



Polisi Hyrwyddo Ymddygiad Da ac Atal Ymddygiad Gwael

Ysgol Syr Hugh Owen

Dyddiad Cymeradwyo: 10/07/2025

Dyddiad Adolygu: 10/07/2026

Llofnod Cadeirydd:

Cai Larsen

1. Rhagarweiniad:

Yn unol â Chonfensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn ac egwyddorion Ysgolion sy'n Seiliedig ar Drawma, mae'r polisi hwn yn hyrwyddo ymddygiad da ac atal ymddygiad gwael.

Mae'n integreiddio canllaw Llywodraeth Cymru 294/2024 (Ebrill 10^{fed} 2024) ar waharddiadau.

Mae'n ymgorffori hyfforddiant CPI (Crisis Prevention Institute) ar "Classroom Culture" a "Verbal Intervention" — gan roi blaenoriaeth i atal, dad-ddwysau a chynnal perthnasoedd cadarnhaol.

Ein tri gwerth graidd sy'n llywio bob penderfyniad yw **Parod · Parch · Diogel**.

2. Nodau:

Hyrwyddo parodrwydd i ddysgu drwy ddatgan disgwyliadau eglur i ddisgyblion, staff a rhieni.

Meithrin diwylliant dosbarth cadarnhaol gan ddefnyddio technegau CPI (croesawu, modelu, sylw cyntaf i ymddygiad gorau, ymarweddïad cefnogol, ac iaith adferol).

Atal ac ymateb i gamymddwyn mewn ffordd gymesur, seiliedig ar drawma, sy'n blaenoriaethu diogelwch ac urddas.

Cydymffurfio â'r fframwaith cyfreithiol diweddaraf, gan gynnwys Deddf Cydraddoldeb 2010 a Rheoliadau Gwahardd (diwygiadau 2024).

3. Gofynion statudol a deddfwriaeth:

Mae'r canllawiau yn seiliedig ar y canlynol:

- Deddf Addysg 2002
- Rheoliadau Addysg (Gwahardd Disgyblion ac Apelau) (Ysgolion a Gynhelir) (Cymru) 2003
- Rheoliadau Addysg (Gwahardd Disgyblion ac Apelau) (Unedau Cyfeirio Disgyblion) (Cymru) 2003
- Rheoliadau Addysg (Gwahardd Disgyblion ac Apelau) (Diwygiadau Amrywiol) (Cymru) 2004
- Rheoliadau Llywodraethu Ysgolion a Gynhelir (Cymru) 2005
- Rheoliadau Addysg (Cyfweliad Ailintegreiddio) (Cymru) 2010
- Deddf Cydraddoldeb 2010
- Rheoliadau Addysg (Unedau Cyfeirio Disgyblion) (Pwyllgorau Rheoli etc.) (Cymru) 2014
- Fframwaith ar gyfer lleihau arferion cyfyngol" (2021)
- Cod ADY (2021)
- Rheoliadau Addysg (Gwahardd Disgyblion ac Apelau) (Unedau Cyfeirio Disgyblion) (Cymru) (Diwygio) 294/2024

4. Disgwyliadau:

Dylai'r tri gair allweddol Parod, Parch a Diogel fod wrth wraidd penderfyniadau a gweithredoedd bob amser.

Parod - Bod yn barod i ddysgu

Parch - Dangos parch at eich hun, at eraill ac yr amgylchedd

Diogel - Cadw yn ddiogel drwy ddilyn cyfarwyddiadau

Mae dogfen atodol A yn rhoi arweiniad i ddisgyblion ar sut y gellir defnyddio'r tri disgwyliad mewn gwahanol sefyllfaoedd y tu mewn a thu allan i'r ysgol.

5. Cyfrifoldebau:

5.1 Disgyblion

- a. Adnabod y tri gwerth craidd a'u hymgorffori. (Dogfen atodol A)
 - b. Cymryd cyfrifoldeb dros benderfyniadau ac ymarfer hunanreolaeth CPI
- Ail-feddwl – ymarfer – ymateb.

5.2 Rhieni/Gofalwyr

Cefnogi'r polisi, mynychu cyfarfodydd adferol (Ffurflen - Atodiad C), a rhannu gwybodaeth berthnasol am les y plentyn.

5.3 Staff

- a. Gweithredu technegau CPI
 - Cefnogol, Cyfarwyddo, Ymyrraeth Ddiogel, Cyd-berthynas Therapiwtig.
- b. Defnyddio iaith "Beth a Sut" yn hytrach na "Pam".
- c. Cofnodi digwyddiadau yn llawn ar SIMS o fewn 24 awr.
- d. Mynychu diweddariad hyfforddi CPI blynyddol ac unrhyw ddysgu proffesiynol wedi ei deilwra.
- e. Dilyn canllawiau rheoli dosbarth ac ymateb i gamymddwyn. (Atodiad B).

