

Ysgol Uwchradd Tywyn



***Polisi Ymddygiad / Behaviour Policy
2024-2025***

Ysgol Uwchradd Tywyn

Dyddiad Cymeradwyo / Date of Adoption: 15/1/25

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Polisi Ymddygiad Disgyblion / Pupil Conduct Policy

Mae Llywodraethwyr Ysgol Uwchradd Tywyn yn credu bod yr ysgol yn gymuned ac er mwyn iddi ffynnu mae'n rhaid iddi fod yn wâr ac yn drefnus a galluogi disgyblion i fwynhau ac elwa o'u haddysg. Mae'r polisi canlynol wedi'i fframio gyda'r bwriad o hyrwyddo ethos sy'n cyd-fynd â'r datganiad blaenorol. Mae'r Llywodraethwyr yn credu ymhellach y bydd cyflawniad disgyblion yn cael ei wella os oes safonau gofynnol o ymddygiad derbyniol yn cael eu deall yn glir, ynghyd â chymhellion a chydabyddiaeth o ymddygiad ac agwedd rhagorol.

Nid yw'r llywodraethwyr yn credu y dylai awdurdodaeth yr ysgol ddechrau a gorffen wrth giât yr ysgol, ac ni ddylid ei chyfyngu i oriau ysgol yn unig. Cydnabyddir y gall problemau ddigwydd ar y ffordd i'r ysgol ac oddi yno a gall anawsterau o'r fath gael effaith niweidiol ar ddatblygiad addysgol disgyblion. Ar ben hynny, pan fydd disgyblion yn gwisgo gwisg yr ysgol, gall eu gweithredoedd effeithio ar ei henw da. Felly, ar adegau, gall yr ysgol arfer ei hawdurdodaeth o'r eiliad y bydd disgyblion yn gadael eu cartref yn y bore hyd at yr amser y cânt eu derbyn gartref gan eu rhieni ar ddiwedd y prynhawn ysgol.

Mae'r rheolau canlynol sy'n ymwneud ag ymddygiad disgyblion wedi'u cynllunio i hyrwyddo agweddau cadarnhaol ac i nodi mathau o ymddygiad sy'n annerbyniol:

Dylai disgyblion:

- manteisio i'r eithaf ar y cyfleoedd y bydd yr ysgol yn eu cynnig;
- gweithio gyda gofynion a chyfarwyddiadau staff;
- parchu holl aelodau eraill cymuned yr ysgol a'u trin â chwarteisi a dealltwriaeth;
- parchu eiddo eraill ac eiddo a gwriad yr ysgol;
- ymdrech i gyrraedd y lefel uchaf posibl o bresenoldeb;
- cyrraedd yn brydlon ar gyfer sesiynau ysgol ac ar gyfer pob gwers unigol;
- cydymffurfio â chod gwisg yr ysgol.

Ni ddylai disgyblion:

- ymddwyn mewn ffordd sy'n achosi anghysur, trallod neu anaf i eraill;
- ymddwyn mewn modd sy'n niweidiol i'ch iechyd a'ch diogelwch eich hun neu eraill;
- rhwystro gwaith neu ddysgu pobl eraill.

Nod yr ysgol yw hyrwyddo agweddau cadarnhaol ymhlith disgyblion drwy:

- trefnu presenoldeb rheolaidd;
- Cyflawni ymdrech eithriadol;
- cyflwyno tystysgrifau a gwobrau ar gyfer yr uchod mewn nosweithiau cyflwyno;
- cydnabod cyflawniadau o'r fath drwy roi gwobrau i ddisgyblion ym mlynnyddoedd 7-11;
- annog adrannau i gydnabod a thystysgrifio ymdrech;
- hyrwyddo trafodaeth a chydabyddiaeth disgyblion sy'n haeddu cymeradwyaeth mewn cyfarfodydd adrannol;
- cydnabod cyflawniadau ar arddangosfeydd hysbysfwrdd;
- gwneud cyflwyniadau mewn cyfarfodydd.

Fodd bynnag, mae'r Llywodraethwyr yn ymwybodol y bydd achosion lle bydd yn rhaid gosod sancsiynau ar y disgyblion hynny nad ydynt yn cydymffurfio â'r safonau rhesymol y mae gan yr ysgol hawl i'w disgwyl.

