

# YSGOL DAVID HUGHES

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**POLISI  
HYRWYDDO YMDDYGIAD DA  
PROMOTING GOOD BEHAVIOUR  
POLICY**

**Is-banel Polisiau**

**14/11/2011  
11/11/2013  
18/11/2016  
15/11/2017  
13/11/2018  
24/02/2020**

**Corff Llywodraethu**

**05/12/2011  
16/12/2013  
12/12/2016  
11/12/2017  
10/12/2018  
15/06/2020**

DATGANIAD O

## **GENHADAETH**

Cynnig yr addysg ddwyieithog orau a mwyaf perthnasol i bob disgybl yn ddiwahân a chreu cymdeithas agored sy'n parchu safbwyntiau, dyheadau a gobeithion pawb sy'n rhan o'r ysgol.

## **MISSION STATEMENT**

To offer every pupil the best and most relevant bilingual education and to create an open society which respects the standpoints, aspirations and hopes of all those who are a part of the school.

## **POLISI HYRWYDDO YMDDYGIAD DA**

### **NODAU**

1. Meithrin cymdeithas waraidd sydd yn pwysleisio gwerthoedd moesol a dynol gan roi sylw penodol i oddefgarwch a gofal dros eraill.
2. Sicrhau yr hyrwyddir gwerthoedd moesol a dynol trwy esiampl ac ymarweddiad holl staff yr ysgol.
3. Meithrin hunan-barch a pharch tuag at eraill mewn disgyblion
4. Dysgu am werthoedd moesol a dynol yn y gwasanaethau boreol, y cyfnodau bugeiliol gyda'r tiwtor dosbarth a'r gwersi Addysg Grefyddol.
5. Hyrwyddo agweddau cadarnhaol tuag at bob aelod o gymuned yr ysgol a'r gymuned ehangach.
6. Meithrin y gallu mewn disgyblion i ymateb yn briodol mewn gwahanol sefyllfaoedd.

### **AMCANION**

- Meithrin adnabyddiaeth drylwyr o'n disgyblion
- Gosod disgwyliau uchel o ran ymddygiad disgyblion
- Cefnogi disgyblion drwy drefn fugeiliol effeithiol
- Hyrwyddo rheolau ysgol sy'n hysbys i bawb ac yn dryloyw
- Gweithredu trefn 'Hyrwyddo Ymddygiad Da' yn gyson gyda'r pwyslais ar ddisgyblaeth gadarnhaol
- Sicrhau cyfleoedd datblygiad proffesiynol a chefnogaeth i aelodau'r staff ym maes rheoli ymddygiad
- Hyrwyddo cyd-berthnasu effeithiol ymhob agwedd o fywyd a chwricwlwm yr ysgol
- Darparu cwricwlwm priodol sy'n annog llwyddiant a meithrin hunanddelwedd pob disgybl
- Cynnwys disgyblion mewn trafodaethau trwy gyfrwng y cynghorau disgyblion
- Cydweithio'n effeithiol gyda rhieni disgyblion pan fod ymddygiad dysgwr yn peri pryder
- Cydweithio rhyngasiantaethol bwriadus er mwyn diwallu anghenion disgyblion trafferthus
- Dathlu llwyddiant disgyblion
- Monitro ac arfarnu gweithdrefnau'r ysgol yn rheolaidd

### **CÔD YMDDYGIAD YSGOL DAVID HUGHES**

#### **Cyffredinol**

- Parchwch gyd-ddisgyblion a staff
- Parchwch yr ysgol a'i chadw'n daclus
- Parchwch eiddo'r ysgol ac eiddo cyd-ddisgyblion
- Byddwch yn onest a chwrtais bob amser
- Byddwch yn gyfrifol a derbyn cyfrifoldeb

#### **Ymddygiad yn y dosbarth**

- Parchwch eraill a gwrandewch arnynt
- Byddwch yn brydlon
- Dewch â'r offer priodol
- Dilynwch gyfarwyddiadau'r athro y tro cyntaf
- Canolbwyntiwch ar eich gwaith

#### **Ymddygiad ar y coridorau**

- Parchwch yr adeilad a'r bobl sydd ar y coridorau
- Cerddwch yn gall a threfnus gan gadw ar y chwith
- Cadwch yr ysgol yn daclus

## **RHEOLAU YSGOL – CYFFREDINOL**

### **1. GWISG YSGOL**

- Disgwylir i'r disgyblion wisgo gwisg ysgol. Mae'r manylion perthnasol yn llawlyfr yr ysgol.
- Mae'n rhaid tynnu côt ymhob gwers a gwasanaeth.
- Ar ddiwedd gwers Addysg Gorfforol disgwylir i bawb newid yn ôl i'w gwisg ysgol.
- Dilynir gweithdrefnau'r ysgol pan nad yw disgybl yn cydymffurfio â rheolau..

### **2. CYRRAEDD A GADAEL YR YSGOL**

- Ni chaiff disgyblion adael tir yr ysgol yn ystod y dydd ac eithrio:
  - Blwyddyn 12/13 sydd â chaniatâd i fynd i Siop Newydd yn ystod cyfnodau digyswllt neu sydd â chytundeb i fod oddi ar safle'r ysgol.
- Os yw disgybl yn gorfod gadael yr ysgol yn ystod y dydd i fynd at y meddyg neu'r deintydd, er enghraifft, mae'n rhaid cyflwyno cerdyn apwyntiad neu lythyr i'r Pennaeth Blwyddyn ac arwyddo'r llyfr yn y Swyddfa Fawr wrth adael yr ysgol.
- Os bydd disgybl yn cyrraedd yn hwyr mae'n rhaid hysbysu'r Swyddfa yn syth.
- Ar ddiwedd y prynhawn mae angen cerdded at y bysiau yn drefnus a chymryd pob gofal wrth groesi'r lôn fawr y tu allan i'r fynedfa.