5.4 Pennaeth

Sicrhau gweithredu cyson; adolygu data ymddygiad a gwaharddiadau bob tymor.

5.5 Corff Llywodraethu

Adolygu'r polisi'n flynyddol; monitro effaith ar grwpiau â nodweddion gwarchodedig.

6. Cydnabod, Gwobrwyo a Dathlu Llwyddiannau:

Yn unol a'n tri disgwyliad – Parod, Parch, Diogel, rydym yn meithrin hinsawdd lle mae llwyddiannau disgyblion yn cael eu cydnabod – yn academiaidd, yn ymddygiadol, yn all-gwricwlaidd, yn cae ei ddathlu'n gyson ac yn weledol.

Canmoliaeth ardderchog —Sylw cyntaf i'r ymddygiad gorau
Pwyntiau Clod (SIMS)

Gwobrwyo Tymhorol – tystysgrifau a gwobrau.

Rhannu llwyddiant ar gyfryngau cymdeithasol yr ysgol (gyda chaniatâd rhieni wedi'i sicrhau).

Amllder	Manylion	Pwy
Dyddiol	Canmolïaeth ar lafar mewn Dosbarth Pwyntiau Clod	Athro Dosbarth
Wythnosol	Pwyntiau Clod Cerdyn post / ebost adref	Tiwtor Dosbarth
Hanner Tymor	Cerdyn post Adrannol Gwasanaeth Blwyddyn	Pennaeth Adran Arweinydd Cyswllt
Tymhorol	Gwasanaeth Blwyddyn	UDRh / Pennaeth
Blyneddol	Prom Diwedd Blwyddyn 11 Taith Alton Towers i flwyddyn 7-10 a 12 Noson Wobrwyo	UDRh UDRh Llywodraethwyr

Dulliau Cyfathrebu Llwyddiannau:

- Wal llwyddiant disgyblion
- Sgriniau gwybodaeth
- Cylchlythyrau
- Facebook / Instagram YSHO

Llais y Disgybl:

- Penderfynu ar wobrwyo llwyddiant
- Enwebu cymheiriad am werthoedd / llwyddiannau

Cydraddoldeb ac Addasiadau Rhesymol:

Amrywiaeth yn yr hyn sy'n cael ei ddathlu fel llwyddiant gan gynnwys categorïau hygrych / sydd ddim yn gwahaniaethu. Cynnwys categorïau sy'n hyrwyddo cydraddoldeb.

7. Ymateb Graddedig i Ymddygiad Annerbyniol / Camymddwyn:

Mae'r camau canlynol yn rhoi llwybr clir ac ymatebol i staff wrth ddelio â chamymddwyn, gan alinio â rhaglen CPI. Mae pob cam yn adeiladu ar yr un blaenorol ac yn ceisio datrys y sefyllfa gyda'r ymyrraeth leiaf posib.

Haen	Enghreifftiau o Ymyrraeth	Disgrifiad CPI
1. Ataliol (Pob Dosbarth)	Cydnabod da, lleoliad eistedd, amser tawel	<i>Cefnogol</i>
2. Rhagrybudd	Rhybudd distaw gyda signal di-iaith	<i>Cyfarwyddo – gosod ffiniau</i> <i>Directive – setting limits</i>
3. Camau Adferol	Sgwrs adferol, deialog	<i>Cyberthnasu</i> <i>Therapiwtig</i> <i>Therapeutic Rapport</i>
4. Dad-ddwysau	Galw ar gefnogaeth, "CPI Verbal Intervention Strategies"	<i>Ymateb cyfnod amddiffynnol</i> <i>Defensive Stage response</i>

5. Ymyrraeth Gorfforol Rhesymol	Defnyddio technegau CPI 'Ymyrraeth Ddiogel' os oes risg uniongyrchol (cofnodi'n ffurfiol – Atodiad D)	<i>Ymddygiad a all fod yn beryglus</i> <i>Risk Behaviour</i>
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Egwyddorion Allweddol:

Lefel Isel, Lleiaf Ymwthiol, Opsiwn Olaf – bob amser ceisio dad-ddwysau.

Rhagweithiol > Adweithiol – cydweithio gyda rhieni a dysgwyr i adnabod sbardunau.

Adfer perthnasoedd – sgysiau adferol cyn y wers nesaf.

Tryloywder – rhannu cofnodion SIMS â rhieni drwy ClassCharts ynghyd ag epost / sgwrs ffôn.

8. Sancsiynau a Chanlyniadau Adferol:

Mae'r sancsiynau canlynol ar gael i staff.

Mae pob un yn:

- Gymesur ac yn seiliedig ar natur a dwyster yr ymddygiad;
- Hyblyg i wneud Addasiadau Rhesymol ar gyfer disgyblion ag ADY; yn dibynnu ar eu CDU
- Pwysleisio adfer perthnasoedd yn hytrach na chosb yn unig.