Mae'r Llywodraethwyr a'r Uwch Dîm Rheoli yn credu bod disgyblaeth dda a hyrwyddo safonau ymddygiad derbyniol yn dechrau yn yr ystafell ddosbarth i raddau helaeth ac i'r perwyl hwnnw dylai pob athro gymryd cyfrifoldeb am ymddygiad ei wers. Dylai'r athro ddefnyddio ei farn broffesiynol ynghylch y sancsiynau sydd i'w mabwysiadu mewn achosion lle nad yw disgyblion yn ymddwyn mewn modd derbyniol. Bydd y Pennaeth yn disgwyl gweld bod camau o'r fath wedi'u cymryd cyn gwneud atgyfeiriad o dan y gweithdrefnau canlynol. Fodd bynnag, cydnabyddir y bydd achosion lle na fydd yr holl strategaethau a ddefnyddir gan athro i hyrwyddo ymddygiad da yn ei wers yn cael y canlyniad a ddymunir gyda rhai disgyblion unigol. Mewn achosion lle mae ymdrechion yr athro wedi methu neu os yw'r disgybl wedi bod yn un cydweithredol, dylid cyfeirio'r disgybl at y Pennaeth Maes neu'r Rheolwr Cynnydd. Mewn amgylchiadau eithriadol, dylai'r atgyfeiriad fod yn uniongyrchol at y Pennaeth neu, os nad yw ar gael, at y Dirprwy Bennaeth.

Mewn rhai amgylchiadau, efallai y bydd yn rhaid tynnu disgybl o wers am gyfnod byr, o bosibl er mwyn caniatáu iddo ef neu hi dawelu, neu ganiatáu i eraill yn y dosbarth ddechrau ar eu gwaith cyn i'r athro ddelio â'r disgybl aflonyddgar. Fodd bynnag, ni ddylid anfon disgyblion aflonyddgar i'r Ystafell Cynhwysiant heb roi gwybod i'r aelod o staff ar ddyletswydd yno o'r sefyllfa, a heb waith priodol. Mae'r plentyn yn parhau i fod yn gyfrifoldeb yr athro dosbarth nes bod yr aelod o staff Cynhwysiad yn cymryd y cyfrifoldeb hwnnw yn ffurfiol.

Dylid gwahodd y rhieni i mewn pan fydd disgybl yn cael ei roi ar adroddiad dyddiol. Ac ni wnaed unrhyw gynnydd ar ôl cyfnod o 2 wythnos ar y mwyaf. Dylid cytuno ar dargedau ar gyfer ymddygiad yn y dyfodol ac anogir y disgybl i osod ei dargedau ei hun yn ddyddiol ac yn wythnosol. Bydd yr adroddiad yn cael ei fonitro gan y Tiwtor Dosbarth ac Arweinydd Cynnydd. Os yw'r adroddiad yn nodi bod yr holl darfu mewn un pwnc, bydd y mater yn cael ei gyfeirio'n ôl at y Pennaeth Maes.

Mewn achosion o gamymddwyn parhaus, nid yw pob un ohonynt yn codi'n uniongyrchol o wersi ai peidio, bydd Arweinydd y Flwyddyn yn monitro'r sefyllfa ac yn gosod sancsiynau fel y bo'n briodol. Bydd Arweinydd y Flwyddyn yn cynghori'r Pennaeth os yw'n teimlo nad yw'r disgybl yn ymateb i'r sancsiynau ac nad yw'r sefyllfa'n gwella. Bydd y Pennaeth ar hyn o bryd yn ystyried gwaharddiad dros dro a darparu cynllun cymorth bugeiliol. Bydd y Pennaeth yn disgwyl i'r rhieni fod wedi cael gwahoddiad i'r ysgol ac wedi derbyn gohebiaeth gan Arweinydd y Flwyddyn yn amlinellu'r problemau sydd wedi codi cyn yr atgyfeiriad hwn. Bydd Arweinwyr Blwyddyn wedi sefydlu cynllun cymorth bugeiliol ar gyfer unrhyw ddisgybl sydd wedi'i wahardd ar ddau achlysur.

Os bydd plentyn sydd wedi ei wahardd ar un achlysur neu fwy yn cwblhau blwyddyn gyfan heb waharddiadau dros dro pellach, bydd y gwaharddiad cyntaf ar ei gofnod yn cael ei ddiystyru wrth ystyried sancsiynau yn y dyfodol. Pan fo gan blentyn dri gwaharddiad dros dro cyfredol ar ei gofnod (neu waharddiad mewnol o wersi a dau waharddiad dros dro), y Pennaeth, gan ystyried paragraff 1.3 o Gylchlythyr y Cynulliad Cenedlaethol 1/2004, rhaid penderfynu a yw'r holl strategaethau sydd ar gael mewn perygl o gael eu disbyddu, a dylid rhoi rhybudd ysgrifenedig terfynol i'r rhieni am ymddygiad yn y dyfodol ac argymhelliad i ymgynghori â'r Swyddog Lles Addysg ynghylch y posibilrwydd o symud a reolir i ysgol arall. Wrth ddod i'w phenderfyniad, efallai na fydd y Pennaeth yn dod i'r casgliad bod pob strategaeth wedi cael ei rhoi ar brawf heb lwyddiant:

