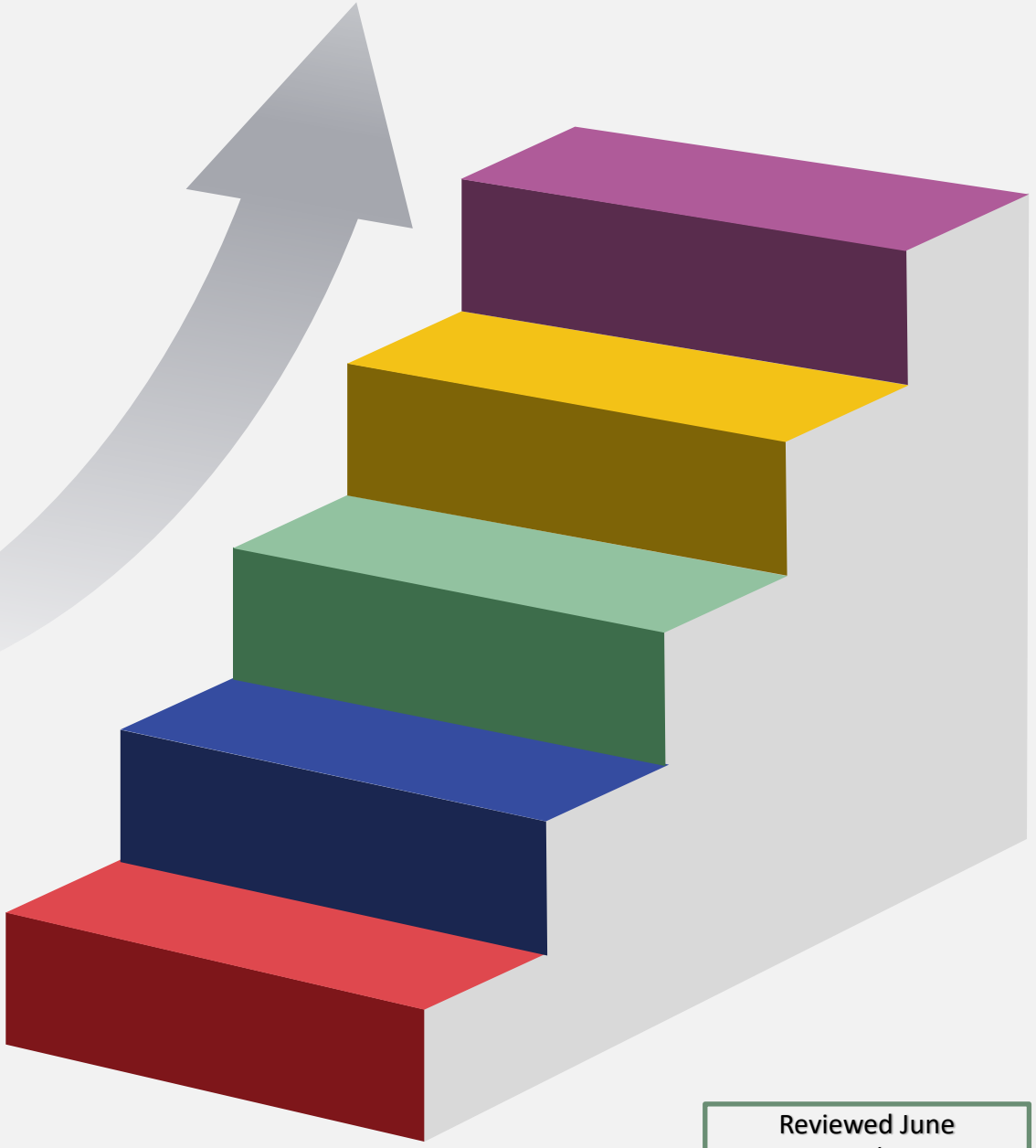
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Gorau byw cyd-fyw

The School Discipline Code



Reviewed June 2026/SAT

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.

