BEHAVIOUR FOR LEARNING POLICY

This policy has been reviewed and updated for the 2025–26 academic year. It incorporates current feedback and best practices in the field of restorative practices and trauma-aware practices.* ***SAT June 2026*

The ethos of the school is based on respect towards all individuals who belong to the community that exists here, be they staff or learners. The happiness of the school community is based on high expectations. Self-respect, respect towards others, courtesy, kindness, sensitivity, consistency and fairness are the key values of school life. Our discipline emanates from this philosophy. We aim to nurture the principle of self-discipline by igniting an awareness of the responsibility that all individuals have for their own actions.

Ysgol Gyfun Gwyr's positive Behaviour Policy is based on these values and sets out a framework of clear and fair positive discipline for dealing with cases of misconduct within or outside the classroom. The school implements the principles of Restorative Practice as an integral part of the policy. Our key aim is to ensure a positive approach to the life and work of the school in order to promote and enable successful learning within the classroom and outside the classroom. As a Rights Respecting School, this policy is also implemented in line with the principles outlined in the United National Convention on the Rights of the Child, which gives children the right to receive an education free from disturbance by the inconsiderate behaviour of other learners. The policy also develops the core purposes of the New Curriculum for Wales 2022 so that children and young people can have the opportunities to become:

1. ambitious, capable learners who are ready to learn throughout their lives
2. enterprising, creative contributors who are ready to play their full part in their life and work
3. principled, informed citizens in Wales and the world
4. healthy, confident individuals ready to lead fulfilling lives as valued members of society

The school recognizes the close link between behavior and mental and emotional well-being. In accordance with the Additional Learning Needs Act, this policy works alongside the organisation's ALN provision. Behavioural interventions are tailored to individual needs, including pupils with behavioural or mental health difficulties

RIGHTS RESPECTING SCHOOL

The school is a 'Rights Respecting School'. The school has gained a UNICEF silver award. This award recognises the commitment of schools to the United Nations Convention on the Rights of the Child and its work in in ensuring that it is embedded in the school's plans, policies, ethos

and actions. The school is committed to teaching pupils about the Convention through a series of activities and campaigns.

Article 12 - Every child's right to be listened to, and taken seriously

Article 19 - The right to be protected from harm, and to be cared for and kept safe

Article 28 - The right to learn and to attend school

Article 29 - The right to be the best they can be

Article 30 - The right to use their own language

Article 33 - The right to be protected from dangerous drugs

Article 37 - The right to be treated fairly

We strive to provide a positive learning environment by:

- Encouraging good behaviour
- Encouraging self-discipline and self-respect
- Encouraging postive relationships
- Encouraging consistency by reacting to positive and negative behavior

When the standards of behaviour ar not acceptable, the school will always try to be firm, fair, clear and consistent:

Firm-in the cases followed; action will be taken ;the learner is informed that their behaviour is unacceptable and serious incidents are dealt with accordingly, which included the use of the correct procedures.
Firm-that the nature of the punishment suits the actions, but allows for individual circumstances.
Clear-clearly, learners and parents/carers understand the expectations.
Consistency-in the fact that clear guidance is given to staff to promote consustency in dealing with cases of misconduct and that the range of sanctions is applied consistently.
To be effective,all staff must rigorously and consistently enforce the bahviour policy. If this is not the case, then learners will be confused with the policy weakening. Our school policy for behaviour and discipline must be reinforced within and outseid the classroom by all staff at all times.

Expectations
All of the school's expectations are based on the principle of respect, coexistence and pulling together, and the main guidelines are listed in the Learners Contact Book. Our expectations are regularly reiterated in school assemblies, pastoral sessions and lessons. A clear message is projected to the school community (during assemblies, pastoral sessions and lessons and through the Link Book) that aggressive behaviour/bullying in any shape or form is unacceptable and that there will be a thorough investigation into any incidents with serious repercussions in line with the Disciplinary Code. Our Disciplinary Code is based on the principles of Restorative Practice with the aim of restoring poor conduct to a level of

respectable conduct and restoring the relationship between learners in order to progress with school life wherever possible. The Restorative Discussion Circle is used as an integral part of the disciplinary process.

What is important for Ysgol Gyfun Gŵyr?