- bod y plentyn wedi derbyn cynllun cymorth bugeiliol ar ôl gwaharddiad mewnol o'r gwersi;
- bod atgyfeiriad wedi'i gyfeirio at asiantaeth allanol, gyda'r asiantaeth neu'r asiantaethau dan sylw yn cael ei benderfynu gan y Cydgysylltydd Lles neu'r Cydlynnydd Cynnydd Disgyblion yn unol ag anghenion y plentyn;
- Gwnaed ymdrechion i sicrhau cydweithrediad rhieni i wella ymddygiad yn gynnar;
- Mae'r plentyn wedi derbyn cefnogaeth briodol drwy ddefnyddio cyfweiliadau cymorth.

Mae'r rhiant a'r plentyn yn cael gwybod am y rhesymau dros unrhyw waharddiad. Bydd yr ysgol bob amser yn ceisio cysylltu â'r rhiant dros y ffôn ar ddiwrnod y gwaharddiad a rhoddir rhesymau i'r disgybl am y gwaharddiad ar y pryd. Mae llythyr sy'n cadarnhau'r rhesymau dros y gwaharddiad yn cael ei roi/postio i'r rhiant/rhieni/rhieni. Gwahoddir rhieni i'r ysgol ar ôl y cyfnod o waharddiad a byddant yn cael eu cyfweld gan Arweinydd y Flwyddyn. Efallai y gofynnir i rieni a'r disgybl dan sylw hefyd fynychu cyfweiliad gydag aelodau'r Corff Llywodraethol os oes ail waharddiad, er mwyn iddynt ddeall yn llawn eu bod yn peryglu eu haddysg yn Ysgol Uwchradd Tywyn. Bydd y Cadeirydd ac un aelod arall o'r Pwyllgor (nid Llywodraethwr Athro) yn bresennol. Gellir cyfweld disgyblion yn absenoldeb eu rhieni.

Gellir gwahardd disgybl yn barhaol am gamymddwyn difrifol neu mewn amgylchiadau eithriadol sydd, ym marn y Pennaeth, yn gyfystyr â chamymddwyn difrifol. Mae'r Llywodraethwyr a'r Pennaeth o'r farn bod camymddwyn difrifol neu ddifrifol yn cynnwys, ond heb fod yn gyfyngedig i'r canlynol:

- trais neu fygythiad trais yn erbyn disgybl neu aelod arall o staff.
- iaith ymosodol a gyfeirir at neu a ddefnyddir yn fwriadol ym mhresenoldeb aelodau staff neu'r cyhoedd
- dwyn eiddo neu eiddo ysgol sy'n eiddo i staff yr ysgol, neu eiddo disgyblion sydd wedi dod i'r ysgol yn gyfreithlon
- difrod maleisus, yn enwedig i eiddo'r ysgol neu eiddo staff yr Ysgol
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- ysgogi gwrthdaro gyda neu wrthod yn fwriadol i gydweithredu â chyfarwyddyd rhesymol aelod o staff
- dod ag arf tramgwyddus i safle'r ysgol*
- dod â sylwedd gwaharddedig (neu ddefnydd ohono) fel cyffuriau rheoledig neu alcohol ar dir yr ysgol
- dro ar ôl tro heb gydweithredu â sancsiynau neu gosbau a osodir gan staff yr Ysgol
- ymddygiad difrifol ac aflonyddgar dro ar ôl tro yn y dosbarth.

Gall rhai digwyddiadau sy'n dod o fewn diffiniad yr ysgol o amgylchiadau eithriadol fod mor ddifrifol fel eu bod yn haeddu gwaharddiad parhaol. O dan yr amgylchiadau hyn, ni fydd yn ofynnol i'r Pennaeth ddangos bod ystod o strategaethau amgen i waharddiad wedi cael eu rhoi ar brawf a'u bod wedi methu. Gallai'r digwyddiad fod yn drosedd gyntaf neu untro.

Gallai gwaharddiad yn unrhyw un o'r achosion uchod fod dros dro neu'n barhaol yn ôl disgrisiwn y Pennaeth yn unol â difrifoldeb y digwyddiad a chofnod blaenorol y disgybl.

