

Discipline and Conduct Policy



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Discipline and conduct policy

Philosophy

1. Good behaviour is an integral part of the learning process. All learners have the right to work and develop within an atmosphere of respect, trust, safety and honesty-where positive relationships are valued within the school and in the wider community.
2. The key elements of this policy are:
 - Ensure a disciplined school, with clear rules and consistent guidance
 - Create a safe and caring atmosphere
 - Enable, recognise and celebrate the achievements of each individual
 - Tolerance and understanding for others.
3. A positive relationship (between learners and with adults) is integral to the implementation of the policy.
4. An effective partnership between adults at home and the school is key to the success of the policy.
5. The policy is in effect at school, on trips and when learners represent the school on their journey to and from school.

Values and vision

Charter of Rights and Responsibilities

As a member of the Gwynllyw community I have the right to:

- work safely and productively – without disruption
- receive credit and constructive feedback for my success and effort
- be treated with respect and dignity, regardless of race, gender, belief, sexuality or disability
- express my opinion without fear of being judged
- question decisions and structures that affect me.

As a member of the Gwynllyw community I have a responsibility to:

- arrive promptly and move around the building quietly and considerately without disturbing others
- bring the right equipment to school and be ready to learn
- collaborate with others so that learning can continue
- treat other members of the community, their work and property with the same respect I would expect from them
- talking to others as I would expect them to talk to me
- welcoming visitors and respecting their rights as part of the community
- listen to and respect the opinions, beliefs and morals of other community members.

A copy of the charter will be displayed in each classroom.

Expectations

Developing learners' social, emotional and behavioural skills will be encouraged by setting high expectations in all lessons and during morning periods with the registration teacher. Learners with more challenging behaviour patterns will be identified by the pastoral system and suitable additional support will be provided as required.

The school has a suite of behaviour support rooms (Rooms M9 and M8) which offer additional support for learners who do not meet the expectations below.

The way all members of the school community learn from each other when behaviour and attendance is unacceptable is also very influential. As learners move through the school there should be obvious opportunities provided to learn how to behave in different situations that adhere to the central values and beliefs of the school. Full use should be made of the support of the wider community in providing the strategic interventions when necessary including the LA, Welfare Service, police, social services, multi-agency teams and any other external agencies the school sees fit.

School values in action through this policy

The basis of Gwynllyw's expectations is the 5C as outlined in our vision:

- Welshness
- Courtesy
- Accomplishment
- Sustainability
- Participation

We adopt the following qualities as we operate in our school community:

Welshness

We are a Welsh medium school and the only Welsh medium all-age school in the region. This is the reason for our existence.

In class

Speak Welsh on all occasions unless the language of the lesson allows differently.

In the building/corridors

Always speak Welsh with staff and peers.

On the outer grounds of the school

Use Welsh as a language of play and socialising.
Always speak Welsh with staff and peers.

Representing the school beyond campus

Take pride in your ability to speak Welsh. Use Welsh on all occasions.

Courtesy

We respect each other and the whole school community. We shouldn't treat different staff members less respectfully than others. We are all here to help the school succeed.

In the classroom

Getting to school and lessons on time

Respect the right of other learners to receive an education without interference.

Show respect for school staff, whatever their role.

Keep any nasty words or comments to yourself.

Follow the teacher's instructions without arguing, including seating arrangements, performing a task, working with others etc.

Respect the teacher when they speak. Respect other learners when they contribute.

Follow class health and safety rules, e.g. no food/drink etc.

Turn off a mobile phone and put it away during lesson time.

In the building/corridor

Walk respectfully on the left while moving along the corridors. This helps ensure the safety of our school community when moving around the buildings.

Put your phone away when moving around the corridors.

Avoid shouting along the corridors.

Keep any nasty words or comments to yourself.

Hold the door open for staff and peers.

On the outer grounds of the school

Keep any nasty words or comments to yourself.

Respect the right of other learners to be in a certain area and to socialise.

Learners have the right to use a mobile phone within specific permitted areas ("phone zones").

For 2023-24, mobile phones are allowed to be used only in the following areas:

- Outside the school buildings
- In the canteen

Sustainability

Classrooms

Respect the furniture and the resources of the room on all occasions.

No eating or drinking within lessons unless permission has been given

Put any rubbish in the nearest bin.

Recycle any appropriate material where possible.

In corridors and within the building

Respect displays in the corridors and any resources within the building.

Use the toilets for their planned use only. Respect that many learners wish to use the toilets by not spending more time there than necessary.

Put any rubbish in the nearest bin.

On the school grounds

Respect the buildings and playground areas.

Put any rubbish in the nearest bin.

Participation

Lessons

Contribute to each lesson by preparing in advance, attending on time (within 3 minutes of the official start time of the lesson) and bringing the relevant tools/resources.

Work hard within the lesson – answer questions, work with others, persevere with the work.

Beyond lessons

Support additional opportunities offered outside of a lesson.