RESPECT

- **WELSH** is the language of the school and all school activities
  ATTENDANCE/PUNCTUALITY 100% attendance and punctuality for all lessons
- **UNIFORM** School shirt and tie/polo shirt, black school sweatshirt, black trousers/skirt, black shoes on all occasions
- **CONDUCT** To respect the right of all learners to receive a good education and to be happy and secure in school
  To follow school conduct rules during lessons and outside lessons Listen to school staff
- **EFFORT** You must give 100% - your best – when completing classwork, homework and other activities
- **RESPONSIBILITY** All learners are responsible for their own actions. This includes the responsibility that their own behaviour promotes safe and effective teaching and learning.
- **EMPATHY –** Empathy is important when establishing trust and respect and to show respect to the needs, feelings and rights of others.



CLASSROOM RULES

<u>The Welsh language is the language of the school and all it's activities</u>

- You must reach your lessons promptly.
- Wait quietly in lines outside the classroom and enter the classroom quietly.
- Set out your books on the table. Bag on the floor and coat on the chair. Your mobile phone should not be taken out of your bag/pocket during the lesson.
- Every pupil has the right to a good education - therefore you must avoid disrupting lessons in any way. Therefore,
- When the teacher commands attention, you must quieten down immediately.
- Raise your hand to ask or answer a question.
- Listen to the teacher and to the contribution of other pupils
- Do your very best in all tasks. Record all homework in the Contact Book, and present your homework on time. At the end of the lesson, you must leave quietly when the teacher releases you. Resources and materials-all pupils must ensure that they have the correct resources for specific lessons.

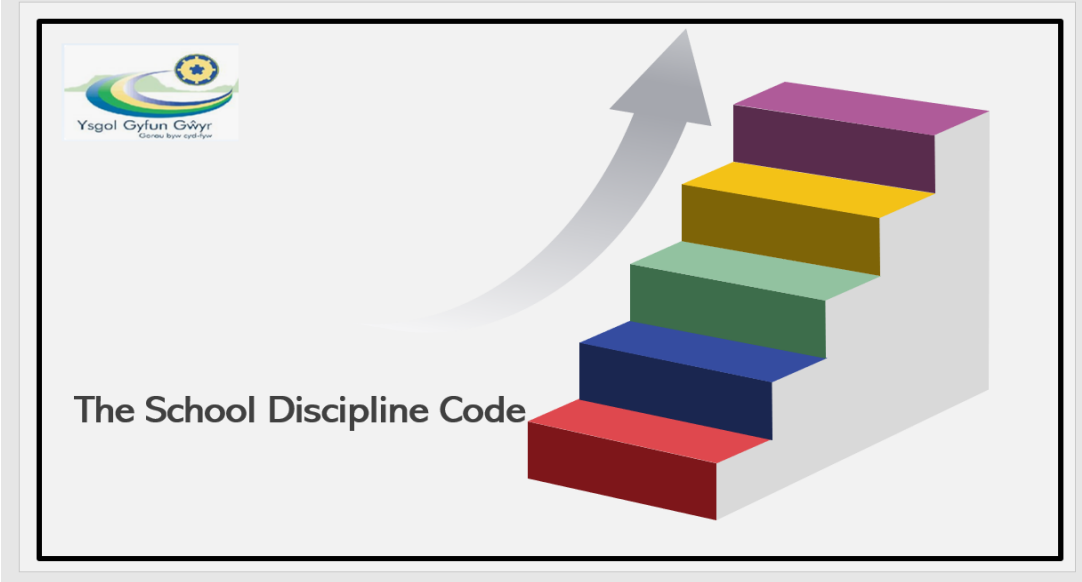




To reinforce the key message and expectations, the school has installed clear visual posters throughout the building based on the three elements: **Your Welshness, Your Community, and Your Progress**. These posters encapsulate the school's core expectations in a simple and engaging way, reminding learners of their responsibilities to their language, community and to learning. They support this policy by creating a consistent message across the entire school community, fostering self-control and respect among all.