Mae ymddygiad disgyblion y tu allan i'r ysgol ar fusnes ysgol, er enghraifft ar deithiau ysgol, gemau chwaraeon oddi cartref i'r ysgol neu leoliadau profiad gwaith, yn destun polisi ymddygiad yr ysgol. Ymdrinnir ag ymddygiad gwael yn yr amgylchiadau hyn fel pe bai wedi digwydd yn yr ysgol. Ar gyfer ymddygiad y tu allan i'r ysgol, ond nid ar fusnes ysgol, gall y Pennaeth wahardd disgybl os oes cysylltiad clir rhwng yr ymddygiad hwnnw a chynnal ymddygiad a disgyblaeth dda ymhlith corff y disgyblion yn gyffredinol. Er enghraifft, ymdrinnir â cham-drin neu aflonyddu ar staff y tu allan i oriau ysgol a safleoedd oddi ar yr ysgol fel pe bai wedi digwydd yn yr ysgol.

*Pan ddaw arf tramgwyddus neu allai fod yn dramgwyddus i'r ysgol, ni ddylid dychwelyd yr eitem i'r disgybl dan sylw. Bydd yn cael ei gadw gan y Pennaeth a'i ddychwelyd naill ai at y rhiant ar gais personol neu i'r heddlu yn unol â'i natur a disgrisiwn y Pennaeth.

Cosb a Sancsiynau

Defnyddir amrywiaeth o gosbau a sancsiynau gan yr ysgol. Disgwylir i athrawon gymryd cyfrifoldeb am gynnal eu gwersi eu hunain a'u bod yn defnyddio eu disgrisiwn proffesiynol o ran y sancsiynau sy'n cefnogi rheolaeth dda o wersi. Gall y rhain gynnwys gwaith ychwanegol, cael ei gadw i mewn amser cinio neu egwyl neu beidio â chael breintiau ar gael i ddisgyblion eraill. Fodd bynnag, os yw'r rhain yn methu, mae staff yn aml yn gosod ataliad ar ôl ysgol. Defnyddir y fath ataliad hefyd gan uwch staff, a osododd ystod o dasgau yn ystod y cyfnod cadw gyda'r bwriad o wneud y gosb yn ystyrlon ac yn ddefnyddiol i'r ysgol. Gall y rhain gynnwys casglu sbwriel, tacluso ac ati fel yr argymhellwyd yn nogfennau ymgynghori y Cynulliad Cenedlaethol. Bydd disgyblion yn cael cadarnhad ysgrifenedig gydag o leiaf un diwrnod clir rhwng cyhoeddi'r llythyr ataliad a dyddiad yr ataliad pryd y bydd yn cael ei gyflwyno ar ôl oriau ysgol. Nid oes angen caniatâd rhieni yn ôl y gyfraith i'r

ataliad ddigwydd ond mae'r ysgol yn barod i fod yn hyblyg lle mae apwyntiadau neu salwch pwysig yn atal disgybl rhag mynd i ataliad ar y dyddiad a roddir.

Efallai na chaniateir i ddisgyblion gymryd rhan mewn teithiau ysgol a gweithgareddau lle mae eu hymddygiad yn arwain y staff goruchwylio i gredu y gallai eu presenoldeb fod yn niweidiol i ddiogelwch a threfn dda y gweithgaredd. Bydd disgyblion sydd wedi'u gwahardd o'r ysgol yn fforffedu'r hawl i gymryd rhan mewn rhai gweithgareddau allgyrsiol.

Ar adegau prin ar ddiwedd y diwrnod ysgol gellir symud disgybl o fws ysgol lle mae ei ymddygiad yn niweidiol i ddiogelwch a threfn dda y disgyblion sy'n teithio ar y bws. Bydd yr ysgol yn gwneud pob ymdrech i hysbysu rhieni pan fydd hyn yn digwydd.

Ataliad Corfforol o Ddisgyblion

Mae Adran 550A o Ddeddf Addysg 1996 yn rhoi hawl i unrhyw aelod o staff sydd â rheolaeth dros ddisgyblion ar neu oddi ar y safle os ydynt wedi cael eu hawdurdodi felly gan y Pennaeth, yr hawl i arfer grym rhesymol i atal disgybl rhag y canlynol:

- cyflawni trosedd
- anafu eu hunain neu eraill
- achosi difrod i eiddo gan gynnwys eu heiddo eu hunain
- cymryd rhan mewn unrhyw weithgaredd sy'n niweidiol i gynnal trefn a disgyblaeth dda

Mae'r Pennaeth wedi awdurdodi pob aelod o'r staff addysgu a chymorth ac unrhyw aelod arall o staff a dalwyd fel goruchwyliwr amser cinio i atal disgyblion yn gorfforol o dan unrhyw un o'r amgylchiadau uchod, ar yr amod y bydd eu gweithredoedd yn rhesymol.