Steps of the School Discipline Code - Teacher

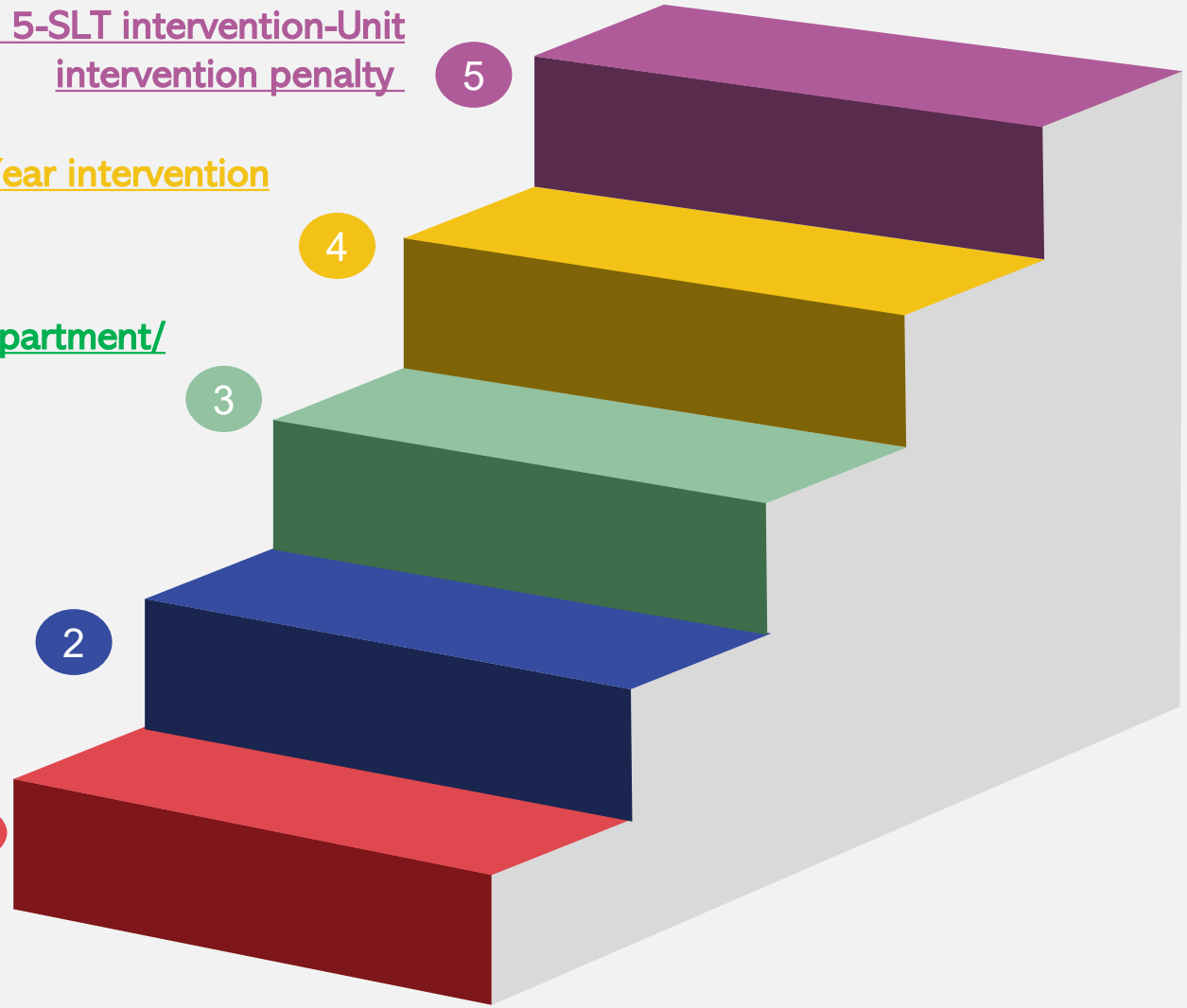
Stage 5-SLT intervention-Unit intervention penalty

Stage 4-Head of Year intervention

Step 3-Intervention of the Head of Department/

Step 2- By the Class Teacher. Received warning-negative behaviour continues-recorded on Bromcom / message home.