### **3. PRYDLONDEB**

- Mae'n rhaid i'r disgyblion gyrraedd yr ysgol yn brydlon am 8.45am bob bore a bod wrth yr Ystafell Gofrestru neu'r Neuadd Fawr am 8.50am.
- Rhaid symud yn drefnus ar hyd y coridorau gan symud o un wers i'r nesaf heb wastraffu amser.
- Rhaid i'r disgyblion gofrestru yn brydlon ar ddechrau sesiwn y prynhawn am 1.40pm.

### **4. TREFNIADAU AMSER EGWYL AC AMSER CINIO**

Mae'n rhaid cadw at y trefniadau a ganlyn amser cinio:

- Prydau bwyd a brechdanau i'w bwyta yn y Ffreutur.
- Nid oes neb i grwydro'r coridorau dan fwyta.
- Caniateir defnyddio caeau'r ysgol yn ystod amser egwyl ac amser cinio, os yw'r tywydd a chyflwr y caeau yn caniatáu.
- Mae'n rhaid cadw'n glir o geir staff yr ysgol.
- Ni chaniateir i ddisgyblion fynd i'r Pines.

<b>RHAID DEFNYDDIO'R BINIAU SBWRIEL NEU AIL-GYLCHU PWRPASOL A GEIR O AMGYLCH YR YSGOL</b>
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### **5. TEITHIAU YSGOL**

- Pan fydd disgyblion yn mynd ar daith ysgol bydd gofyn iddynt gydymffurfio â'r rheolau a'r drefn ar gyfer y daith.
- Bydd gofyn i ddisgyblion arwyddo'r datganiad ynglŷn ag ymddygiad cyn mynd ar unrhyw daith dramor.

## 6. Y TU ALLAN I'R YSGOL

Mae'n rhaid cofio bod enw da'r ysgol yn dibynnu ar ymddygiad y rhai sy'n perthyn iddi. Disgwylir gofal ac ymddygiad teilwng.

## 7. CYFFREDINOL

**NI CHANIATEIR TYBACO, ALCOHOL na CHYFFURIAU** ar dir yr ysgol nac ar unrhyw daith / ymweliad a drefnir gan yr ysgol.

**NI CHANIATEIR I DDISGYBLION DDOD AG OFFER PERYGLUS I'R YSGOL ee CYLLYLL**

**MAE'N RHAID I DDISGYBLION FOD YN GYFARWYDD Â'R RHEOLAU TÂN** a hefyd y rheolau diogelwch mewn pynciau penodol. Mae'n rhaid cadw at y rheolau er mwyn diogelwch pawb.

## CANLLAWIAU I STAFF

Mae'r drefn Hyrwyddo Ymddygiad Da yn seiliedig ar bolisi lle mae pob athro yn gyfrifol am ymddygiad ei ddsbarth ei hun, h.y. yn ystod cyfnodau cofrestru/tiwtorial a gwersi arferol. Mae ymddygiad disgyblion ar y coridorau rhwng gwersi ayyb yn gyfrifoldeb i bob aelod o staff.

Gellir cyfeirio disgyblion i sylw Pennaeth Adran, Penaethiaid Blwyddyn neu, mewn achosion arbennig, i sylw un o'r Uwch Dim Rheoli yn unol â'r canllawiau isod.

## RÔL YR ATHRO DOSBARTH

Trefniadau/strategaethau cyn neu wrth i'r disgyblion ddod i'r dosbarth er mwyn hyrwyddo ymddygiad da.

- Sicrhau bod y disgyblion yn ffurfio llinell tu allan i'r dosbarth (os yn ymarferol bosib)
- Cadw llygad ar y coridor
- Cyfarfod y disgyblion yn brydlon ac yn gadarnhaol a sicrhau eu bod yn setlo'n syth
- Cael cynllun eistedd ar gyfer y dosbarth
- Gosod rheolau clir - cytundeb rhwng yr athro a'r disgyblion ar beth sy'n gwneud amgylchedd ddysgu da a'u hatgoffa ohonynt yn rheolaidd
- Gwers wedi ei pharatoi yn drwyadl
- Offer ac adnoddau wrth law
- Gofyn am dawelwch er mwyn cychwyn gwर्स.
- Dechrau gwर्स yn syth – tasg yn barod iddynt (ar y BGRh). Awgrymir y dylai'r dysgwyr fod ar waith o fewn dwy funud pan yn ymarferol bosib.
- Dylid cofrestru yn ystod y gweithgaredd cychwynnol.

Egwyddorion pwysig wrth hyrwyddo ymddygiad da o fewn y dosbarth.

Cyfrifoldeb yr athro yw cynnal ymddygiad o fewn ei ddsbarth a delio â man-darfu

- Mae'r athro yn fodel rôl i'r dysgwyr.
- Mae parch dwy ffordd yn bwysig
- Dylid defnyddio iaith gadarnhaol a chanmol ymddygiad da
- Rhaid mynnu distawrwydd pan yn siarad gyda'r dosbarth cyfan a phan fo disgyblion yn cyfrannu ar lafar.

- Mae'n bwysig osgoi:-
  - cosbi dosbarth cyfan
  - gwneud sylwadau personol
  - bygythiadau gwag e.e. "wnâi ffonio'r Porth" ac wedyn peidio gwneud.
  - cynnal trafodaeth un i un gyda disgybl o flaen y dosbarth
  - trafod disgybl gydag aelod arall o'r staff yng nghlyw'r dysgwr.

Camau'r athro pwnc wrth ddelio gyda chamymddwyn (Man Darfu)

- Siarad gyda'r disgybl a gofyn am gydweithrediad
- Symud disgybl
- Cadw i mewn amser egwyl/cinio i wneud gwaith ychwanegol / gosod cosb
- Cyfeirio at y Pennaeth Adran os yw'r mân darfu yn digwydd yn gyson.