Dyma enghreifftiau o sefyllfaoedd lle gall fod yn rhesymol neu'n briodol rheoli neu atal disgybl ynddynt:

- atal disgyblion rhag ymladd
- atal difrod bwriadol neu fandaliaeth
- atal anafiadau drwy chwarae ar y stryd neu gamddefnyddio deunyddiau peryglus
- atal damwain neu anaf rhag ymddygiad anghyfrifol fel rhedeg ar risiau
- symud disgybl yn barhaus os yw'n gwrthod ufuddhau i gyfarwyddyd neu achosi aflonyddwch difrifol mewn gwers
- byddai atal disgybl rhag dianc os byddai gwneud hynny yn ei roi ef neu hi mewn perygl.

Ni ddylai staff ddefnyddio unrhyw un o'r canlynol i atal disgyblion:

- cynnal disgybl mewn unrhyw ffordd sy'n cyfyngu ar y gallu i anadlu
- taro, curo neu gicio
- troi neu orfodi rhannau o'r corff yn erbyn cymal
- tynnu gwallt neu gfael ar wallt

Dylai staff bob amser geisio defnyddio strategaethau eraill i ddatrys sefyllfa a dim ond mewn achosion o frys neu berygl neu lle mae dulliau rheoli eraill wedi methu. Ni ddylai staff

ymyrryd yn gorfforol pe byddai gwneud hynny yn eu rhoi mewn perygl. Dylid tynnu disgyblion eraill o'r lleoliad a cheisir cymorth mewn amgylchiadau o'r fath.

Dylai unrhyw aelod o staff sy'n defnyddio ataliad corfforol cyn gynted â phosibl ar ôl y digwyddiad lunio adroddiad ysgrifenedig ar gyfer y Pennaeth sy'n nodi:

- enw'r disgybl/disgyblion dan sylw
- lle digwyddodd y digwyddiad
- enwau tystion (lle bo hynny'n bosibl)
- y rheswm dros ddefnyddio grym
- disgrifiad o'r digwyddiad ei hun, yn enwedig y pwynt lle roedd yr athro o'r farn bod ymyrraeth gorfforol yn angenrheidiol
- ymateb y disgybl a chanlyniad y digwyddiad
- manylion unrhyw anaf neu ddifrod

Dylai'r athro roi copi o'r adroddiad i gynrychiolydd ei undeb llafur neu gymdeithas. Bydd y Pennaeth yn hysbysu'r rhiant yn ysgrifenedig am fanylion y digwyddiad.

Anghenion Arbennig ac Anabledd

Bydd yr Ysgol yn ystyried unrhyw anabledd neu anghenion dysgu ychwanegol plentyn mewn camau disgyblu. Bwriad yr ysgol yw i blant ag anhawster ymddygiad sylweddol gael eu hystyried yn blant gydag Anghenion Dysgu Ychwanegol a thrwy Gynllun Datblygu Unigol (CDU). Bydd gweithredu unrhyw CDU yn cael ei fonitro gan y Cydlynnydd Anghenion Arbennig. Bydd staff eraill sy'n gysylltiedig yn cael eu hysbysu o'r targedau a osodwyd a'r strategaethau a ddefnyddir i annog datblygiad emosiynol ac ymddygiadol yr unigolyn. Os nad ydy'r ymddygiad yn gwella, ystyrir symud ymlaen a chysylltu ag asiantaethau allanol.

Derbyn Disgyblion sydd wedi cael eu Gwahardd Dros Dro o ysgolion eraill

Bydd yr ysgol yn ystyried ceisiadau gan y gwasanaeth lles addysgol i dderbyn disgyblion sydd wedi'u gwahardd dros dro o ysgolion eraill ar yr amod nad yw'r ysgol wedi cyrraedd y rhif derbyn perthnasol y cytunwyd arno gyda'r AALI ar gyfer y grŵp blwyddyn hwnnw. Pan dderbynnir disgybl o'r fath, bydd fel arfer ar sail cytundeb ymddygiad wedi'i lofnodi gan y rhieni, y disgybl a'r Pennaeth a fydd yn amlinellu disgwyliadau'r ysgol o ymddygiad y disgybl. Bydd unrhyw waharddiadau dros dro o ysgol flaenorol yn cyfrif fel gwaharddiad dros dro yn y polisi hwn. Ni fydd mynediad fel arfer yn digwydd hyd nes y derbynnir cofnodion cwricwlaidd a bugeiliol llawn y disgybl o'r ysgol flaenorol.