Specific rules for lessons

Welsh - speak Welsh

Courtesy - respect others and follow instructions

Sustainability – respect resources and the rules of the classroom

Participation – attendance, punctuality and equipment

Achievement - do your best

Actions (behavioral)

Most of our learners follow the above guidelines but there are cases when disciplinary action needs to be taken. The following steps are followed after any incidents but it is recognised that there are more serious incidents where learners will go straight to an advanced stage in the list of steps below. See the "Determining sanctions" section below.

Within lessons

Step	Level	Actions	Responsibility
1	First warning	The learner will be reminded of their responsibilities under 5C expectations (see above) and expected to modify their behaviour. Internal record on Classcharts.	Class teacher
2	Final warbler	The learner will receive a final warning. Move the learner within the class (as needed). Detention within the department/AoLE, e.g. break/lunch Entry on Classcharts	Class teacher
3	Head of Department	The learner will be sent to a subject leader's/AoLE lead's room or an appointed person's room. A member of staff will contact the Subject Leader to inform that a learner is on the way. Central lunchtime detention in M9. Entry on Classcharts	Head of Department/AoLE
4	Withdrawal from a lesson	Emergency call. Learner is ushered into M9 by the person on duty. A learner will remain in M9 until the end of the next lesson or break according to the event and the decision of the person on support duty.	Duty of care (SLT/Head of Progress/Conduct Officers)

		Further sanction according to the decision of the person on duty. Entry on Classcharts	
5	Isolation	Spend a day or more in M8. Entry on Classcharts and communication with home.	Head of Progress SLT
6	Exclusion	A period of exclusion of increasing length for a continuing offence.	Headteacher

Outside lessons on school premises

Step	Level	Actions	Responsibility
1	First warning	The learner will be reminded of their responsibilities within the expectation of the 5Cs (see above) and the expectation to modify their behaviour. Internal entry on Classcharts.	Staff
2&3	Final warbler	The learner will receive a final warning. Their name will be referred to the Head of Progress who will implement a relevant sanction, e.g. lunchtime detention Entry on Classcharts	Staff
4	Further sanction	Learner is escorted to M9 Entry on Classcharts and communication with home.	Conduct officer, Head of Progress, SLT
5	Isolation	Spend the rest of the day or more in M8. Entry on Classcharts and communication with home.	Head of Progress SLT
6	Exclusion	A period of cumulative exclusion for an ongoing offence, serious incident or common law violation.	Headteacher

Here are examples of the types of misconduct that will be covered above (this is not a complete list):

- Refusal to speak Welsh
- Using a mobile phone outside permitted areas
- Challenging behaviour
- Assault or intimidation
- Bullying (including homophobic and/or racist language/material)
- Littering
- Use of prohibited substances
- Using obscene language
- Inappropriate behaviour around the site (creating significant noise, running wild in the corridors etc)
- Causing a health and safety incident, including causing the fire alarm to ring

Other events and actions inside and beyond the school

Step	Actions	Responsibility
1	The learner will be reminded of their responsibilities under the expectations of the 5C. Possible sanction – a break time detention within the AoLE. Entry on Classcharts	Staff
2	A continuation of the aforementioned behaviour at a more sustained level. Possible sanction: lunchtime detention, period in M9.	Deputy Head of Progress Head of Department
3	Continuous or constant triangulation. Possible sanction: one or more lunchtime suspensions, M9 or M8, after-school punishment (as required), monitoring report	Head of Progress
4	More substantial school property damaged. Sanction: isolation in M8 for 1 or more school days.	Conduct officer, Head of Progress, SLT
5	Spend the rest of the day or more in M8. Entry on Classcharts and communication with home.	Head of Progress SLT
6	A period of increased exclusion for a continuing offense.	Headteacher

Such events can include (this is not a complete list):

- Lack of punctuality
- lack of effort in class,
- lack of completion of independent study,
- being late to lessons
- Violation of uniform rules
- Truancing of lessons and/or school
- Lack of following uniform rules
- damaging school property. The school will request a contribution for any equipment or damage done.
- an act that brings a bad reputation to the school or insults individuals, e.g. behaviour on the bus, misuse of social media, creation or presentation of obscene materials etc.

Determination of sanctions

All misdemeanors will be considered as a result of the details of the incident and the available evidence. There will be adjustments within reason to low-level sanctions for learners with additional learning needs. However, learners with additional learning needs will not be treated differently in terms of the disciplinary regime for level 5 and 6 misconduct unless this is clearly stated within the learner's individual development plan.

The sanction given will depend on the nature of the event. The nature of the incident will result in different penalties depending on the severity of the situation. For example, deliberately causing the fire alarm to ring will result in an immediate exclusion.

We will use national penalty guidelines (www.sanctionguidelines.com) to determine a likely penalty for an incident. However, this will only be a guideline and the final decision will be made by the Headteacher.

Rewards and Results

Reward is much more effective than punishment when motivating and encouraging learners and should be consistently used as a way to motivate learners to succeed.