Mae'n bwysig egluro wrth y disgybl beth fydd y cam nesaf os yw'n parhau i darfu. Pan fo disgybl yn camymddwyn mewn gwers, dylid cael gair gydag ef ar ddiwedd y wers a gwneud y disgwyliadau ar gyfer y wers nesaf yn glir. Dylid hefyd rhoi nodyn yn nyddiadur gwaith cartref y disgybl. Cyfrifoldeb yr athro fydd sicrhau dilyniant i hyn.

Os yw disgybl yn gwrthod dilyn cyfarwyddyd yr athro ac yn gyson yn parhau i fân darfu mewn gwers ac yn rhwystro athro rhag symud ymlaen gyda'r wers, a rhwystro'r dysgwyr eraill rhag gweithio, ystyrir hyn fel camymddwyn difrifol. Dylid dilyn y camau gweithredu mewn achosion o gamymddwyn difrifol yn y sefyllfa yma.

## **RÔL Y PENNAETH ADRAN**

Egwyddorion pwysig wrth hyrwyddo ymddygiad da o fewn yr adran

Ar gychwyn pob tymor disgwylir i bennaeth adran / cyfadran atgoffa aelodau'r adran / cyfadran o weithdrefnau hyrwyddo ymddygiad da'r ysgol a gweithdrefnau'r adran.

- Disgwylir i bennaeth adran gofnodi'r camau a gymerir wrth ddelio gyda disgybl sy'n camymddwyn, yn ogystal â nodi unrhyw ddilyniant i'r camau.
- Mae'n bwysig canmol disgyblion sy'n dangos gwelliant yn eu hymddygiad.

Camau'r Pennaeth Adran wrth ddelio gyda chamymddwyn

- Siarad gyda'r disgybl, gwrando ar y disgybl – amlygu bod hyn yn gam pellach o ddelio gyda'r disgybl.
- Sicrhau bod y disgybl yn ymddiheuro i'r athro pwnc
- Cefnogi'r athro pwnc trwy ymweld â'r dosbarth ( os yn ymarferol )
- Cadw'r disgybl i mewn - canolbwyntio ar ddatrysiad/gosod targed ar gyfer gwella ymddygiad yn y gwersi nesaf - monitro'r ymddygiad
- Dalfa (ar ôl ysgol) - trwy law'r aelod cyswllt o'r Uwch Dîm Rheoli.
- Cyfeirio at y Pennaeth Blwyddyn.

## Hotspots

Bydd y pennaeth adran yn trosglwyddo gwybodaeth am ddsbarthiadau sydd yn cynnwys nifer o ddisgyblion trafferthus at yr aelod priodol o'r tîm rheoli cyn diwedd Medi. Disgwylir bod y pennaeth adran yn trafod yr "hotspots" mewn cyfarfodydd adran benodol yn ystod y flwyddyn ac yn diwygio'r wybodaeth fel bo'r angen.

## Gweithredu mewn achosion o gamymddwyn difrifol

Pan fod disgybl yn camymddwyn yn ddifrifol dylai staff gysylltu'n syth â'r Porth (galwad 700) gan amlinellu'r hyn sydd wedi digwydd. Daw aelod o'r tîm cynnydd i nôl y disgybl. Dylai'r aelod o staff gofnodi'r prif ddigwyddiadau yn gryno ar ffurflen galwad 700 cyn i'r aelod o'r tîm cynnydd gyrraedd y wers a throsglwyddo'r daflen wrth i'r disgybl adael hefo'r aelod o'r Porth. Os nad yw hi'n bosib llenwi'r ffurflen ar y pryd dylid ei chyflwyno i'r Porth cyn gynted â phosib ar ôl y digwyddiad. Dylid nodi ar y ffurflen:

Yr hyn wnaeth y dysgwr

Y camau a gymerwyd gan yr athro / athrawes

**NI DDYLID ANFON DISGYBL I'R PORTH.**

Bydd yr aelod o'r staff sydd yn delio gyda'r disgybl yn rhoi adborth i'r Pennaeth Blwyddyn cyn gynted â phosib a bydd y Pennaeth Blwyddyn yn cysylltu â'r athro (sgwrs, e-bost neu alwad ffôn) cyn y wers ddilynol. Cofnodir achosion o gamymddwyn difrifol ar SIMS "Behaviour Management" gan y Pennaeth Blwyddyn. Trosglwyddir unrhyw ddigwyddiad difrifol iawn i'r UDRh.

Os yw'r dysgwr yn un o blant Y Gorad bydd yr aelod o'r Tîm Cynnydd yn hebrwng y dysgwr at Y Gorad a bydd aelod o staff Y Gorad yn delio gyda'r digwyddiad ac yn rhoi adborth ( sgwrs, ebost neu alwad ffôn) i'r athro / athrawes cyn gynted â phosib a chyn y wers ddilynol. Bydd yr aelod o'r Gorad yn trosglwyddo copi o'r daflen i'r Pennaeth Blwyddyn. Bydd y Pennaeth Blwyddyn / aelod o'r Gorad yn cofnodi'r digwyddiad ar SIMS. Dylid cynnwys y Pennaeth Blwyddyn ( os yn addas) mewn cyfarfod gyda rhieni'r disgybl.

Bydd y taflenni yn cael eu trosglwyddo i'r staff gweinyddol i'w ffeilio ar ôl i'r Pennaeth Blwyddyn / aelod o'r Gorad gofnodi'r digwyddiad ar SIMS.

Lleiafrif cosb galwad 700 ydi dalfa egwyl a chinio. Dylid hefyd gysylltu hefo rhieni trwy alwad ffôn, llythyr ymddygiad neu gofnod yn y dyddiadur.

## RÔL Y PENNAETH BLWYDDYN

Mae'n hanfodol bwysig cofnodi cyfeiriadau am ddisgyblion. (Bydd Penaethiaid Blwyddyn yn defnyddio eu disgrisiwn wrth ddilyn y camau canlynol).