Haen	Enw'r Sancsiwn	Disgrifiad Byr	Cynnwys Rhieni	Cofnod
1	Colli amser egwyl	Colli 5–10 munud o amser egwyl i gwblhau taflen fyfrio		SIMS
2	Dalfa Cinio	Uchafswm 30 munud; llyfr adferol		SIMS
3	Dalfa ar ol ysgol	30–60 mun; rhieni'n derbyn 24h rhybudd ysgrifenedig	Rhaid derbyn neu drefnu dydd/ amser newydd	SIMS Galwad ffôn Llythyr i rieni
4	Colli breintiau	Colli cynrychiolaeth timau, teithiau gwobrwyo am 2–4 wythnos	Ffonio rhieni; llythyr cryno	SIMS Galwad ffôn Llythyr i rieni
5	Gwaharddiad mewnol - Symud Dosbarth	Gwers dan oruchwyliaeth athro arall yn yr adran	Ffonio rhieni	SIMS Galwad ffôn
6	Gwaharddiad mewnol – Ymyrraeth wedi'w deilwra am gyfnod byr (hyd at 1 diwrnod)	Ymyrraeth penodol yn cynnwys sgwrs adferol	Cyfarfod rhieni + cynllun dychwelyd	SIMS Galwad ffôn
7	Gwaharddiad Allanol	Dilyn canllaw 294/2024	Cyfarfod rhieni + cynllun dychwelyd Hawl apel	SIMS Galwad ffôn Llythyr i rieni Ffurflen dychwelyd
8	Gwaharddiad Parhaol	Dilyn canllaw 294/2024	Proses statudol llawn, panel disgyblu	SIMS Galwad ffôn Llythyr i rieni Pecyn gw SIMS Galwad ffôn Llythyr i rieni Pecyn gwaharddiad Panel Disgyblu

Egwyddorion Allweddol:

Proffesiynoldeb – dim sancsiwn heb eglurhad clir i'r disgybl.

Cysylltiad Rhieni – hysbysiad yn brydlon.

Adnabod Patrwm – dadansoddi data i leihau achosion ailadroddus.

Cydymffurfiaeth– dyddio, llofnodi a storio pob ffurflen sancsiwn.

9. Chwilio, Sgrinio a Chymryd Oddi ar:

Yn unol â chanllaw Llywodraeth Cymru (Medi 2022), gall staff awdurdodedig chwilio disgybl am eitemau gwaharddedig. Cedwir cofnod a chaiff eitemau eu dychwelyd i rieni/gofalwyr oni bai eu bod yn anghyfreithlon.

10. Camymddwyn Difrifol:

Mae'r ysgol yn ystyried y canlynol fel achosion o gamymddwyn difrifol:

- trais difrifol wedi'i gyflawni neu wedi'i fygwth yn erbyn disgybl arall neu aelod o'r staff
- camdriniaeth neu ymosodiad rhywiol
- cyflenwi cyffur anghyfreithlon
- defnyddio neu fygwth defnyddio arf peryglus
- bwlio parhaus
- camdrin hiliol, homoffobig neu wahaniaethol
- honiadau maleisus
- torri rheolau'r ysgol yn ddifrifol dro ar tro
- herio agored gan wrthod dilyn cyfarwyddiadau rhesymol
- arall

11. Gwaharddiadau:

Yn unol â chanllaw Llywodraeth Cymru ar waharddiadau - 294/2024:

- Dim ond pan fo'r holl opsiynau adferol wedi methu neu pan fo camymddwyn difrifol y caiff gwaharddiad ei ystyried.
- Bydd unrhyw waharddiad cyfnod penodol ≤ 45 diwrnod mewn blwyddyn ysgol; pob gwaharddiad > 5 diwrnod yn sbarduno darpariaeth addysg lawn-amser o'r 6ed diwrnod.
- Bydd pwyllgor disgyblu yn adolygu pob gwaharddiad parhaol a phob cyfanswm > 15 diwrnod mewn tymor.

12. Tynnu Brys o'r Dosbarth:

Gellir tynnu disgybl o ddosbarth dros dro fel dull a ddefnyddir i leihau risg uniongyrchol i ddiogelwch disgyblion eraill neu staff, neu i adfer trefn i'r amgylchedd ddysgu.

Bydd yn digwydd o ganlyniad i ymddygiad peryglus neu aflonyddu difrifol gan gynnwys gwrthod a chydymffurfio sy'n tarfu ar ddysgu pawb.

Bydd y penderfyniad yn cael ei wneud gan yr athro dosbarth neu aelod o'r UDRh fel canlyniad i asesiad risg yn y fan a'r lle.

Ni fydd y tynnu brys o wers yn fwy nag am weddill y wers.