THE DISCIPLINARY CODE **Resorative practice strategies are used at all stages.*
Please refer to the separate "School Discipline Code" document for full details of the different stages



The Discipline Code

When standards of conduct are not acceptable, the school seeks to be firm, fair, clear and consistent:-

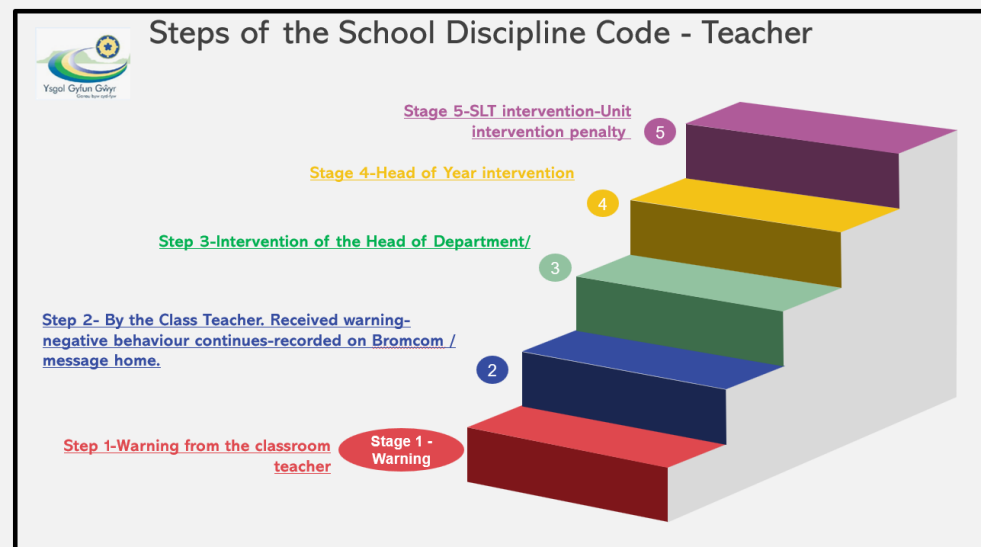
Firmly - in the cases followed; Action is taken; The pupil is informed that their behaviour is unacceptable and serious incidents will be dealt with accordingly, which includes the use of the correct procedures.

Fairly- that the nature of the punishment suits the offence, but allows for individual circumstances.

Clearly - learners and parents understand the expectations.

Consistently - clear guidance is given to staff to promote fairness in dealing with misconduct cases and that the range of penalties are applied consistently.

Effectively- all staff must thoroughly and consistently support and implement the conduct policy. If this does not happen, then the learners become confused and the policy weakened. Our school policy for behaviour and discipline must be reinforced both within and outside the classroom by all staff at all times.



Use of the Bromcom system to monitor positive and negative behaviour

The school uses **Bromcom** to effectively monitor learner behaviour and to support the implementation of the school Behaviour Code. The system enables staff to record positive and negative behaviour points throughout the school day. This allows patterns of behaviour to be monitored, areas requiring additional support or praise to be identified, and targeted interventions to be implemented. Information is shared daily with parents and carers through the **My Child at School** app, ensuring transparency and consistency in our behaviour management procedures and helping to maintain a positive and supportive learning environment for all learners.

External / Permanent Exclusions

- Failure to comply to the previous steps on several occasions
- Causing a very serious incident that has impacted on safety, order and education at the school
- An act of serious violence, sexual abuse, illegal drug supply, threatening behaviour or the use of a dangerous weapon can lead to permanent exclusion in line with Welsh Government guidance.

Protocol following a serious incident on school premises Restorative Practice processes will be implemented as a basis for the following steps:

- Investigation by the Behaviour Officer - collecting evidence from the learners themselves and pupils or staff who witnessed the incident - using the school's restorative forms to collect evidence. Contact parents/carers to inform them of the incident and to state that we are investigating it further.
- If there is an incident involving fighting or physical attack, learners must be separated to two separate locations immediately.

- If a learner has suffered an injury during the incident, the response must utilise the school's first aid protocol and specifically identify any blow to the head (concussion), contact an ambulance if necessary, contact the injured person's parents immediately to inform them, and liaise with the family on any developments and on the health of the pupil - Member of the Senior Leadership Team that shadows the HOY.
- While the investigation is ongoing, keep the attacker in a specific location (e.g. Y Trobwynt or the Behaviour Officer's office) until a decision has been made on a sanction, based on the evidence collected during the investigation. Avoid allowing the perpetrator to wander around the school unsupervised. If the incident is of a very serious nature, ask the parents to collect the pupil so that the school can conduct a full investigation.
- Once the pupil has returned from temporary internal/external exclusion, **RESTORATIVE PRACTICE circle time** is implemented in line with the school's restorative practice.
- Following all incidents of physical attack or serious fighting, the learner will need to be referred to the County's Behaviour Service for further support and guidance and/or the Education Psychologist.
- Whilst the learner is receiving support from the **Behaviour Service, lunchtime and breaktime detention** is implemented in order to safeguard other learners should this be deemed appropriate based on the evidence.

