Internal Exclusion x 3 – HWB support		
Making offensive comments towards a pupil because of their race, sexuality or religion	Internal Exclusion x 1 and pastoral intervention	External Exclusion 1	External Exclusion 2

Values Pathway – Band 3

Event	Step 1	Step 2	Step 3
Drinking alcohol at school / Bringing alcohol to school	External Exclusion x 2		
Bringing drugs that may be misused to school	1 External Exclusion x 10 and referring to Interchange		
Giving/selling drugs that may be misused to another pupil	Permanent Exclusion and reference to Interchange		
Bringing a weapon to school	External Exclusion x 15		
Using a weapon (such as a knife, gun) to seriously injure another person	Permanent Exclusion		
Deliberate lighting of a fire	External Exclusion x10		
Deliberate lighting of a fire causing damage	Permanent Exclusion		
Deliberately assaulting a pupil *	External Exclusion x 5 + ymyrraeth	External Exclusion x10	External Exclusion x15
Ymosod ar aelod o staff yn fwriadol *	External Exclusion x5	External Exclusion x15	Permanent Exclusion
Intentionally touching a pupil inappropriately / sexually* (re-visit required following awareness raising work	External Exclusion x 1 a chefnogaeth/ymrraeth Hwb B	External Exclusion x 5	Permanent Exclusion
Threatening and challenging behaviour towards a member of staff	External Exclusion x5	External Exclusion x15	Permanent Exclusion

- It is important to record each event – Pastoral Hub Sharepoint – folder/file of each pupil
- Every single phone call made about pupils must be recorded on Go4Schools.
- If a pupil is denying they are misbehaving, there is a requirement to collect evidence and record it.
- It is important to note that some cases require flexibility e.g. careful consideration should be taken before giving External Exclusion to a pupil on the Child Protection Register.
- As well as punishment, pupils who often misbehaves should be supported by the Pastoral hub, the Education Welfare Worker, the Education Youth Worker, Educational Psychologist and/or external agencies to help them make informed decisions and to avoid reaching a situation where they accept external exclusions.
- Ensuring parents/carers support is essential. Incidents and punishment should be discussed with them as soon as possible, ideally before the child arrives home.
- A pupil should be referred to the LA Behaviour Panel if there have been several cases of misconduct.

Appendix B