Bydd y disgybl yn cael ei leoli mewn dosbarth arall, ystafell yr UDRh neu yr ardal annog / ardal gynhwysiad.

Bydd rhieni yn cael eu rhybuddio cyn diwedd y diwrnod ysgol bod hyn wedi digwydd. Bydd sgwrs adferol cyn dychwelyd i'r wers nesaf.

13. Gwaharddiad Mewnol:

Pan fo angen tynnu disgybl allan o'r dosbarth am gyfnod mwy estynedig. Bydd y disgybl yn symud i ddosbarth arall o fewn yr adran am gyfnod o 4 gwers. Ar ddiwedd y cyfnod bydd sgwrs adferol cyn mynd yn ôl i'r Dosbarth arferol. (Atodiad F).

14. Tariff Graddedig i Waharddiadau Allanol:

Mae'r tabl isod yn darparu canllaw graddiadol i helpu'r Pennaeth benderfynu ar hyd gwaharddiad cyfnod penodol yn unol â difrifoldeb camymddygiad ac unrhyw ail-ddigwyddiadau tebyg yn ystod y 12 mis blaenorol.

Nid yw'n gyfyngiad ar ddisgresiwn y Pennaeth. Mae gan y Pennaeth yr awdurdod terfynol i ystyried: cyd-destun, tystiolaeth, ADY, amddiffyniad a lleihau risgiau.

Lefel Difrifoldeb	Enghreifftiau	Hyd Gwaharddiad (Diwrnodau Ysgol)
Cymhedrol	Gwrthod dilyn cyfarwyddiadau rhesymol Herio agored Iaith sarhaus Difrodi eiddo	1 - 2
Difrifol	Ymosodiad corfforol heb anaf Bwlio parhaus Camddefnyddio sylweddau Difrod sylweddol i eiddo Amharu ar addysg eraill Amharu a cyfarpar diogelwch	2 - 4
Tra-difrifol	Ymosodiad ag anaf Bwlio parhaus hiliol / homoffobig	5 - 10

	Meddiant cyffuriau Digwyddiad rhywiol di-groeso	
Perygl Difrifol i Ddiogelwch	Meddu neu ddefnyddio arf Delio cyffuriau Trais rhywiol Ymosodiad difrifol gan gynnwys anaf i'r pen	6-15 neu symud yn syth at waharddiad parhaol

Ar bob ail achos o'r un rheswm a lefel o fewn 12 mis, ychwanegir 1 neu 2 ddiwrnod at y canllaw, hyd at y terfyn cyfreithiol o 45 diwrnod. Bydd hyn yn adlewyrchu difrifoldeb ail-droseddu.

15. Cynllun Ail-integreiddio:

Yn dilyn pob gwaharddiad, bydd cyfarfod ail-integreiddio gyda'r disgybl, rhiant a'r arweinydd cyswllt) o fewn dau diwrnod.

Bydd ffurflen bwrpasol i'w llenwi – Atodiad C

Bydd trafodaeth o gwmpas: (fel bo'n briodol)

Ymholiad ADY
Cynllun Cymorth Bugeiliol
Symudiad trwy drefniant
Ayyb.

16. Cymorth Ychwanegol:

Rhaglen Gymorth Bugeiliol bersonol (PSP) i ddisgybl ar ôl 3 digwyddiad sy'n dod i sylw Arweinydd Cyswllt neu waharddiad mwy na 5 diwrnod.

CAMHS/ADY CDU – atgyfeiriad lle bo pryder iechyd meddwl neu ADY.

Tîm Cynhwysiad yr ysgol — sesiynau ail-hyfforddi staff a mentora disgyblion ar hunanreolaeth.

17. Addasiadau Rhesymol ADY a Chynhwysiad:

Yn unol â Deddf Cydraddoldeb 2010 a'r Cod ADY (2021), mae'r ysgol yn darparu addasiadau i sicrhau nad yw'r polisi ymddygiad yn rhoi disgyblion ag ADY dan anfantais sylweddol.

Gall yr addasiadau hyn gynnwys:

- Mynediad camu i mewn boreol
- Mynediad i'r ardal annog neu i'r ardal cynhwysiad / ystafell synhwyraidd yn ôl yr angen
- Mynediad at sesiynau ELSA
- Mynediad at sesiynau grwpiau Talkabout
- Mynediad at gymhorthydd, gan gynnwys MAPA os oes angen.
- Targedau penodol yn y CDU
- Cwnselydd

- Athrawes cefnogi lles
- Therapi celf
- Swyddog Teulu
- Swyddog ieuencid

Adolygir addasiadau yn flynyddol fel rhan o'r CDU trwy'r CGADY neu drwy aelod dynodedig o'r tim cynhwysiad, rhieni/gofalwyr ac, os yn briodol, y disgybl. Gellir adolygu hefyd yn dilyn cyfnod o waharddiad tros 5 diwrnod.