1	Dweud y drefn / ceryddu
2	Cadw i fewn egwyl / cinio                      COFNODI YN NYDDIADUR DISGYBL
3	Cwynion gan un pwnc > TAFLEN DARGEDAU PYNCIOL. Cwynion gan nifer o bynciau > CERDYN DISGYBLAETH.
4	Cysylltu â rhieni drwy alwad ffôn. Targedau ar gyfer gwella ymddygiad i'r disgybl. ( Llythyr Ymddygiad 1 os nad ydi hi'n bosib siarad gyda'r rhiant dros y ffôn)
5	Disgybl ar LYFRYN HYRWYDDO YMDDYGIAD DA
6	Dalfa ar ôl ysgol. Ffonio rhieni a llythyr.
7	Cysylltu â rhieni a threfnu cyfarfod yn yr ysgol. Llunio CYNLLUN GWELLA YMDDYGIAD ar gyfer y disgybl ( llythyr ymddygiad 2 os nad ydi hi'n bosib siarad gyda'r rhiant dros y ffôn)
8	GWAHARDDIAD MEWNOL (cosb Porth). Cofnodi ar SIMS, cysylltu gyda'r athrawon a'r rhieni.
9	Cyfeiriad at asiantaethau allanol, cynnwys rhieni (llythyr), llunio RHAGLEN CYMORTH BUGEILIOL.
10	Cyfweliad pellach â'r rhieni.
	Gweithredir camau 7 > mewn cydweithrediad ag aelod o'r UDRh. Os nad oes gwelliant yn ymddygiad y disgybl fe all hyn arwain at:  Gwaharddiad tymor byr a chyfarfod gyda'r Llywodraethwyr  Gwaharddiad hwy  Panel Disgyblu'r Llywodraethwyr  Gwaharddiad parhaol



### **RÔL YR UWCH DÎM RHEOLI**

- Presenoldeb amlwg o gwmpas yr ysgol
- Rhannu'r wybodaeth berthnasol am ddisgyblion sydd â thrafferthion gyda staff.
- Ymateb yn brydlon i gyfeiriadau am gamymddwyn difrifol iawn – rhoi adborth clir i aelodau o'r staff
- Tynnu sylw at ymddygiad da yn gyson
- Gwneud spot-checks
- Cefnogi grwpiau dysgu– targedu gofalus
- Ymweld â dosbarthiadau anodd
- Cysylltu gyda rhieni

## CATEGORIÀU O GAMYMDDWYN

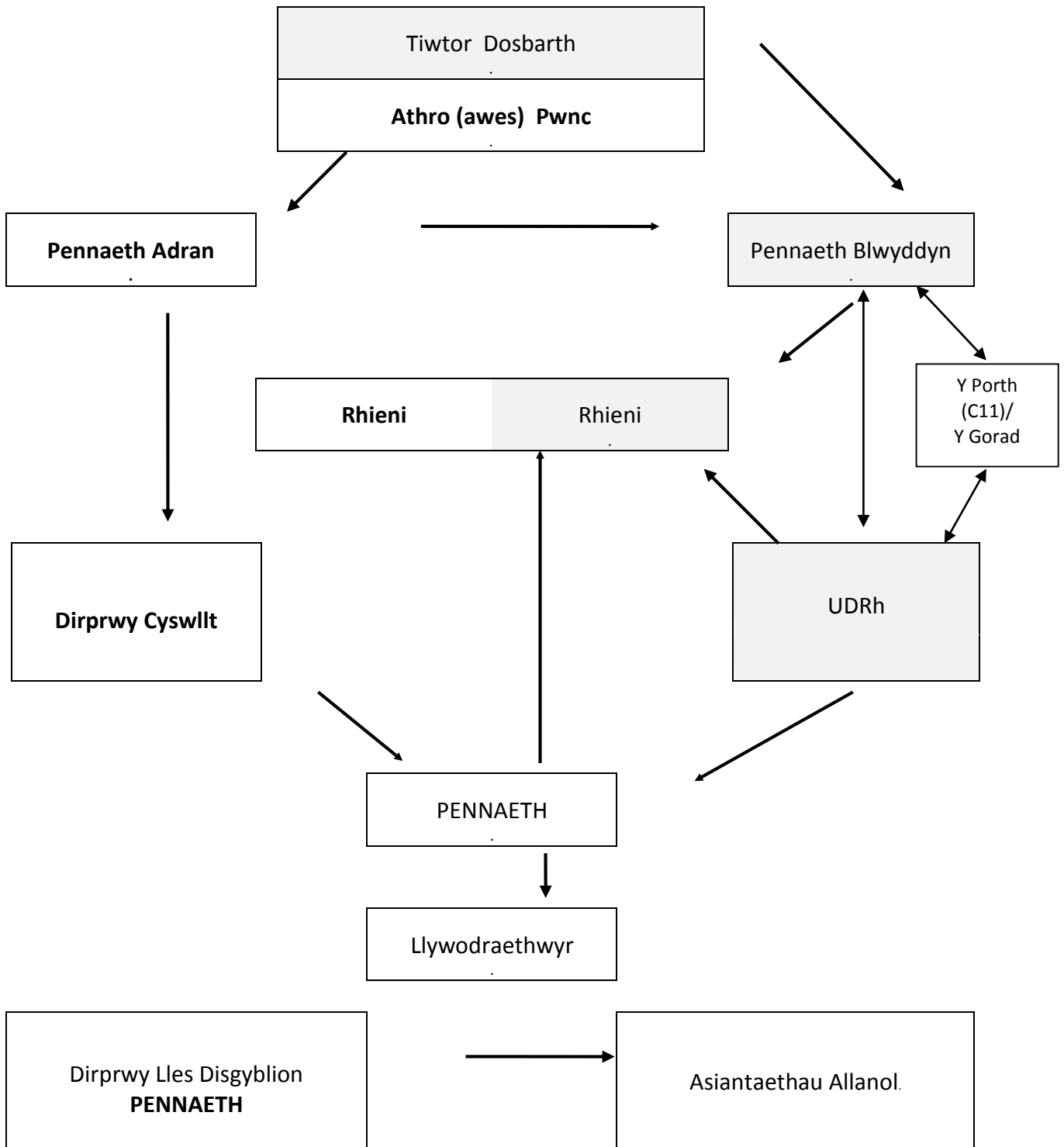
\*Nid yw'r rhestr yn holl-gynhwysfawr - enghreifftiau o'r mathau o ymddygiad yn y gwahanol categorïau a nodir.