Step 1-Warning from the classroom teacher



The Warning from the classroom teacher Stage 1

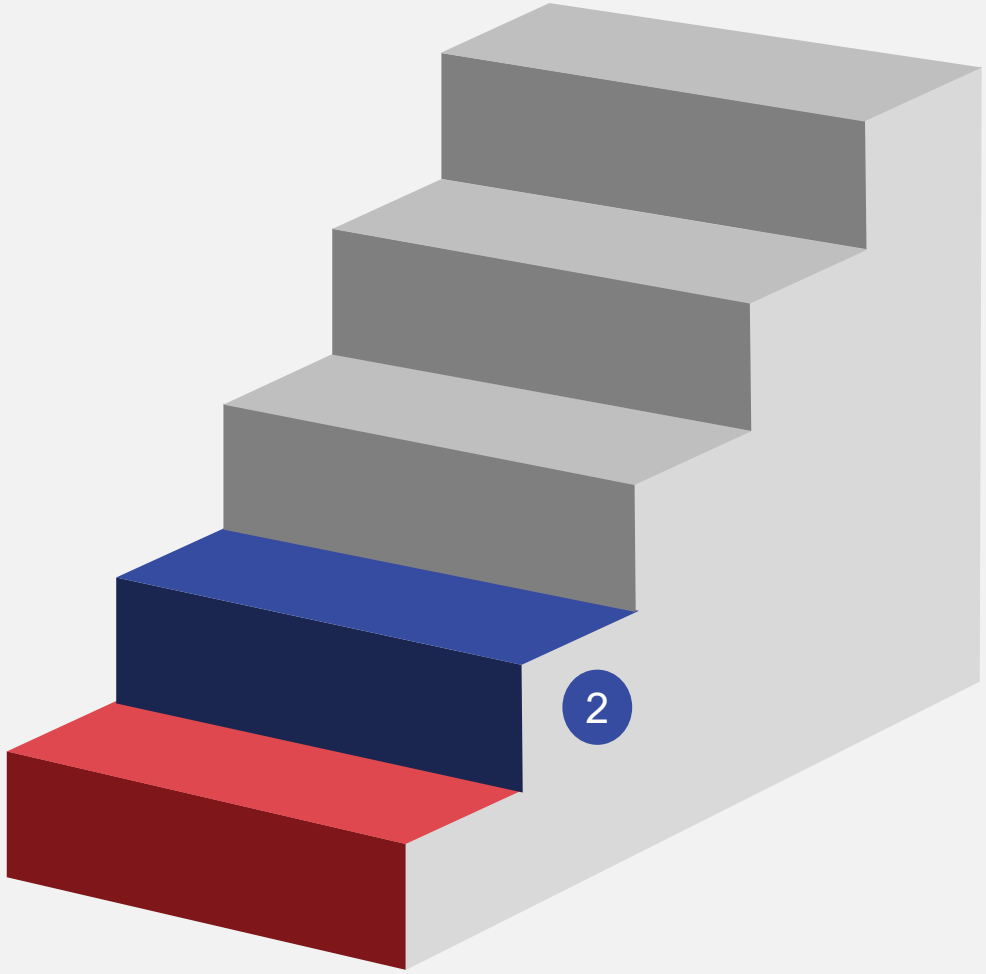


The Warning includes:

1-Verbally remind the pupil of the expected standard of behaviour (quietly where possible). In doing this the expectations can be repeated if necessary. Diffuse the situation as much as possible and try to keep things from getting worse. Boundaries should be re-set. Use Re-directing techniques.

2-The teacher to state a clear "formal / final warning" to the learner, quietly wherever possible, ensuring that the learner is aware of their behaviour and clearly outlining the consequences if it continues. The learner to reflect on their next step.

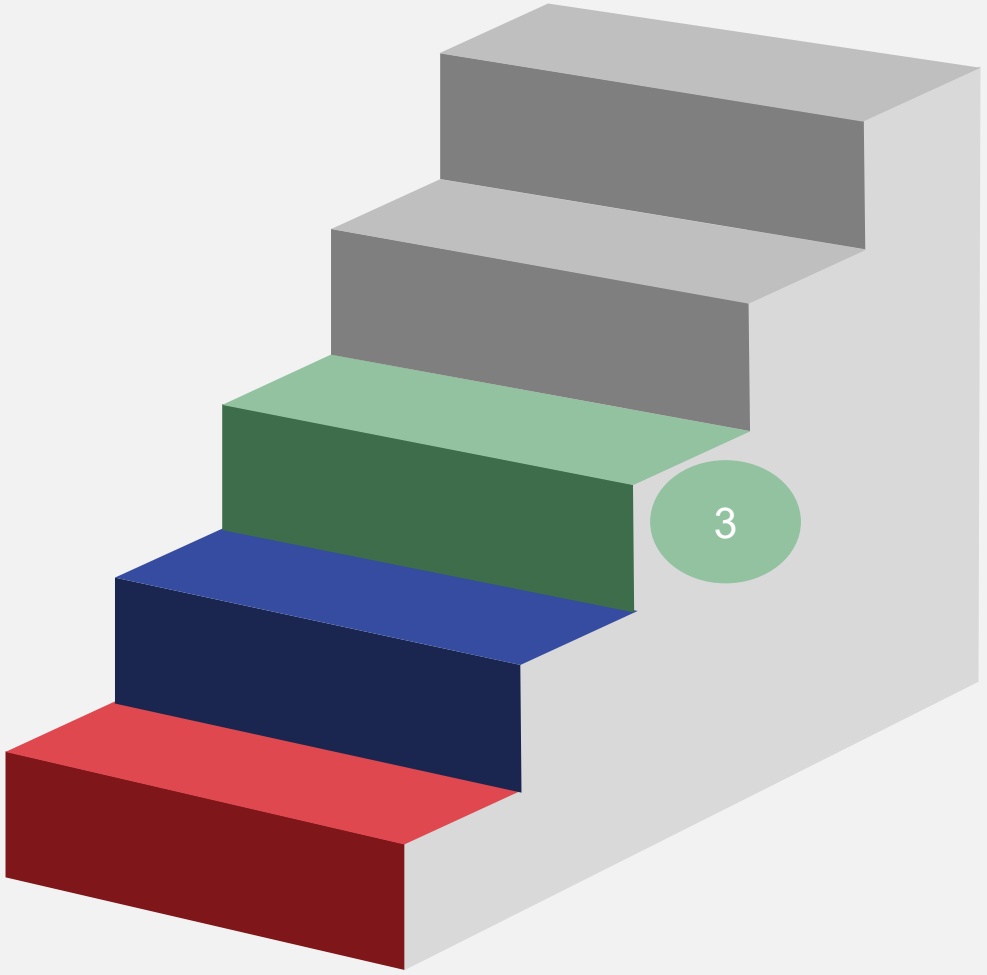
Stage 2 Class Teacher



The learner moves to step 2

If there is no response after the formal warning, the teacher will place the learner's name on the Bromcom system with the result of losing a breaktime/lunch time of 15 minutes break/lunch time with the classroom teacher.