18. Ymarfer Seiliedig ar Drawma:

Mae'r polisi hwn yn cyd-fynd â'r Fframwaith ar sefydlu dull ysgol gyfan ar gyfer llesiant emosiynol a meddyliol (2021) a dehongliad CPI ar sut i roi'r 5 egwyddor ar waith yn yr ysgol ac wrth galon pob ymyrraeth.

Egwyddor	Disgrifiad Ymarferol
Diogelwch	Creu amgylchedd sy'n ddiogel yn gorfforol ac emosiynol gyda sylw i ethos dosbarth e.e. tôn llais, ymarweddiad cefnogol, cerdyn gadael
Parch a Thyrolywder	Rheolau a disgwyliadau clir Trefniadau / dulliau ymateb cyson
Dewis	Cynnig opsiynau lle'n bosib a rhoi dewis mewn amser i drafod yr hyn aeth o'i le
Cyd-weithredu	Sgyrsiau adferol i ddatrys problemau ar y cyd
Grymuso	Canolbwyntio ar ddathlu llwyddiannau a chryfderau – dathlu camau bach a hunan reolaeth

Gall y strategaethau cefnogol penodol gynnwys:

- Ymarweddiad Cefnogol
- Llais y disgybl i adnabod heriau
- Cerdyn gadael gwers 5 munud
- Llaw – rownd y bysedd
- Sgyrsiau adferol
- Sgriptiau. Olwyn emosiynau
- Pethau chwarae sensory
- Clustffonau distaw / swm cefndirol / diddymu swm
- Ystafell synhwyrdd – ardaloedd diogel mewn adeiladau
- Tîm diogelu / cwnselydd / athrawes cefnogi lles

19. Cynrychioli'r ysgol a Theithiau Gwobrwy:

Yn unol â'n dull - Sylw cyntaf i'r ymddygiad gorau, rhaid i ddisgyblion feddu ar sgôr pwyntiau ymddygiad o net sero neu'n well ar SIMS (Sgôr Net = Pwyntiau Clod – Pwyntiau Ymddygiad) ar ddyddiad cau y digwyddiad i:

- Gynrychioli'r ysgol mewn timau chwaraeon, cystadlaethau academaidd/celfyddydol neu ddigwyddiadau cyhoeddus

- Fynychu teithiau ysgol a ddynodir fel gwobrau neu'n gydnabyddiaeth am ymddygiad da (e.e. taith Alton Towers, Prom Bl.11)

Cyfrifir y sgôr yn barhaus a gall y disgyblion a'r rhieni weld y sgôr ar unrhyw amser gan ddefnyddio'r app ClassCharts.

Os ydi disgybl yn dangos ymddygiad adferol cyn y digwyddiad, gallent ennill pwyntiau clôd ychwanegol a all fynd a hwy yn ôl i net positif.

Gall y Pennaeth wneud eithriadau rhesymol mewn ymgynghoriad a'r CGADY lle mae pryderon bod gan ddisgybl ag ADY anfantais sylweddol.

Bydd y disgybl / rhieni yn cael gwybod o leiaf diwrnod o flaen llaw os nad yw'r disgybl yn cyrraedd y trothwy ar gyfer teithiau a drefnir ar fyr rybudd e.e. gemau cystadleuol neu fis o flaen llaw ar gyfer teithiau a drefnir cyfnod hirach o flaen llaw.

Mae trefn anffurfiol i apel o fewn 5 diwrnod i benderfyniad y Pennaeth gan is-banel o'r llywodraethwyr ar gyfer digwyddiadau a drefnir a chyfnod hir o flaen llaw.

20. Monitro a Data:

Dadansoddi tueddiadau fesul blwyddyn, rhyw, ADY, PYD, a nodweddion eraill gwarchodedig.

Adroddiad tymhorol i'r Is-bwyllgor Gofal, Cymorth ac Arweiniad o'r Llywodraethwyr.

21. Adolygiad:

Adolygir y polisiâu, gweithdrefnau a chynhelir hyfforddiant diweddarau CPI bob blwyddyn academaidd neu ar ôl digwyddiad sylweddol.

22. Polisiâu Cysylltiedig:

Polisi Camddefnydd Sylweddau
Polisi Cydraddoldeb
Polisi Gwrth-fwllo

Dyddiad Adolygu: Gorffennaf 2025

Atodiad A – Canllaw i ddisgyblion sut i adnabod y tri gwerth craidd a'u hymgorffori
Atodiad B – Canllawiau i Athrawon ar Reolaeth Dosbarth a Delio a Camyddygad
Atodiad C – Ffurflen cofnodi cyfarfodydd adferol yn dilyn gwaharddiad
Atodiad D – Siart Pwyntiau Clôd
Atodiad E – Siart Pwyntiau Cam-ymddygiad
Atodiad F – Gwaharddiadau Mewnol



Promoting Good Behaviour and Preventing Bad Behaviour Policy

Ysgol Syr Hugh Owen

Date of Approval: 10/07/2025

Date of Review: 10/07/2026

Signature of Chairman: *Cai Larsen*

1. Introduction:

In accordance with the United Nations Convention on the Rights of the Child and the principles of Trauma Based Schools, this policy promotes good behaviour and the prevention of bad behaviour.