<b>Mân Darfu (1 pwynt)</b>	<b>Difrifol (3 pwynt)</b>	<b>Difrifol lawn (5 pwynt)</b>
Cnoi	Triwantu	Ymosod ar ddisgybl
Dim offer	Ffôn symudol yn cael ei ddefnyddio / gwrthod cyfarwyddyd staff i drosglwyddo ffôn symudol / ipod	Ymosod ar athro
Gwisg anaddas	Bwlio	Dwyn
Hwyr i wersi – heb ymddiheuriad / rheswm	Rhegi ar ddisgyblion	Fandaleiddio
Dim setlo yn syth	Byth hefo cyfarpar	Bwlio cyson
Gwisgo côt mewn gwers	Bygwth	Bygwth aelod o staff
Siarad ar draws	Malu cyfarpar/dodrefn	Gwrthod cais athro a cherdded i ffwrdd
Synnau annerbyniol	Gadael gwers heb ganiatâd	Digywilydd iawn hefo athro
Chwarae'n wirion	Ysmygu / defnyddio e-sigaret	Rhegi at athro
Disgyblion yn fflicio pethau at eu gilydd	Rhegi cyffredinol	Defnyddio/cario alcohol neu gyffuriau
Amharu ar / tynnu sylw plant eraill	Taflu rhywbeth	Ymddygiad sy'n peryglu eraill
Mân ateb yn ôl	Gwrthod dilyn cyfarwyddyd athro	Ymddygiad rhywiol anaddas
Diffyg canolbwyntio i gwblhau tasg	Poeri at ddisgybl	Sylwadau personol tuag at athro
Ymyrryd hefo gwaith disgybl arall	Ateb yn ôl yn ddigywilydd	Gwrthod dilyn rheolau ysgol yn gyson
Gollwng sbwriel	Tynnu lluniau yn y dosbarth	Amharu ar addysg cyd-ddisgyblion yn gyson
Eistedd ar y coridorau	Peidio dod i'r ddalfa (ôl ysgol)	Camddefnydd o dechnoleg ar draul aelod o'r staff / ddisgybl
Rhoi colur ymlaen	Cwffio	Cario unrhyw beth allai greu niwed i gyd-ddisgyblion e.e. cylllell
Gweiddi a /neu redeg ar y coridorau	Ysgrifennu ar ddesgiau	Cychwyn larwm tân yn fwriadol
Colli 'detention'	Camymddwyn hefo siaradwr gwadd	Gwrthod mynd i wers
Ffôn allan	Camddefnydd o gyfrifiadur	
	Difrodi gwaith disgybl arall	
	<b>Ymddygiad colofn 1 yn gyson</b>	<b>Ymddygiad colofn 2 yn gyson</b>

# MATERION DISGYBLAETH

## SIARTLIF CYFATHREBU

Mae'r canlynol yn ceisio dangos y dulliau cyfathrebu **arferol** wrth ddelio â materion disgyblaeth:



## **GWAHARDDIADAU (Gweler Adran 6 Deddf Addysg 1997)**

### **CYFNOD PENODEDIG**

Bydd gan y Pennaeth hawl i wahardd disgyblion am gyfnodau penodedig. Caiff ymddygiad blaenorol y disgybl a difrifoldeb y drosedd ei ystyried wrth bennu natur a hyd y gwaharddiad. Hysbysir y rhieni, yr Awdurdod Addysg a Chadeirydd y Llywodraethwyr ym mhob achos.

### **GWAHARDDIAD PARHAOL**

Gweithredir yn unol â chanllawiau Cylchlythyr perthnasol y Cynulliad Cenedlaethol Cymru

ENGHREIFFTIAU o achosion difrifol iawn sy'n teilyngu gwaharddiad yw:

- ymosodiad ar gyd-ddisgybl gydag arf ee cylllell
- ymosodiad ar aelod o staff
- tramgwyddo yn erbyn y gyfraith droseddol (ee pan fo angen cysylltu â'r heddlu)
- difrodi eiddo'r ysgol, cyd-ddisgybl, staff neu ymwelydd
- ymddygiad sy'n peryglu diogelwch aelodau eraill o gymuned yr ysgol
- ymddygiad annerbyniol dros gyfnod o amser sy'n amharu ar addysg a chynnydd disgyblion eraill (sawl cam disgyblu blaenorol wedi methu â datrys y broblem)
- dwyn eiddo'r ysgol, cyd-ddisgybl, staff neu ymwelydd
- gwerthu neu ddosbarthu defnyddiau gwaharddedig yn yr ysgol, ee alcohol, cyffuriau ayyb
- bwlio difrifol

## **PROMOTING GOOD BEHAVIOUR POLICY**

### **AIMS**

1. Foster a civilised society which emphasises moral and human values, paying specific attention to tolerance and care for others.
2. Ensure that moral and human values are promoted through the example and demeanour of all members of school staff.
3. Foster in the pupils self-respect and respect towards others.
4. Learn about moral and human values in the morning assemblies, the pastoral periods with the class tutor and the Religious Education lessons.
5. Promote positive attitudes towards every member of the school community and the wider community.
6. Foster the ability in pupils to respond appropriately in different situations.