The school has developed a merit system. We operate by allocating points on Classcharts. Learners can earn credit points for a variety of reasons and these points can be used in a virtual shop to get small and large rewards.

See the school's rewards policy for further details.

Confiscation of property

All staff have the right to confiscate items and should be done if they believe that:

- The item can be used to threaten others;
- The item disrupts successful learning e.g learner using headphones/airpods to listen to music during lessons, using a mobile phone;
- Item contrary to school uniform rules e.g. learner refusing to remove 'hoodie' when entering lesson
- The item causes concern in terms of health and safety e.g learner wearing earrings in PE lessons that could be dangerous to themselves
- The item is contrary to the ethos of the school e.g material that may cause tension between one community and another community within the school or items that are illegal for a child to obtain e.g racist or pornographic materials.

The Headteacher (or member of staff to whom he deputies this responsibility) is entitled to search a learner's bag/locker and ask them to empty their pockets if there is reasonable suspicion that a prohibited item is being kept there. If a learner is suspected of possessing an illegal or dangerous item and is unwilling to give it to staff, we will isolate and supervise the learner until a parent and/or police officer arrives.

Learners have a right to expect that items seized, particularly those of monetary or sentimental value, will be kept safe until they are returned. Staff will ensure suitable storage arrangements are made for items. They should be placed in an envelope with the learner's name and school year clearly stated at the front and given to office staff with instruction as to when that the learner can come and collect the item (items).

Learners are expected to follow the Bring Your Own Device policy which clearly states when and where mobile phones / other electrical devices can be used. If the learner does not follow the policy, they can expect that the item to be confiscated.

Staff should consider the below when confiscating phones.

- The safety of the learner on the journey home – phones should generally be returned at the end of the school day unless there is a valid reason to keep it for longer, e.g. misuse of the phone by recording or for bullying.
- Exam board rules about the use of technology in an exam room, including when completing coursework / controlled assessments.
- Using phones or other device to insult or bully other members of the school community is completely unacceptable (e.g. sending abusive messages, cyber bullying or using a phone camera to record and/or share pictures that could cause harm to others).

The school has an additional policy covering acceptable use of devices – please see this policy for further details and actions not covered in this policy.

Confiscation is usually a sufficient outcome and returning the item at the end of the day will be sufficient time for the learner to reflect on their behaviour and to reinforce the school rule. This also reduces the risk of items being lost while in the care of school staff.

If the item is kept for a longer period of time, the home should be contacted to explain the reasons for this confiscation.

If a learner refuses to give an item to a member of staff of they should be referred to the Head of Progress or a member of the Leadership Team who will contact home immediately and explain the next step.

Use of Reasonable Force

In most cases staff should avoid the use of force, however it is vital that staff and learners are aware of the guidance and legislation that has been published by Welsh Government regarding conditions under which the use of reasonable force would be acceptable as well as the issues that staff should consider before using force to engage in a situation.

All of these details can be found in the school's *Use of Reasonable Force* policy and staff should familiarise themselves with that guidance.

Communicating with parents

Classcharts system is used for recording sanctions and lockouts. All parents should have access to this system for their child(ren). Parents are asked to contact the school if they do not have access or wish to discuss any entry made on the system.

It is expected that parents contact the following individuals in the following order unless there is a different agreement with the Head of Progress/Assistant Headteacher:

- 1) School year pastoral and welfare officer
- 2) One of the deputy heads of progress for the progress stage(s) or progress lead
- 3) Assistant headteacher

We will aim to respond within the time set out below for the relevant staff:

- 1) Pastoral and welfare officer: by the end of a school day or by noon the next day
- 2) Progress Leads /Deputy Leads: within 1-1½ school days
- 3) Assistant Headteacher: within 2 school days

The above staff can be contacted by phone call or email.

Contact details:

Years 7, 8 and 9

Pastoral and welfare officer (Bethan Woods): bethan.woods@gwynllyw.wales

Deputies and Head of Progress:

Luc Smith (Deputy) luc.smith@gwynllyw.wales

Siwan Burrell (Deputy) siwan.burrell@gwynllyw.wales
Richard Davies (Head of Yr 7) richard.davies@gwynllyw.cymru
Gwyn Rosser (Head of Yr 8&9) gwyn.rosser@gwynllyw.wales

Years 10, 11

Pastoral and welfare officer (Lucy Sullivan): lucy.sullivan@gwynllyw.wales

Deputies and Head of Progress:

Jonathan Richards (Deputy) jonathan.richards@gwynllyw.wales
Illtud Jones (Deputy) illtud.jones@gwynllyw.wales
Michelle Lewis (Head of Yr 10&11) michelle.lewis@gwynllyw.wales

Years 12, 13

Learning Coach (Tonicha Griffiths): tonicha.griffiths@gwynllyw.wales

Deputies and Head of Progress:

Jonathan Richards (Deputy) jonathan.richards@gwynllyw.wales
Illtud Jones (Deputy) illtud.jones@gwynllyw.wales
Rhian James (Head of Yr12&13) rhian.james@gwynllyw.wales