It integrates Welsh Government guidance 294/2024 (10 April 10 2024) on exclusions. It incorporates CPI (Crisis Prevention Institute) training on “Classroom Culture” and “Verbal Intervention” — with a priority on prevention, de-escalation and maintaining positive relationships.

The three core values that guide every decision are **Ready · Respect · Safe** .

2. Aims:

Promote readiness to learn by setting clear expectations for pupils, staff and parents. Foster a positive classroom culture using CPI techniques (welcoming, modelling, first attention to best behaviour, supportive behaviour, and restorative language).

Prevent and respond to misconduct in a proportionate, trauma-informed way, that prioritises safety and dignity.

Comply with the latest legal framework, including the Equality Act 2010 and Prohibition Regulations (2024 amendment).

3. Statutory requirements and legislation:

The guidelines are based on the following:

- Education Act 2002
- The Education (Exclusion of Pupils and Appeals) (Maintained Schools) (Wales) Regulations 2003
- Appeals) (Pupil Referral Units) (Wales) Regulations 2003
- The Education (Exclusion of Pupils and Appeals) (Miscellaneous Amendments) (Wales) Regulations 2004
- The Governance of Maintained Schools (Wales) Regulations 2005
- The Education (Reintegration Interview) (Wales) Regulations 2010
- Equality Act 2010
- Education (Pupil Referral Units) (Managing Committees etc.) (Wales) Regulations 2014
- A framework for reducing restrictive practices (2021)
- ALN Code (2021)
- Education Regulations Appeals (Pupil Referral Units) (Wales) (Amendment) 294/2024

4. Expectations:

The three key words Ready, Respect and Safe should always be at the heart of decisions and actions.

Ready - Being ready to learn

Respect - Show respect for yourself, others and the environment

Safe - Stay safe by following instructions

Supplementary document A provides guidance to pupils on how the three expectations can be used in different situations during and after school.

5. Responsibilities:

5.1 Pupils

- a. Identify the three core values and incorporate them. (Appendix document A)
- b. Take responsibility for decisions and exercise CPI self-management
Rethink – practice – respond.

5.2 Parents/Carers

Support the policy, attend remedial meetings (Form - Appendix C), and share relevant information about the child's welfare.

5.3 Staff

- a. Implementation of CPI techniques
– Supportive, Directing, Safe Intervention, Therapeutic Relationship.
- b. Use the language of "What and How" rather than "Why".
- c. Full account of events on SIMS within 24 an hour.
- d. Attend an annual CPI training update and any tailored professional learning.
- e. Follow classroom management guidelines and respond to misconduct. (Appendix B).

5.4 Headteacher

Ensure consistent action; review behaviour data and exclusions every term.

5.5 Board of Governors

Review the policy annually; monitor impact on groups with protected characteristics.

6. Recognising, Rewarding and Celebrating Achievements:

In accordance with our three expectations – Ready, Respect, Safe, we foster a climate where pupils' achievements are recognised – academic, behaviour, extra-curricular- and that these are celebrated regularly and visibly.

Excellent praise — Firstly comment on best behaviour
Credit Points (SIMS)

Termly Rewarding – certificates and prizes.

Share success on the school's social media (with parental consent).

Frequency	Details	Who
Daily	Verbal praise in Class Credit Points	Class Teacher

Weekly	Credit Points Postcard / email home	Class Tutor
Half Term	Departmental postcard One Year Assembly	Head of Department Associate Leader
Seasonal	One Year Assembly	SMT / Head
Annual	End of Year 11 Prom Alton Towers trip to year 7-10 and 12 Awards Night	SMT SMT Governors

Methods of Expressing Successes:

- Pupils' success wall
- Information screens
- Newsletters
- YSHO Facebook / Instagram

Pupil Voice:

- Decisions on rewarding success
- Nominate peers for their values / achievements

Equality and Reasonable Adjustments:

Diversity in what success is celebrated, including accessible / non-discriminatory categories. Include categories that promote equality.

7. Graduated Response to Unacceptable Behaviour / Misconduct:

The following steps provide a clear and responsive pathway for staff when dealing with misconduct, aligning with the CPI programme. Each stage builds on the previous one and tries to resolve the situation with the least possible intervention.