Step 3 Head of Department

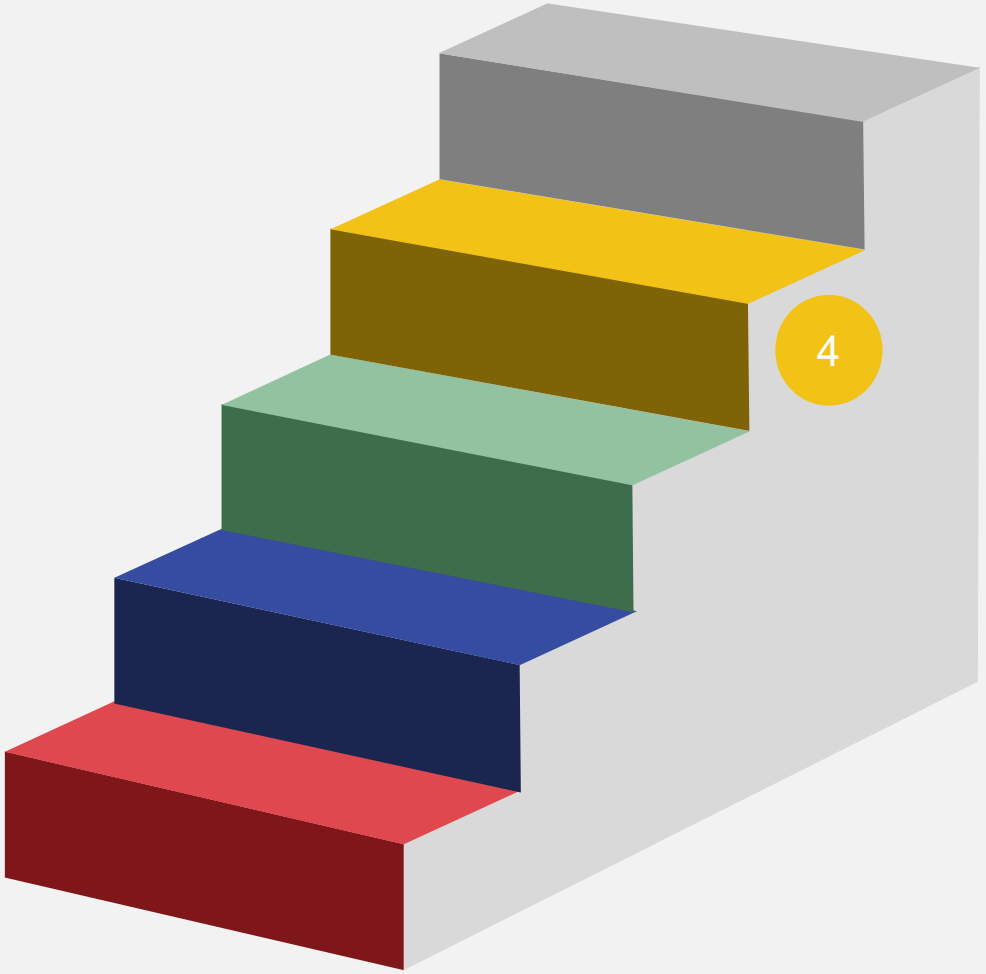


The learner moves to step 3

In circumstances where a warning and step 1 and 2 have failed, the Head of Department will intervene.

Stage 4 Head of Year

Stage 4 is reached



If there is a pattern of unacceptable behaviour by a learner or there is a serious incident, the Head of Year will intervene through:-

Contacting the parents/carers and a lunch hour penalty will be arranged.

There is the option of formulating a personal behaviour plan and a behaviour card through Classcharts is issued up to a period of 10 days.