<u>Whole school strategies to monitor and assist in improving behaviour</u>

All school strategies are based on discussions with pupils using the principles and process of Restorative Practice. The intention at all times is to get the pupils to think about their behaviour and its effect on others. The aim is also to discuss how to improve their behaviour and to make up for incidents between them and other members of the school community in order to restore relationships and progress in a constructive way.

- Daily monitoring report on behaviour/effort/work - on Bromcom
- Bromcom Behaviour Report Card for individual pupils over a specific period of time
- Break/lunchtime detention
- Break/lunchtime rubbish collection duties - as a community service sanction on specific occasions - damage/graffiti/misconduct in the toilets/climbing on the roof.
- Isolation from lessons for a set period - in the Internal Exclusion Unit
- Temporary period of support in 'Y Trobwynt' followed by careful reintegration.
- Solution-focused interventions.
- Supporting learners to recognise that they can make positive changes for themselves.
- Embedding restorative approaches and practical behaviour-support strategies for both staff and learners.
- Developing learners' ownership of their environment, behaviour and learning.

- Promoting positive collaboration between learners.
- Providing regular opportunities for Positive Behaviour Support sessions.

EXTERNAL REFERRAL

The school refers learners as necessary to the following County services in order to assist and support pupils:

- **Positive Behaviour Support** sessions.
- Sessions with the **Behaviour Support Officer.**
- **In school behaviour management**. Referral to Behaviour support officer Angharad Wiltshire or SLT Sara Thomas for Positive Behaviour support sessions
- **County Counselling Service (**pupils can self-refer to this service as well) for support in dealing with problems involving depression and low self-esteem.
- Assessment by the **County Education Psychologist** - who will be able to refer a pupil to further County services such as the Children and Family Unit/Early Help Hub or the Stepahead unit via the ALNCo
- **County Access Panel** for the **County Referral Unit** in serious incidents of misconduct that failed to improve - detailed evidence must be provided of the intervention strategies used over a significant period of time to support the pupil to restore his/her behaviour and a Behavioural Individual Education Plan.

Protocol for Dealing with the Misuse of Mobile Phones during Lessons

- Mobile phones must be switched off and kept in learners' bags throughout every lesson. The school's Mobile Phone Policy must be followed at all times.

  **Please refer to the Mobile Phone Policy.*

- Should a mobile phone ring or be used inappropriately during a lesson, the phone shall be confiscated to the school office. At the end of the day, the pupil will need to ask a member of the Senior Management Team to return the phone. For a reoffence of this nature, a parent will be expected to come into school to discuss this issue before the phone is returned.

Restorative Practice



A successful community is one that knows one another and trusts one another and works together fairly to resolve any conflict, and to make people feel better.

How do we do this at Ysgol Gyfun Gŵyr?

By implementing the principles of "Restorative Practice".

What are they?

- **'Sgyrsiau Sydyn/Short Conversations'** – an opportunity for learners and teachers to share feelings and develop the nuance of an intelligent and

empathetic community. This occurs during the registration period every Monday morning for Years 8-9, and Tuesday for Year 7.

- **Restorative Questions –** pupils who have experienced conflict are asked six restorative questions:
    1. What happened?
    2. What were you thinking at the time?
    3. What have you been thinking about since then?
    4. Who have your actions affected?
    5. How were they affected?
    6. What do you think should happen next?

- **Restorative Circles -** a meeting is arranged following significant conflict, chaired normally by a teacher, with the aim of resolving the conflict and restoring any harm done. The meeting will be based on the six restorative questions, but they will be aimed at the victim as well as the perpetrator.

- Effectual Language - adults across the school use a language that communicates to the learner the effect of his/her conduct on others, and therefore language that promotes a good relationship (e.g. "I feel frustrated, Gareth, because you aren't listening to me").