### **OBJECTIVES**

- Get to know and understand our pupils well
- Set high expectations with regards to pupil behaviour
- Support pupils through an effective pastoral system
- Promote school rules which are familiar to all and transparent
- Implement the 'Promoting Good Behaviour' system consistently with the emphasis on assertive discipline
- Ensure professional development opportunities and support for members of staff in the field of behaviour management
- Promote effective relationships in every aspect of the school's life and curriculum
- Provide an appropriate curriculum which encourages success and develops every pupil's self-image
- Include pupils in discussions through the pupil councils.
- Work effectively with the parents of pupils whose behaviour causes concern
- Purposeful inter-agency collaboration in order to meet the needs of troublesome pupils.
- Celebrate pupils' successes
- Monitor and evaluate school procedures regularly

## **THE BEHAVIOUR CODE OF YSGOL DAVID HUGHES**

### **General**

- Respect your peers and staff
- Respect the school and keep it tidy
- Respect school property and the property of your peers
- Be honest and polite at all times
- Be responsible and accept responsibility

### **Behaviour in the classroom**

- Respect others and listen to them
- Be punctual
- Bring the correct equipment
- Follow the teacher's instructions the first time
- Concentrate on your work

### **Behaviour on the corridors**

- Respect the building and other people on the corridors
- Walk sensibly and in an orderly manner, keeping to the left
- Keep the school tidy

## **SCHOOL RULES – GENERAL**

### **1. SCHOOL UNIFORM**

- Pupils are expected to wear a school uniform. The relevant details can be found in the school handbook.
- Pupils must take off their coats in every lesson and in the assembly.
- At the end of Physical Education lessons all pupils are expected to change back into their school uniforms.
- School procedures are followed when a pupil does not conform to the rules.

### **2. ARRIVING AT AND LEAVING THE SCHOOL**

- Pupils are not allowed to leave the school grounds during the day except for:
  - Years 12/13 who have permission to go to Siop Newydd during non-contact periods or who have a contract allowing them to be off school grounds.
- If a pupil has to leave the school during the day to visit the doctor or dentist, for example, an appointment card or letter must be submitted to the Head of Year and the pupil must sign the book in the Main Office when leaving the school.
- If a pupil arrives late they must inform the Office immediately.
- At the end of the afternoon pupils should walk in an orderly manner to the buses and take every care when crossing the main road outside the school.

### **3. PUNCTUALITY**

- Pupils should arrive at the school promptly at 8.45am every morning and be outside the Registration Class or the Main Hall at 8.50am.
- They should move in an orderly manner along the corridors, moving from lesson to lesson without wasting time.
- They must register punctually at the beginning of the afternoon session at 1.40pm.

### **4. BREAK AND LUNCH TIME ARRANGEMENTS**

The following arrangements must be adhered to at lunchtime:

- Meals and sandwiches to be eaten in the Canteen.
- No-one is to wander the corridors eating their lunch.
- Use of the school fields is allowed during break and lunch times if the weather and the condition of the fields permits.
- Pupils should keep clear of cars parked on the premises.
- Pupils are not permitted to go to the Pines.

<p><b>THE WASTE AND RECYCLING BINS SEEN AROUND THE SCHOOL MUST BE USED</b></p>
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### **5. SCHOOL TRIPS**

- When pupils go on a school trip they will be required to conform to rules and arrangements on the trip.
- Pupils will be required to sign a declaration as regards behaviour before going on any foreign visit.

## 6. OUTSIDE THE SCHOOL

The school's good name depends on the behaviour of those connected to it. Care and worthy behaviour is expected.

## 7. GENERAL

**TOBACCO, ALCOHOL** and **DRUGS** are not permitted on school grounds or on any trip/visit organised by the school.

**PUPILS ARE NOT PERMITTED TO BRING ANY DANGEROUS EQUIPMENT TO SCHOOL eg KNIVES**

**PUPILS MUST BE FAMILIAR WITH THE FIRE REGULATIONS** and also the safety regulations in specific subjects. These regulations must be adhered to for everyone's safety.

## GUIDELINES FOR STAFF

The Promoting Good Behaviour system is based on a policy where each teacher is responsible for the behaviour of their own class, i.e. during the registration/tutorial periods and ordinary lessons. The behaviour of pupils on the corridors between lessons etc is the responsibility of all members of staff.

Pupils can be referred to the attention of the Head of Department, Heads of Year or, in special cases, to the attention of the Senior Management Team according to the following guidelines.

## THE ROLE OF THE CLASS TEACHER

Arrangements/strategies before or as the pupils come into the classroom in order to promote good behaviour.

- Ensure that the pupils form a queue outside the classroom (if practicable)
- Keep an eye on the corridor
- Meet pupils punctually and positively and ensure they settle straight away
- Form a seating plan for the class
- Set clear rules – agreement between the teacher and pupils on what makes a good learning environment and remind them of this regularly
- Lessons to be prepared thoroughly
- Equipment and resources to hand
- Ask for silence in order to start the lesson.
- Start lessons straight away – task ready for the pupils (on the IWB). It is suggested that learners should be at work within two minutes if practically possible.
- Registration should be done during the starter activity.

Important principles when promoting good behaviour within the classroom.

It is the teacher's responsibility to maintain behaviour within their class and to deal with minor disturbances.

- The teacher is a role model for the learners.
- Two-way respect is important
- Positive language should be used and good behaviour praised
- **Draw attention** to good behaviour
- Silence must be demanded when speaking to the whole class and when pupils are contributing orally

- It is important to avoid:-
  - punishing a whole class
  - making personal comments
  - empty threats e.g. “I’ll phone Y Porth” and then not carry it out.
  - hold a one-to-one discussion in front of the class
  - discuss a pupil with another member of staff in the learner’s hearing

Steps for the subject teacher when dealing with misbehaviour (minor disturbances):

- Speak with the pupil and ask for cooperation
- Move a pupil
- Send the pupil out of the class for a few minutes and speak with him/her
- Keep the pupil in at break/lunch time to do additional work
- Refer the pupil to the Head of Department

It is important to explain to the pupil what the next step will be if he/she continues to misbehave. When the pupil misbehaves in a lesson, the teacher should have a word with him/her at the end of the lesson and set clear expectations for the next lesson. It is also possible to write a note in the pupil’s homework diary. It is the teacher’s responsibility to ensure follow-up to this.