Presenoldeb

Mae'r ysgol yn ceisio hyrwyddo presenoldeb rheolaidd drwy ddyfarnu gwobrau a thystysgrifau i'r rhai sy'n cael y presenoldeb mwyaf, drwy ffonio adref i wirio lleoliad y disgybl ar ddiwrnod cyntaf absenoldeb, drwy ysgrifennu at y rhieni yn dilyn absenoldeb o dri diwrnod ysgol a thrwy fynnu ar nodyn wedi'i lofnodi gan riant, esbonio'r rhesymau dros

yr absenoldeb, i'w roi i mewn ar ôl i'r disgybl ddychwelyd. Mae'r ysgol yn gwerthfawrogi cydweithrediad y gwasanaeth lles addysgol sy'n aml yn cynorthwyo i ddelio ag achosion o driwantiaeth ac y mae eu cefnogaeth yn amhrisiadwy i'r ysgol.

Cod gwisg ysgol

Mae gan yr ysgol gòd gwisg sy'n cael ei gyhoeddi yn y prospectws ar gyfer rhieni. Bernir bod rhieni wedi ei dderbyn drwy fanteisio ar y cynnig o le yn yr ysgol. Disgwylir i ddisgyblion gydymffurfio â gofynion y cod a chyflwyno eu hunain yn gall.

Ymddygiad ar gludiant ysgol

Mae'r ysgol yn credu bod cynnal diogelwch a threfn dda ar gludiant ysgol yn bwysig. Bydd yr ysgol yn cosbi disgyblion sy'n camymddwyn ar yr ysgol neu ar drafnidiaeth gyhoeddus. Gall camymddwyn rheolaidd neu ddifrifol arwain at gyfeirio'r mater at yr Adran Cynllunio Sirol a all wahardd disgybl dros dro neu'n barhaol rhag teithio ar gludiant ysgol.

Polisi Ymddygiad Disgyblion / Pupil Conduct Policy

The Governors of Ysgol Uwchradd Tywyn believe that the school is a community and that for it to flourish it must be civilised and orderly and enable pupils to enjoy and profit from their education. The following policy has been framed with a view to promoting an ethos which is in keeping with the preceding statement. The Governors further believe that pupils' achievement will be enhanced if there are clearly understood minimum standards of acceptable conduct, together with incentives for and recognition of exemplary conduct and attitude.

The Governors do not believe that the jurisdiction of the school should begin and end at the school gate, nor should it be confined solely to school hours. It is recognised that problems can occur on the way to and from school and that such difficulties can have a detrimental impact on pupils' educational development. Furthermore, when pupils wear the uniform of the school, their actions can have a bearing on its reputation. Thus, the school may on occasions exercise its jurisdiction from the moment pupils leave home in the morning to the time that they are received at home by their parents at the end of the school afternoon.

The following rules concerning pupil conduct are designed to promote positive attitudes and to indicate forms of conduct which are unacceptable:

Pupils should:

- make the most of the opportunities which the school will give them;
- co-operate with the requests and instructions of staff;
- respect all other members of the school community and treat them with courtesy and understanding;
- respect the property of others and the property and fabric of the school;
- strive to achieve the highest possible level of attendance;
- arrive punctually for school sessions and for each individual lesson;
- conform to the school's dress code.

Pupils should not:

- behave in a way which causes discomfort, distress or injury to others;
- behave in a manner which is detrimental to their own or others' health and safety;
- hinder the work or learning of others.

The school aims to promote positive attitudes among pupils by:

- certificating regular attendance;
- certificating outstanding effort;
- presenting certificates and prizes for the above in presentation evenings;
- recognising such achievements by giving prizes to pupils in years 7-11;
- encouraging departments to recognise and certificate effort;
- promoting the discussion and recognition of pupils meriting commendation in departmental meetings;
- recognising achievements on notice board displays;

- making presentations in assemblies.

The Governors are aware, however, that there will be instances where sanctions have to be imposed on those pupils who do not conform to the reasonable standards which the school is entitled to expect.

The Governors and Senior Management Team believe that good discipline and the promotion of acceptable standards of behaviour largely begin in the classroom and to that end each teacher should take responsibility for the conduct of his or her lesson. The teacher should use his or her professional judgement as to the sanctions to be adopted in cases where pupils do not behave in an acceptable manner. The Head teacher will expect to see that such steps have been taken before a referral is made under the following procedures. However, it is acknowledged that there will be instances where all the strategies employed by a teacher to promote good conduct in his or her lesson will not have the desired outcome with some individual pupils. In cases where the teacher's efforts have failed or the pupil has been unco-operative, the pupil should be referred to the Head of Area or Progress Manager. In exceptional circumstances the referral should be directly to the Head teacher or, if he/she is unavailable, to the Deputy Head teacher.

In some circumstances a pupil may have to be removed from a lesson for a short period, possibly to allow him or her to cool off, or to allow others in the class to commence their work prior to the teacher dealing with the disruptive pupil. However, disruptive pupils should not be sent to the Inclusion Room without informing the member of staff on duty there of the situation, and without appropriate work. The child remains the responsibility of the class teacher until the member of staff in Inclusion formally assumes that responsibility.