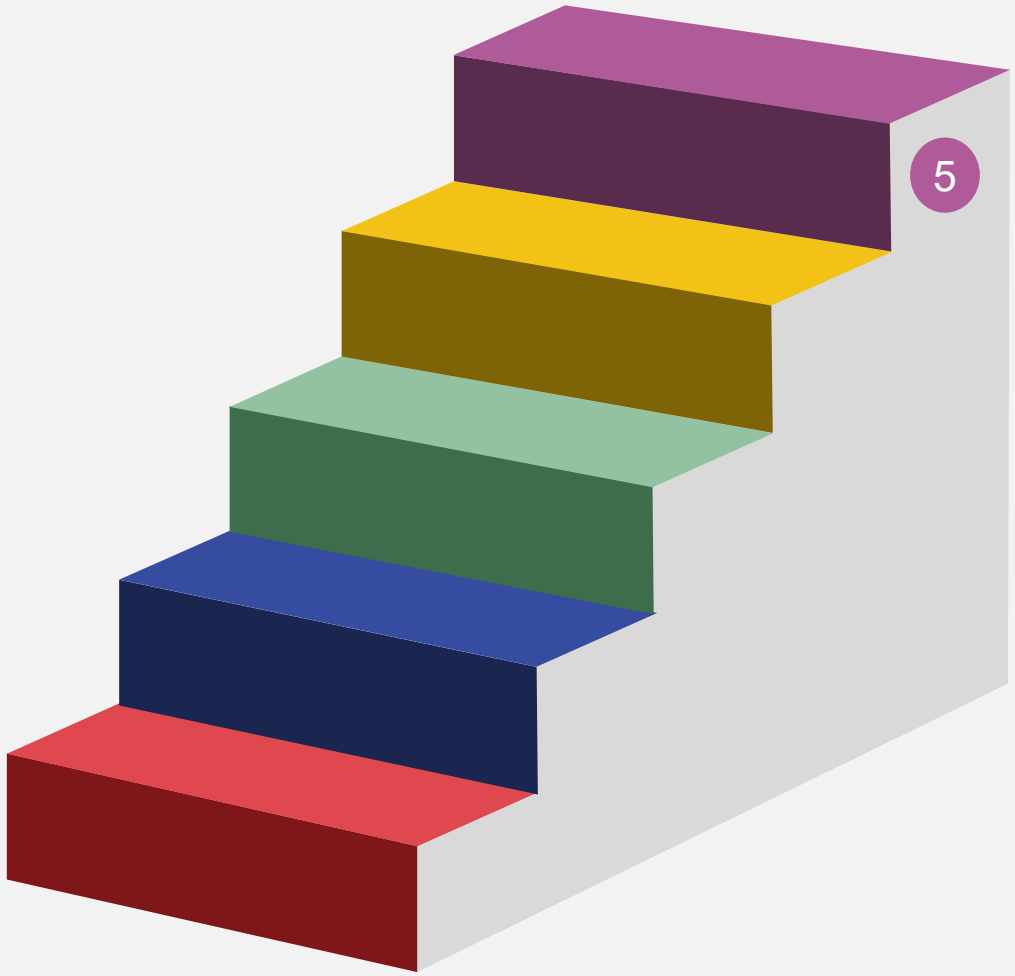
The Head of Year will monitor the agreement/conduct card/Classcharts.

Report back to the SLT.

*The learner may be prevented from representing the school/taking part in activities e.g. rugby competition, until there is a better pattern of behaviour

If there is no positive response, learners are moved to Step 5

Stage 5 S.L.T



A learner reaches Stage 5:

If the previous action is not complied with or there is a very serious incident :-

A meeting with the parents/carers is arranged by a member of the SLT

A Support Plan is drawn up for the learner with specific targets to be met and periods of education can be given to the learner within the school's Internal Exclusion Unit under surveillance

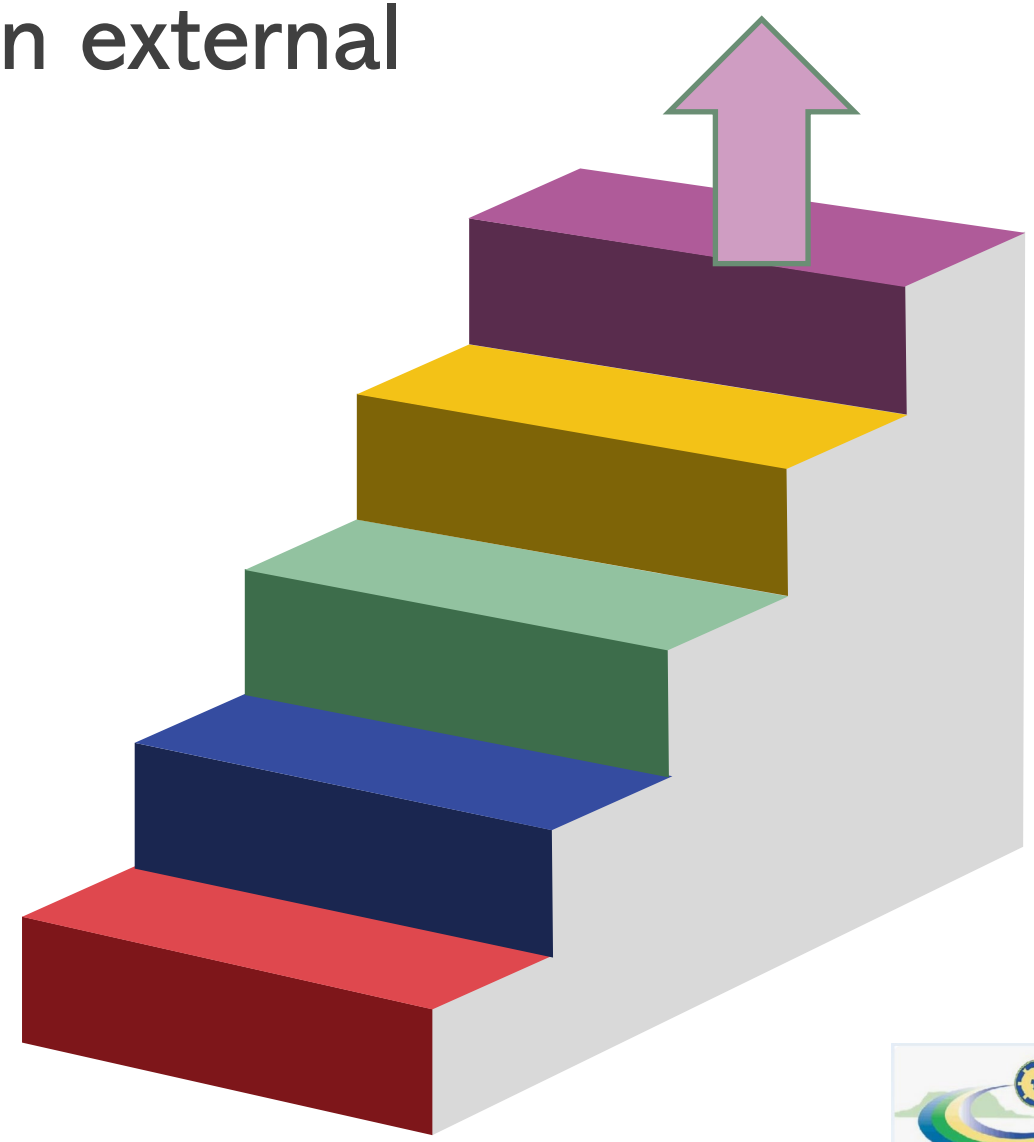
The learner's progress is reviewed daily and improvement must be demonstrated.