If a pupil refuses to follow the teacher’s instructions and consistently stops the teacher from moving on with the lesson and prevents other learners from working, this will be considered as serious misconduct. The action steps for serious misconduct should be followed in this situation.

### **THE ROLE OF THE HEAD OF DEPARTMENT**

Important principles when promoting good behaviour within the department:

At the beginning of every term the head of department/faculty is expected to remind members of the department/faculty of the school’s and the department’s good behaviour promotion procedures.

- The head of department is expected to record the steps taken in dealing with a pupil who is misbehaving, in addition to noting any follow-up to those steps.
- It is important to praise pupils who show an improvement in their behaviour.

Steps to be taken by the Head of Department when dealing with misbehaviour:

- Speak with the pupil, listen to the pupil – emphasise that this is a further step in dealing with the pupil.
- Ensure that the pupil apologises to the subject teacher.
- Support the subject teacher by visiting the classroom.
- Keep the pupil in – solution focused approach/set a target for improving behaviour in the next lessons – monitor the behaviour.
- Detention (after school) – via the link member of the Senior Management Team.
- Refer the pupil to the Head of Year.



## **Hotspots**

The head of department will transfer information about the classes containing a number of troublesome pupils to the appropriate member of the management team before the end of September. The head of department is expected to discuss the “hotspots” in relevant department meetings during the year and to revise the information as necessary.

## **Action in cases of serious misconduct**

When a pupil seriously misbehaves staff should contact Y Porth immediately (a 700 call) outlining what has happened. A member of the progress team will come to fetch the pupil. The member of staff should record the main incidents briefly on a 700 call form before a member of the progress team arrives at the lesson and transfer the form as the pupil leaves the class with the member from Y Porth. If it is not possible to complete the form at the time it should be presented to Y Porth as soon as possible after the incident. On the form the following should be noted:

What the learner did

The steps taken by the teacher

THE PUPIL SHOULD NOT BE SENT TO THE PORTH.

The member of staff who deals with the pupil then gives the Head of Year feedback as soon as possible and the Head of Year will contact the teacher (via conversation, email or phonecall) before the following lesson. Cases of serious misconduct are recorded on SIMS “Behaviour Management” by the Head of Year. Any very serious incident will be transferred to the SMT.

If the learner is one of Y Gorad’s pupils a member of the Progress Team will accompany the pupil to Y Gorad and a member of staff from Y Gorad will deal with the incident and give feedback (via conversation, email or phonecall) to the teacher as soon as possible before the following lesson. The member of Y Gorad will transfer a copy of the form to the Head of Year. The Head of Year/member of Y Gorad will record the incident on SIMS. The Head of Year should be included in a meeting with the pupil’s parents (if appropriate).

The records will be transferred to the admin. staff to file after the Head of Year/member of Y Gorad has recorded the incident on SIMS.

The minimum punishment following a 700 call is detention at break and lunch time. Also parents should be contacted via a phone call, behaviour letter or a comment recorded in the diary.

### THE ROLE OF THE HEAD OF YEAR

It is extremely important to record pupil referrals. (Heads of Year will use their discretion in following the steps below.)

1	Reprimand the pupil
2	Keep in at break/lunch time      RECORD IN PUPIL'S DIARY
3	Complaints from one subject only > SUBJECT TARGET SHEET. Complaints from a number of subjects > DISCIPLINE CARD.
4	Contact parents via telephone. Targets for improving behaviour for the pupil. (Behaviour Letter 1 if it is not possible to speak with the parents over the phone.)
5	Pupil on PROMOTING GOOD BEHAVIOUR BOOKLET
6	After school detention. Telephone parents plus letter.
7	Contact parents and arrange a meeting at the school. Create a BEHAVIOUR IMPROVEMENT PLAN for the pupil (Behaviour Letter 2 if it is not possible to speak to parents over the phone).
8	INTERNAL SUSPENSION (Porth punishment). Record on SIMS, contact teachers and parents.
9	Refer to external agencies, include parents (letter), create a PASTORAL ASSISTANCE PROGRAMME.
10	Further interview with parents.
<p>Steps 7 &gt; are implemented in cooperation with a member of the SMT. If there is no improvement in the pupil's behaviour this could lead to:</p> <p>Short term suspension and a meeting with the Governors.</p> <p>A longer suspension.</p> <p>Governor Disciplinary Panel</p> <p>Permanent Exclusion</p>	

### **ROLE OF THE SENIOR MANAGEMENT TEAM**

- Obvious presence around the school
- Share the relevant information about pupils who have difficulties.
- Respond promptly to references regarding very serious misbehaviour – give clear feedback to members of staff.
- Draw attention to examples of consistently good behaviour.
- Make spot-checks
- Support learning groups – careful targeting.
- Visit difficult classes.
- Contact parents.