The parents should be invited in when a pupil is placed on a daily report. And no progress has been made after a period of 2 weeks maximum. Targets for future conduct should be agreed and the pupil encouraged to set his or her own targets on a daily and weekly basis. The report will be monitored by the Form Tutor and Year Leader. If the report indicates that all the disruption is in one subject, the matter will be referred back to the Head of Department.

In cases of persistent misconduct, none or not all of which arise directly from lessons, the Year Leader will monitor the situation and impose sanctions as appropriate. The Year Leader will advise the Head teacher if he or she feels the pupil is not responding to the sanctions and the situation is not improving. The Head teacher will at this time consider a temporary exclusion and the provision of a pastoral support plan. The Head teacher will expect the parents to have been invited to school and to have received communication from the Year Leader outlining the problems which have arisen prior to this referral. Year Leaders will have put in place a pastoral support plan for any pupil who has been excluded on two occasions.

If a child who has been excluded on one or more occasions completes a full year without further temporary exclusions, the first exclusion on his or her record will be discounted when considering future sanctions. When a child has three current temporary exclusions on his or her record (or an internal exclusion from lessons and two temporary exclusions)

the Head teacher, having regard to paragraph 1.3 of National Assembly Circular 1/2004, must decide whether all available strategies are in danger of being exhausted and the parents be issued with a final written warning about future conduct and a recommendation to consult the Education Welfare Officer about the possibility of a managed move to another school. In reaching her decision, the Head teacher may not conclude that all strategies have been tried without success unless:

- the child has received a pastoral support plan after an internal exclusion from lessons;
- a referral has been made to an outside agency, with the agency or agencies in question being determined by the Well-being Co-ordinator or Pupil Progress Co-ordinator according to the needs of the child;
- attempts have been made to secure parental co-operation to improve conduct at an early stage;
- the child has received appropriate support through the use of support interviews.

Both the parent and the child are informed of the reasons for any exclusion. The school will always attempt to contact the parent by phone on the day of the exclusion and the pupil is given reasons for it at the time. A letter which confirms the reasons for the exclusion, is given/posted to the parent(s). Parents will be invited to school after the period of exclusion and will be interviewed by the Year Leader. Parents and the pupil concerned may also be asked to attend an interview with members of the Governing Body if there is a second exclusion, in order that they may fully understand that they are placing their education at Ysgol Uwchradd Tywyn in jeopardy. The Chair and one other member of the Committee (not a Teacher Governor) will attend. Pupils may be interviewed in the absence of their parents.

A pupil may be permanently excluded for serious misconduct or in exceptional circumstances which, in the view of the Head teacher, constitute gross misconduct. The Governors and Head teacher deem serious or gross misconduct to include, but not be limited to the following:

- Violence or the threat of violence against another pupil or member of staff.
- Abusive language directed at or deliberately used in the presence of members of staff or the public
- Theft of school property or property belonging to staff of the school, or the property of pupils which has been legitimately brought to school
- Malicious damage, particularly to school property or the property of staff of the school
- Provoking a confrontation with or a deliberate refusal to co-operate with a reasonable instruction of a member of staff
- Bringing an offensive weapon on to school premises*
- Bringing (or use of) a prohibited substance such as controlled drugs or alcohol on to school premises
- Repeated non- co-operation with sanctions or punishment imposed by staff of the school
- Serious, repeated disruptive behaviour in class.

Some incidents which fall within the school's definition of exceptional circumstances may of themselves be so serious as to merit permanent exclusion. In these circumstances the Head teacher will not be required to demonstrate that a range of alternative strategies to exclusion has been tried and failed. The incident could be a first or one-off offence.

Exclusion in any of the above cases could be temporary or permanent at the discretion of the Head teacher according to the severity of the incident and the previous record of the pupil.

Pupils' behaviour outside school on school business, for example on school trips, away school sports fixtures or work experience placements, is subject to the school's behaviour policy. Bad behaviour in these circumstances will be dealt with as if it had taken place in school. For behaviour outside school, but not on school business, the Head teacher may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. For example, abusing or harassing staff outside of school hours and off school premises will be dealt with as if it had happened in school.

*Where an offensive or potentially offensive weapon is brought to school, the item must not be returned to the pupil concerned. It will be retained by the Head teacher and returned to either the parent on personal application or to the police according to its nature and the Head teacher's discretion.