**In circumstances where there is no improvement, an external / permanent exclusion will occur.

Culmination-exclusion external

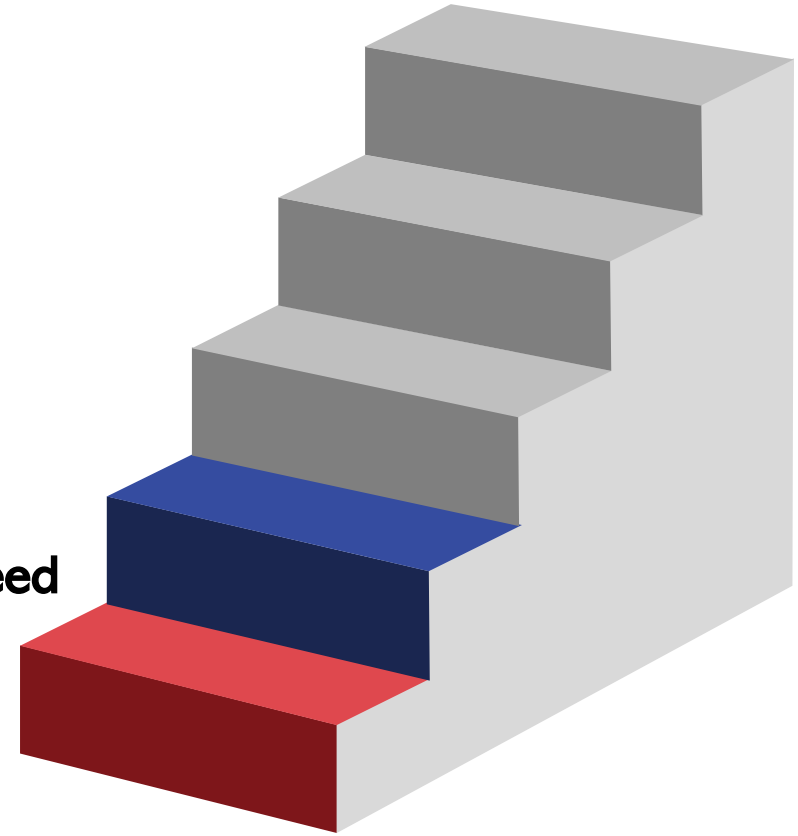
Failure to respond to previous discipline on multiple occasions

Extreme behaviour that seriously affect safety, order and education within the school—may include serious violence, sexual abuse, supplying an illegal drug or threatening/using a dangerous weapon