## CATEGORIES OF MISBEHAVIOUR

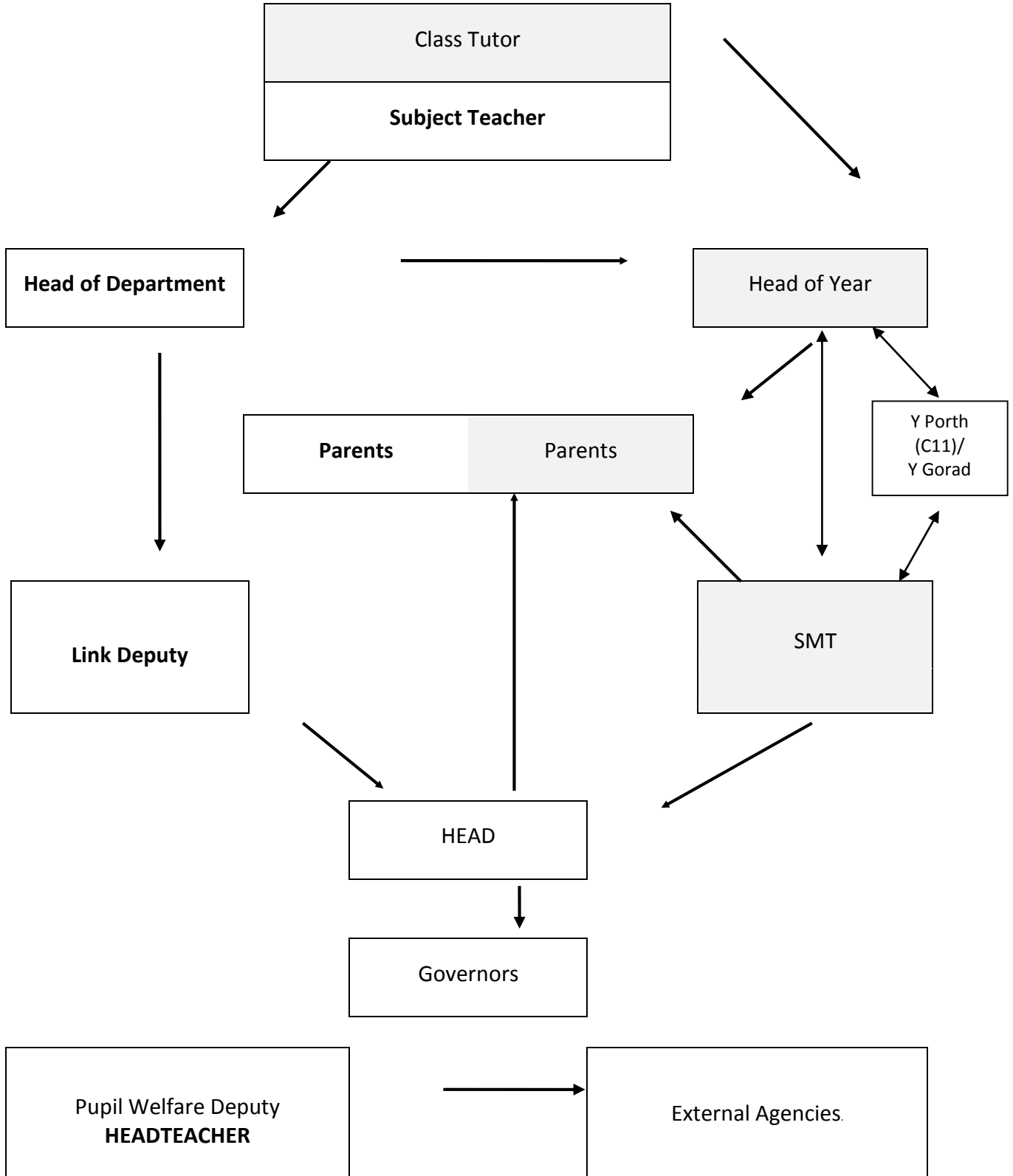
\*The list isn't comprehensive – examples of the types of behaviour in the different categories noted.

<b>Minor disturbances (1 point)</b>	<b>Serious (3 points)</b>	<b>Very serious (5 points)</b>
Chewing No equipment Unsuitable clothes Late to lessons – no apology / reason Not settling straight away Refusing to take off a coat Interrupting Unacceptable noises Playing about Pupils flicking things at each other Disrupting / drawing other pupils' attention Minor answering back Lack of concentration to complete a task Interfering with the work of other pupils Dropping litter Sitting on the corridors Applying makeup Shouting and/or running on the corridors Missing detention Phone out	Truanting Using a mobile phone/ refusing staff request to transfer mobile phone / ipod Bullying Swearing at pupils Never having equipment Threatening Breaking equipment/furniture Leaving a lesson without permission Smoking/using e-cigarettes General swearing Throwing something Refusing to follow a teacher's instructions Spitting at a pupil Answering back rudely Taking photographs in class Not coming to detention (after school) Fighting Writing on desks Misbehaving in front of a guest speaker Misusing a computer Damaging the work of another pupil  <b>Regular column 1 behaviour</b>	Attacking a pupil Attacking a teacher Stealing Vandalism Regular bullying Threatening a member of staff Refusing a teacher's request and walking away Very cheeky with a teacher Swearing at a teacher Using/carrying alcohol or drugs Behaviour that puts others in danger Unsuitable sexual behaviour Personal comments about a teacher Regularly refusing to follow school rules Regularly disturbing the education of their peers Misuse of technology at the expense of a member of staff Carrying anything that could cause harm to peers e.g. a knife Setting off a fire alarm on purpose Refusing to go to a lesson  <b>Regular column 2 behaviour</b>

# DISCIPLINARY MATTERS

## COMMUNICATION FLOWCHART

The following attempts to show the **usual** communication methods in dealing with disciplinary matters:



## **EXCLUSIONS (See Section 6 of the 1997 Education Act)**

### **FIXED PERIOD**

The Head may suspend pupils for fixed periods. The pupil's former behaviour and the seriousness of the misbehaviour will be considered when setting the nature and length of the suspension. The parents will be informed, as will the Education Department and the Chairman of the Governors in each case.

### **PERMANENT EXCLUSION**

The school will act according to the guidelines of the relevant Wales Assembly Government Circular.

EXAMPLES of very serious cases which warrant exclusion are:

- an attack on another pupil with a weapon e.g. a knife
- an attack on a member of staff
- an offence against criminal law (eg when the police have to be called)
- damaging the property of the school, another pupil, staff or a visitor
- behaviour which endangers the safety of other members of the school community
- unacceptable behaviour over a period of time which disrupts the education and progress of other pupils (a number of former disciplinary steps having failed to resolve the problem)
- stealing school property or that of another pupil, member of staff or a visitor
- selling or distributing prohibited substances in school eg alcohol, drugs etc
- serious bullying