Punishment and Sanctions

A variety of punishments and sanctions is used by the school. It is expected that teachers take responsibility for the conduct of their own lessons and that they use their professional discretion as to the sanctions which support the good management of lessons. These may involve extra work, being kept in at lunch or break time or not being given privileges available to other pupils. However, if these fail, staff often impose after school detentions. Such detentions are also used by senior staff, who set a range of tasks during detention with the intention of making the punishment meaningful and useful to the school. These may include collecting litter, tidying etc. as recommended in National Assembly consultation documents. Pupils will be given confirmation in writing with at least one clear day between the issuing of the detention letter and the date of the detention when it will be served after school hours. Parental permission is not required in law for the detention to take place but the school is willing to be flexible where important appointments or illness prevent a pupil from attending a detention on the date given.

Pupils may not be permitted to participate in school trips and activities where their behaviour leads the supervising staff to believe that their presence may be prejudicial to the safety and good order of the activity. Pupils who have been excluded from school will forfeit the right to participate in certain extra-curricular activities.

On rare occasions at the end of the school day a pupil may be removed from a school bus where his/her behaviour is prejudicial to the safety and good order of the pupils travelling on the bus. The school will make every effort to inform parents when this occurs.

Physical Restraint of Pupils

Section 550A of the 1996 Education Act gives any members of staff who have control of pupils on or off the site if they have been so authorised by the Head teacher the right to exercise reasonable force to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property including their own
- Engaging in any activity prejudicial to the maintenance of good order and discipline

The Head teacher has authorised all members of the teaching and support staff and any other member of staff paid as a lunchtime supervisor to physically restrain pupils in any of the above circumstances, provided that their actions shall be reasonable.

Examples of situations in which it may be reasonable or appropriate to control or restrain a pupil are:

- To stop pupils fighting
- To prevent deliberate damage or vandalism
- To prevent injury through rough play or misuse of dangerous materials
- To prevent accident or injury from irresponsible behaviour such as running on a stairway
- To remove a pupil persistently refusing to obey an instruction or causing serious disruption in a lesson
- To prevent a pupil absconding if to do so would place him or her at risk

Staff should not use any of the following to restrain pupils:

- Holding a pupil in any way as to restrict the ability to breathe
- Striking, tripping or kicking
- Twisting or forcing limbs against a joint
- Holding or pulling hair

Staff should always try to use other strategies to resolve a situation and should only resort to physical restraint in cases of urgency or danger or where other methods of control have failed. Staff should not physically intervene if doing so would put them at risk. Other pupils should be removed from the scene and assistance sought in such circumstances.

Any member of staff using physical restraint should as soon as possible after the incident produce a written report for the Head teacher which details:

- The name of the pupil(s) involved
- Where the incident took place
- Names of witnesses (where possible)
- The reason force was used
- A description of the incident itself, particularly that point at which the teacher deemed physical intervention to be necessary
- The pupil's response and the outcome of the incident
- Details of any injury or damage

The teacher should give a copy of the report to the representative of their trade union or association. The Head teacher will inform the parent in writing of the details of the incident.

Special Needs and Disability

The School will take account of any recognised disability or additional learning needs of a child when disciplinary action is taken. The school intends that all children with significant behavioural difficulties will be considered for Additional Learning Needs with an Individual Development Plan. Implementation of any IDP will be monitored by the Special Educational Needs Coordinator. All other staff involved will be informed of the targets set and the strategies employed to encourage the individual's emotional and behavioural development. If behaviour does not improve, consideration will be given to progressing to involving outside agencies.

Admission of Pupils who have been Temporarily Excluded from other Schools

The school will consider requests from the educational welfare service to admit pupils who have been temporarily excluded from other schools provided the school has not reached the relevant admission number agreed with the LEA for that year group. When such a pupil is admitted, it will normally be on the basis of a behaviour agreement signed by the parents, the pupil and the Head teacher which will outline the school's expectations of the pupil's conduct. Any temporary exclusions from a previous school will count as a temporary exclusion in this policy. Admission will not normally take place until the full curricular and pastoral records of the pupil have been received from the previous school.

Attendance

The school seeks to promote regular attendance by awarding prizes and certificates to those who achieve maximum attendance, by phoning home to check the pupil's whereabouts on the first day of an absence, by writing to the parents following an absence of three school days and by insisting on a note signed by a parent, explaining the reasons for the absence, to be handed in on the pupil's return. The school appreciates the co-operation of the educational welfare service which often assists in dealing with cases of truancy and whose support is invaluable to the school.

School Dress Code

The school has a dress code which is published in the prospectus for parents. Parents are deemed to have accepted it by taking up the offer of a place at the school. Pupils are expected to conform to the requirements of the code and to present themselves smartly.

Behaviour on School Transport

The school believes that the maintenance of safety and good order on school transport is important. The school will punish pupils who misbehave on school or public transport. Regular or serious misbehaviour may lead to the matter being referred to the County Planning Department who may temporarily or permanently ban a pupil from travelling on school transport.