Examples of specific behaviours leading to Stage 2 suspension

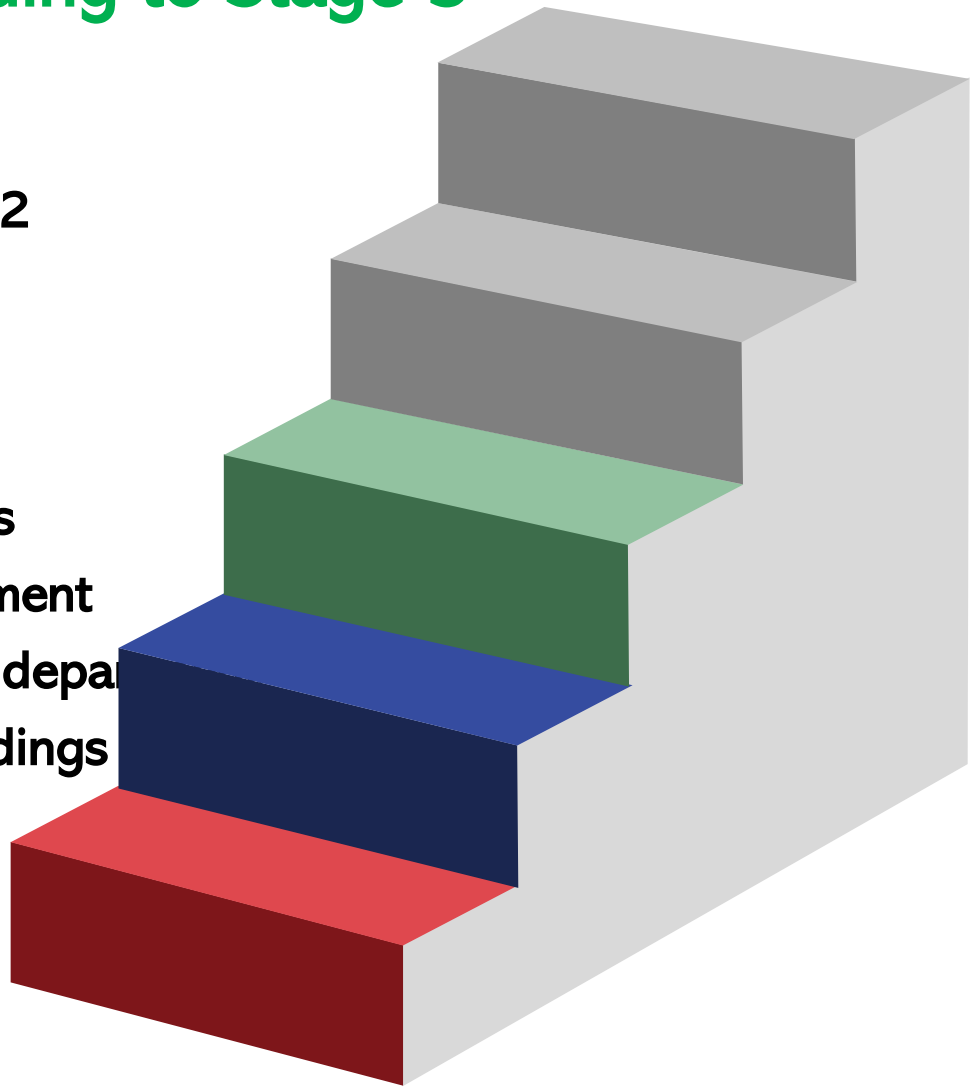
- Stage 2
- Reluctance to focus in a lesson
- Speaking when the teacher has asked for silence
- Reply back in a challenging manner in class
- Speaking English after several requests not to
- Interfering with another learner's work in a lesson
- Attracting the attention of another learner in a lesson
- Reluctance to work on a task set
- Use of mobile phone without permission in lesson-no need
- for warning because of the mobile phone policy
- Constantly late to the lesson



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Examples of specific behaviours leading to Stage 3

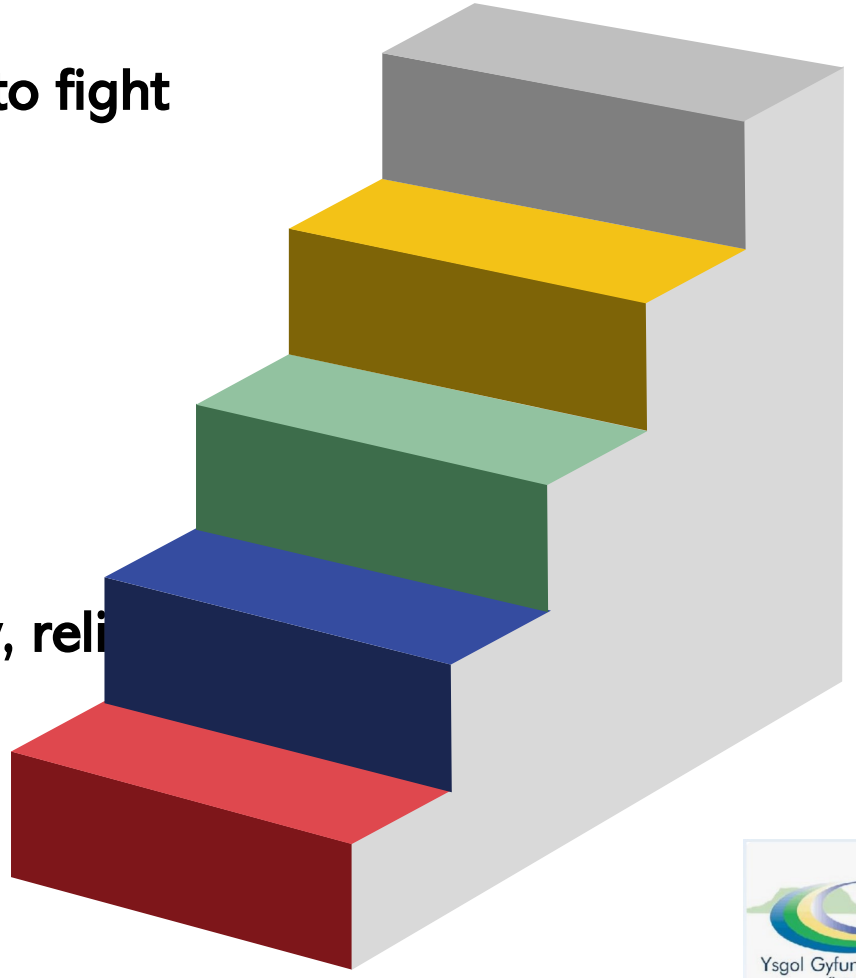
- Stage 3
- A continuation of behaviours from Stage 1 and 2
- OR
- Underachievement in subject
- Lack of Homework in the subject in general.
- Not attending session for Stage1 / 2 behaviours
- Ongoing low-level disruption within the department
- Lack of control and respect for members of the depa
- Lack of respect for department resources / buildings