- Following all serious incidents, after the investigative and disciplinary processes, the restorative process will be implemented to allow learners the opportunity to restore themselves, come to an agreement and collaborate constructively with the other learner(s) or member of staff.

Digital Behaviour:

All learners are expected to follow the highest standards of behaviour when using digital devices, whether during online lessons, when using the school's technological equipment, or on social platforms associated with other members of the school community. This policy extends to include technological misuse and online harassment.

Staff Training:

Staff receive regular training on restorative practices, de-escalation, and trauma-aware approaches. This training ensures that all members of staff are able to implement the policy consistently and sensitively to individual needs

Bromcom:
Bromcom data, exclusion information and attendance rates will be reviewed seasonally by the Leadership Team to monitor the impact of this policy and identify trends that call for further response or adjustment.

Pupil Voice:

In accordance with the Convention on the Rights of the Child (Article 12), feedback from pupils is collected annually through school council questionnaires or forums. This information will inform any further changes to the policy

Anti-Bullying Policy

Bullying is considered to be behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally. This reflects the Welsh Government definition of 'Bullying'.

In the caring community we foster here at school such behaviour has no place as it shows a serious lack of respect for an individual.As a school in incidents of 'Bullying' we will always act honestly and accurately and be ready to explain our actions and decisions to staff, learners and parents/carers.

The Whole School policy protects and promotes the wellbeing of our learners in line with Welsh Government guidance. When referring to the role individuals have in bullying incidents, we avoid labelling children and young people as 'victim' or 'bully'. The terms 'target' and 'perpetrator' are used. Bullying is expressed through a range of harmful behaviours; it can happen in person or online. It can be caused by an individual or by a group, but it will usually take place in front of an audience to emphasise power or popularity.

Interventions are implemented immediately, in cases of bullying or in case of any other individual negative behaviour. In line with Welsh Government guidance, individual incidents that do not appear to be the starting point of bullying are treated and discussed as inappropriate behaviour.

How is bullying expressed?

Bullying can take many forms, including:

Physical – kicking, pushing, injuring someone, damaging their belongings or physical signs of intimidation
Verbal – taunts and name-calling, insults, threats, humiliation or intimidation
Emotional – behaviour intended to isolate, hurt or humiliate someone
indirect – sly or underhand actions carried out behind the target's back or rumour-spreading
Online – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video
Relational aggression – bullying that intends to harm the target's relationships or social status, such as drawing their friends away, exploiting a person's needs, targeting their family, isolating or humiliating someone or deliberately getting someone into trouble
Sexual – unwanted touching, threats, suggestions, comments and jokes or innuendo.

Prejudice-related – bullying of a learner or a group of learners because of prejudice. This could be linked to stereotypes or presumptions about identity. Prejudice-related bullying includes the protected characteristics.
Prejudice can and does also extend beyond the protected characteristics and can lead to bullying for a variety of other reasons such as social status and background.

There are specific types of bullying related to the Nine Protected Characteristics. These can be categorised into:

- bullying because of age
- bullying involving learners with disabilities, which can include SEN
- homophobic, biphobic and/or transphobic bullying
- bullying connected with race, religion and/or culture
- sexist and/or sexual bullying.

THE ROLE OF THE SCHOOL

With incidents of bullying or in case of any other individual negative behaviour, interventions are implemented immediately. In line with Welsh Government guidance, individual incidents that do not appear to be the start of bullying are treated and discussed as inappropriate behaviour.

⇒ It must not be accepted that the role of the perpetrator is inevitable in a school. Early patterns of simple oppression can develop into serious anti-social behaviour and produce violent adults.

⇒ A clear message is projected to the school community (during year and whole school assemblies, and through the Link Book) that aggressive behaviour/bullying in any shape or form is unacceptable and that there will be a thorough investigation into any incidents with serious repercussions in line with the Disciplinary Code).

⇒ LISTEN to learners. Take the concerns of all individual pupils seriously and keep a record of what is said. Draw the issue to the attention of the Form Tutor/Head of Year/Deputy/Assistant Head as soon as possible - jointly agree on how to deal with the specific case/learner.