Layer	Examples of Intervention	CPI Description
1. Preventive (All Classes)	Recognition of good behaviour, sitting places, quiet time	<i>Supportive</i>
2. Warning	A silent warning with a -speechless signal	<i>Directing – setting boundaries Directive – setting limits</i>
3. Remedial Actions	Restorative talk, dialogue	<i>Therapeutic Correlation Therapeutic Rapport</i>
4. De-escalate	Call for support, "CPI Verbal Intervention Strategies "	<i>Defensive phase response Defensive Stage response</i>
5. Reasonable Physical Intervention	Use CPI 'Safe Intervention' techniques if there is immediate risk (formal recording – Appendix D)	<i>Behaviour that can be dangerous Risk Behaviour</i>

Key Principles:

Low Level, Least Intrusive, Last Option – always try to de-escalate.

Proactive > Reactive – working together with parents and learners to identify triggers.

Restoring relationships – restorative conversations before the next lesson.

Transparency – share SIMS records with parents via ClassCharts along with email / phone chat.

8. Sanctions and Remedial Consequences:

The following sanctions are available to staff.

Each is:

- Proportionate and based on the nature and intensity of the behaviour;
- Flexible to make Reasonable Adjustments for pupils with ALN; depending on their IDP
- Emphasis on restoring relationships rather than punishment alone.

Layer	Name of Sanction	Brief Description	Involve Parents	Record
1	Missing break time	Lose 5–10 minutes of break time to complete a reflection sheet		SIMS
2	Lunch detention (Dalfa)	Maximum 30 minutes; restorative book		SIMS
3	After school detention	30–60 minutes; parents receive 24h written warning	A new day/time must be accepted or arranged	SIMS A phone call A letter to parents
4	Loss of privileges	Loss of team representation, reward trips for 2–4 weeks	Phone parents; a brief letter	SIMS A phone call A letter to parents
5	Internal exclusion - Class Move	A lesson under the supervision of another teacher in the department	Phone parents	SIMS A phone call
6	Internal exclusion – Short-term tailored intervention (up to 1 day)	Specific intervention including restorative talk	Parents' meeting + return plan	SIMS A phone call
7	External Exclusion	Follow 294/2024 guide	Parents' meeting + return plan Right of appeal	SIMS A phone call A letter to parents Return form
8	Permanent Exclusion	Follow 294/2024 guide	Full statutory process, disciplinary panel	SIMS A phone call A letter to parents SIMS web package A phone call A letter to parents Disciplinary Panel Exclusion package

Key Principles:

Professionalism – no sanction without a clear explanation to the pupil.

Parent Contact – prompt notification.

Pattern Recognition – analyse data to reduce repeated action.

Compliance – date, sign and store all sanction forms.

9. Search, Screen and Removal:

In accordance with Welsh Government guidance (Sept 2022), authorised staff may search a pupil for prohibited items. A record is kept and items are returned to parents/carers unless they are illegal.

10. Serious Misconduct:

The school considers the following as cases of serious misconduct:

- serious violence committed or threatened against another pupil or member of staff
- sexual abuse or assault
- supply of an illegal drug
- use or threaten to use a dangerous weapon
- persistent bullying
- racist, homophobic or discriminatory abuse
- malicious claims
- serious breach of the school's rules again and again
- open challenge refusing to follow reasonable instructions
- another

11. Exclusions:

In accordance with Welsh Government guidance on prohibitions - 294/2024:

- Exclusions are only considered when all remedial options have failed or there is serious misconduct.
- Any fixed period exclusion ≤ 45 days in a school year; all prohibitions > 5 days triggers full education provision - starting from the 6th day.
- A disciplinary committee will review all permanent exclusions and all that total > 15 days in a term.

1 2. Emergency Withdrawal from Class:

A pupil can be temporarily removed from a class as a method to reduce a direct risk to the safety of other pupils or staff, or to restore order in the learning environment.

This may occur as a result of dangerous behaviour or serious harassment including refusing to comply impacting on the learning of other pupils.

The decision will be made by the class teacher or a member of the SMT as a result of an on the spot risk assessment.

The emergency withdrawal from a lesson will not be longer than for the rest of the lesson.

The pupil will be placed in another class, the SMT room or the Ardal Annog / inclusion area.

Parents will be warned before the end of the school day of what has happened. There will be a restorative conversation before returning to the next lesson.

13. Internal Exclusion:

When it is necessary to remove a pupil from the class for a more extended period the pupil will be moved to another class within the department for a period of 4 lessons. At the end of the period there will be a restorative conversation before they return to their normal class. (Appendix F).

14. Graduated Tariff for External Exclusions:

The table below provides a tiered guideline to help the Headteacher decide on the length of a specific period of exclusion in accordance with the seriousness of the misconduct and any similar recurrences during the previous 12 months.

It is not restricted and is subject to the Headteacher's discretion. The Headteacher has the final authority to consider: context, evidence, ALN, protection and risk reduction.