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Examples of specific behaviours that violate the Stage 4 discipline code

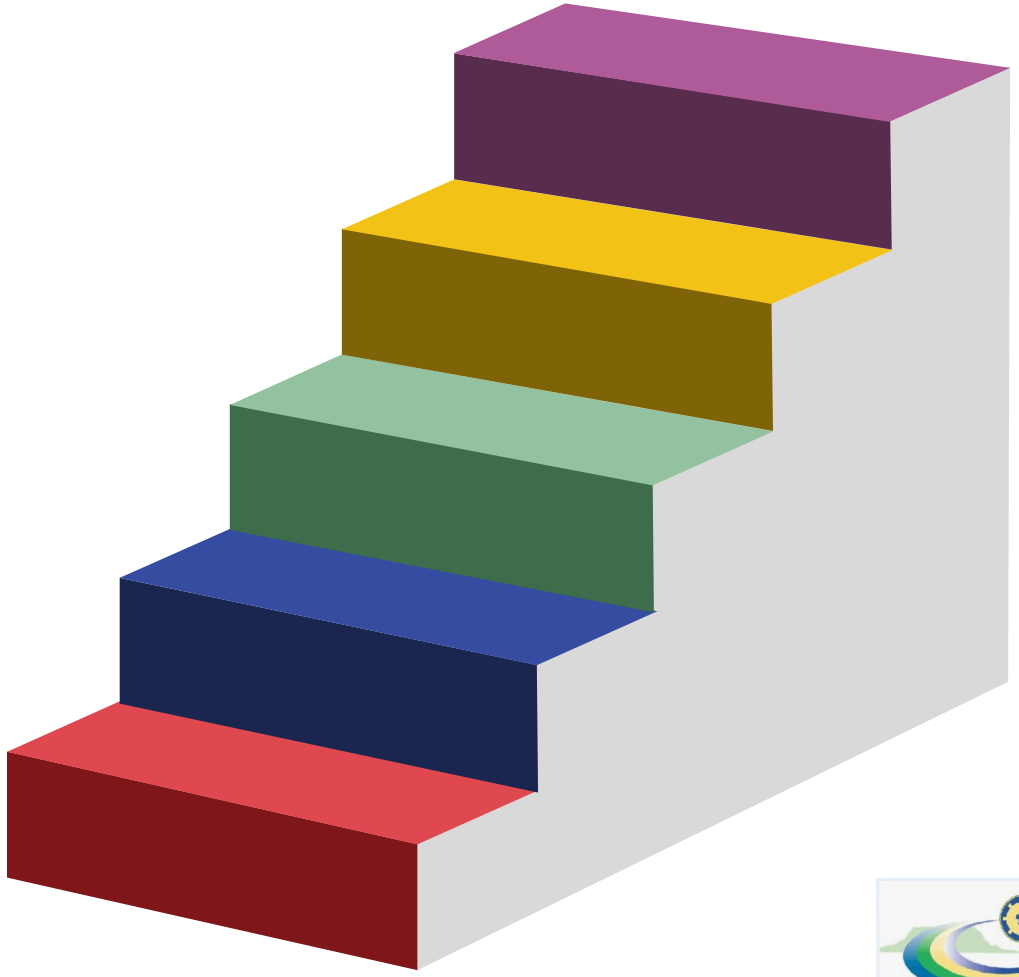
- Stage 4
- Fighting with another learner / encouraging others to fight
- Bullying another learner
- Swearing to a member of staff
- Truancy
- Intentional damage to school property
- Misuse of school ICT resources
- Vaping on school grounds
- Offensive comment based on race, gender, sexuality, reli
  disability
- Disrespectful act aimed at a member of staff
- Selling foods or other materials
- Level 3+ mobile Phone



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Examples of specific behaviours that violate the Stage 5 discipline code

- Stage 5
- Attacking another learner
- Serious swearing to a member of staff
- Theft on school premises
- Leaving school premises without permission
- Intentional damage to school property
- Smoking or drinking alcohol on school premises
- Taking an illegal substance on school premises
- Serious misuse of school ICT resources
- Exam misconduct
- Misuse of school fire safety equipment



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