⇒ Give the individual time to discuss his/her feelings in a supportive environment

⇒ Thoroughly pursue all complaints involving a person being abused in this way, reassuring the victim that they have done the right thing

⇒ Publicly and constantly reiterate that this kind of behaviour is not acceptable e.g. during assemblies, specific units within the PSE programme, morning discussions, and where the opportunities arise in lessons. By doing so, our aim is to produce an image of the 'bully' as a weak person who needs help him/herself. Also, by doing so, we create the kind of supportive environment where all pupils feel safe and able to express what is happening to them

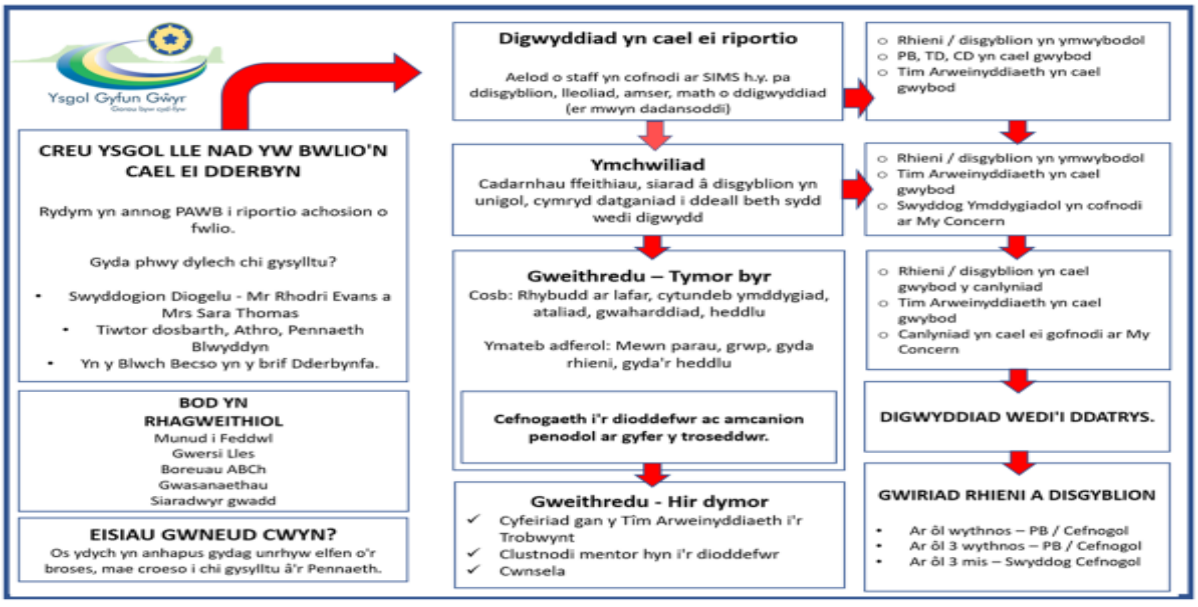
⇒ Encourage learners to see each other's perspectives and feelings

⇒ Do not respond to the learner who is cause for concern in an aggressive manner - this only serves to perpetuate the circle of aggression. You must investigate why this person feels a need to make others miserable
⇒ Contact the parents of learners who are creating difficulties and misery for others.

RECOGNISING THE SIGNS OF A TARGET:
We must be alert to:
⇒ changes in leaners' behavioural patterns
⇒ learners' response to each other in their leisure time - break and lunchtime
⇒ class chemistry - registration and learning
⇒ learners being isolated or appearing to be lonely in the classroom

THE NEEDS OF THE PERPETRATOR
Although a person described as a 'bully' conjures up the image of strength and intimidation, the truth of the matter is that the 'bully' is usually a weak and lonely person, with low self-esteem. There can be a variety of reasons for his/her behaviour:
⇒ personal unhappiness
⇒ loneliness
⇒ personal problems
⇒ he/she is also a victim
⇒ feeling like a failure with his/her work or finding work difficult
⇒ feeling inferior within a class or group

This behaviour must be stopped but the need that he/she feels to behave like this must also be eradicated. We must avoid dealing with the symptom and tackle the root of the problem.
In incidents of bullying, and following thorough investigation, the steps set out in the Disciplinary Code are implemented.



Schoo*l proses of dealing with incidents of bullying*
(Revised July 2022 and November 2022 to include new Welsh Government definition of bullying)

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