Severity Level	Examples	Length of Exclusion(School Days)
Moderate	Refusal to follow reasonable instructions Open challenge Offensive language Damage to property	1 - 2
Serious	Physical attack without injury Persistent bullying Substance abuse Significant damage to property Disrupting the education of others Interfering with safety equipment	2 - 4
Very serious	Assault with injury Ongoing racist / homophobic bullying Possession of drugs Unwelcome sexual incident	5 - 10
Serious Safety Hazard	Possession or use of a weapon Drug dealing Sexual violence Serious assault including head injury	6-15 or move immediately to a permanent ban

If there is a second incident of a similar nature and level within 12 months, 1 or 2 days are added to the guideline, up to the legal limit of 45 days. This will reflect the seriousness of re-offending.

15. Reintegration Plan:

Following any exclusion, there will be a reintegration meeting with the pupil, parent and contact leader within two days.

A special form will need to be completed – Appendix C

Discussions will focus on: (as appropriate)

ALN Enquiry
Pastoral Support Scheme
Movement by arrangement
Etc.

16. Additional Support:

A personal Pastoral Support Program (PSP) will be put in place for a pupil after 3 incidents that come to the attention of a Liaison Leader, or after a suspension of more than 5 days.

CAMHS/ALN IDP – referral where there is a mental health or ALN concern.

The school's Inclusion Team — re - training sessions for staff and pupil mentoring on self-management.

17. ALN Reasonable Adjustments and Inclusion:

In accordance with the Equality Act 2010 and the ALN Code (2021), the school will provide adjustments to ensure that the behaviour policy does not put pupils with ALN at a significant disadvantage.

These adjustments may include:

- Morning walk-in access
- Access to the Ardal Annog or to the containment area / sensory room as required
- Access to ELSA sessions
- Talkabout group sessions
- Access to a teaching assistant, including MAPA if required.
- Specific targets in the IDP
- Counsellor
- Welfare support teacher
- Art therapy
- Family Officer
- Youth officer

Adjustments are reviewed annually as part of the IDP through the review or through a designated member of the inclusion team, parents/carers and, if appropriate, the pupil. A review can also take place following a period of exclusion exceeding 5 days.

18. Trauma Based Practice:

This policy is in line with the Framework on establishing a whole school approach for emotional and mental well-being (2021) and CPI's interpretation of how to implement the 5 principles in the school and at the heart of all interventions.

Principle	Practical Description
Security	Create an environment that is physically and emotionally secure with attention to class ethos e.g. tone of voice, supportive demeanour, exit cards
Respect and Transparency	Clear rules and expectations Consistent response arrangements / methods
Choice	Offer options where possible and give the choice later to discuss what went wrong
Co-operation	Restorative conversations to solve problems together
Empowerment	Focus on celebrating successes and strengths – celebrating small steps and self control

Specific supportive strategies may include:

- Supportive Behaviour
- The pupil's voice to identify challenges
- 5 minute lesson exit cards
- Hand – around the fingers
- Restorative conversations
- Scripts. Wheel of emotions
- Sensory play equipment
- Silent headphones / background noise / noise cancellation
- Sensory room – safe areas in buildings
- Safeguarding team / counsellor / welfare support teacher

19. Representing the school and Reward Trips:

In accordance with our approach - first attention to best behaviour, pupils must have a behaviour points score of zero or better on SIMS (Net Score = Credit Points – Behaviour Points) on the closing date of the event to:

- Represent the school in sports teams, academic/artistic competitions or public events
- Attending school trips designated as rewards or recognition for good behaviour (e.g. the Alton trip Towers , Year 11 Prom)

The score is updated continuously and the pupils and parents can see the score at any time using the ClassCharts app.

If a pupil shows restorative behaviour before the incident, they can gain additional credit points which can take them back to a positive net.

The Headteacher can make reasonable exceptions in consultation with the ALN where there are concerns that a pupil with ALN has a significant disadvantage.

The pupil / parents will be informed at least one day in advance if the pupil does not reach the threshold for trips organised at short notice e.g. competitive matches, or one month in advance for trips organised further in advance.

There is an informal procedure for an appeal within 5 days of the Headteacher's decision by a sub-panel of the governors, for events that are organised further in advance.

20. Monitoring and Data:

Analyse trends by year, gender, ALN, FSM, and other protected characteristics.

A quarterly report to the Care, Support and Guidance Sub-Committee of the Governors.

21. Review:

The policies and procedures are reviewed and CPI training updates are held every academic year or after a significant event.

22. Related Items :

Substance Abuse Policy
Equality Policy
Anti-Bullying Policy

Revision Date: July 2025

Appendix A – A guide for pupils on how to identify the three core values and incorporate them

Appendix B - Guidance for Teachers on Classroom Management and Dealing with Misbehaviour

Appendix C – Remedial meeting form following exclusion

Appendix D – Good behaviour Points Chart

Appendix E – Misbehaviour Points Chart

Appendix F – Internal Exclusions