



YSGOL BRO GWAUN

Behaviour for Learning Policy

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Pennaeth/Headteacher: _____

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Behaviour for Learning Policy

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Mae copi cyflawn o'r polisi hwn ar gael o swyddfa'r ysgol ar gais, gyda dyddiad cymmeradwyaeth, dyddiad adolygu a llofnod bob rhanddeiliad oedd yn rhan o cymmeradwyaeth polisi.

A complete copy of this policy is available from the school office upon request, they include an approval date, a review date and signatures of all stakeholders involved in the approval of the policy.

Contents

Introduction	5
Roles and Responsibilities.....	5
Students	5
Parents and Carers.....	5
Teachers and School Staff	5
Headteacher and Senior Leadership Team (SLT)	5
Governing Body.....	6
Rewards - Pwyntiau Disglair.....	6
Cultural and Linguistic Identity	6
Positive Framing.....	6
Clear Link to School Vision	6
Student Motivation.....	6
Consistency Across School Culture	6
Sanctions (in class behaviour)	8
Low Level disruption	8
High Level disruption	8
Processes following high-level disruption	9
Pupil statements for 'Serious Incidents'	9
Offensive Weapons.....	10
Sharing of offensive material.....	10
Drugs, alcohol and illicit substances	10
Ancillary powers of staff	10
Obstruction of an investigation	11
Fixed Term Exclusions	11
Permanent Exclusion	11
Complaint/Appeals against a sanction	11
Challenging bullying, rights, respect and equality.....	12
Racist and Racial Language	12
Definition of Racist Behaviour and Language	12
Sanctions	13
Ready to Learn Plans (R2L).....	13
Sanctions (Out of class behaviour)	13
Uniform	14
School Uniform Grants.....	14
Attendance and Punctuality	14

Equipment.....	15
Essential Daily Equipment.....	15
Why Equipment Matters.....	15
Sanctions for Missing Equipment	15
Support Through the Storfa Disglair	15
PACE – Positive Arrival, Calm Exit	16
Staff Expectations	16
Pupil Expectations.....	16
Mobile Phone and Electronic Devices.....	17
Breaches & sanctions	17
Reasonable Adjustments	18
What Are Reasonable Adjustments?	18
Who Might Need Adjustments?	18
Examples of Reasonable Adjustments	18
How Adjustments Are Made.....	18
Possible causes of challenging behaviour.....	19
Restorative Practice	20
What is Restorative Practice?	20
Why We Use Restorative Practice	20
Using restorative approaches helps us to:.....	20
How Restorative Practice is used.....	20
Restorative Questions.....	20
References	21
Appendices.....	22
Appendix A – Pwyntiau Disglair	22
Appendix B – Classroom Expectations.....	22
Appendix C – Pwyntiau Disglair & C System Diagram.....	23
Appendix D – RRS Procedures for Staff.....	24
Appendix E – RRS Procedures for Pupils.....	25
Appendix F – Uniform	26
Appendix G – PACE Procedures	27
Appendix H – R2L Plan Template	28
Appendix I – Positive Praise Calendar.....	29

Introduction

At Ysgol Bro Gwaun, we are deeply committed to nurturing a bilingual, inclusive, and forward-thinking learning environment where every student is empowered to thrive. We place the highest value on the behaviour and attitudes of our pupils, believing that a positive and respectful atmosphere is essential for both academic excellence and personal wellbeing.

Our Behaviour for Learning policy is designed to celebrate positive behaviour, set clear expectations, and ensure consistent responses to poor conduct. At the heart of this policy are our three guiding principles: **Ready, Respect, Safe** – be ready to learn, respect others, staff and our school environment, and ensure the safety of yourself and those around you.

These core values reflect our school motto: "**Anchor Wise, Bright Future**." By anchoring ourselves in respect, and responsibility, we lay the foundation for a bright and successful future for every learner.

Our behaviour system is designed to help every pupil anchor themselves in wise choices ('Angori Doeth') so they can build a bright and successful future ('Dyfodol Disglair'). Each stage is not just a consequence, but a step toward growth, reflection, and re-engagement.

Roles and Responsibilities

The following roles and responsibilities are set out for stakeholders within school.

Students

At Ysgol Bro Gwaun, we expect all students to embody the values of kindness, respect, responsibility, and integrity - both in and out of the classroom. Students are responsible for demonstrating positive behaviour and upholding our school expectations: **Ready, Respect, Safe**. This includes behaving appropriately in lessons, around the school site, when representing the school, and while travelling to and from school.

Parents and Carers

We ask parents and carers to work in close partnership with the school to uphold high standards of behaviour and to promote a culture of inclusivity, respect, and support. Together, we share the responsibility for ensuring that students arrive each day ready to learn, grow, and succeed. Parents and carers are encouraged to contact the school if their child requires additional support with behaviour, reinforcing the strong link between home and school that is vital for every child's success.

Teachers and School Staff

All staff play a key role in fostering a positive and respectful learning environment. Teachers are responsible for modelling and promoting positive behaviour and for applying the Behaviour for Learning policy consistently and fairly. Staff are expected to set clear expectations, support student wellbeing, and celebrate successes. Regular training and reflective practice will ensure that all staff feel confident and supported in maintaining high standards and nurturing a school culture where every student can thrive.

Headteacher and Senior Leadership Team (SLT)

The Headteacher and SLT are responsible for the overall implementation and oversight of the school's Behaviour for Learning policy. They are committed to promoting positive behaviour, supporting staff, and ensuring a consistent and fair approach across the school. The SLT will monitor behaviour trends, maintain accurate records of behaviour incidents, and ensure timely

communication with governors and parents/carers. They will also ensure that the school remains a place where wisdom is anchored and each student is supported to pursue a bright future.

Governing Body

The Governing Body works in partnership with the Headteacher to ensure a safe, inclusive, and aspirational environment for all learners. Governors are expected to challenge and support the school leadership team to maintain high expectations and equitable practices. They will monitor behaviour data—including suspensions—and ensure that students receive any necessary reasonable adjustments or interventions. Governors will designate a lead for behaviour and play an active role in promoting a culture of respect and achievement across the school community.

Rewards - Pwyntiau Disglair

Pwyntiau Disglair recognises and rewards learners not only for exceptional behaviour, but also for consistently meeting classroom expectations and maintaining strong attendance. Pwyntiau Disglair is more than just a rewards system, it's a reflection of our school's values, vision, and identity. By recognising both everyday positive choices and moments where learners go above and beyond, it helps to build a culture where effort, kindness, and responsibility are celebrated. Here's why this approach matters:

Cultural and Linguistic Identity

- It strengthens the school's Welsh identity and values. It promotes pride in the language and culture among students and staff.

Positive Framing

- Encourages students to see behaviour points as recognition of their growth and potential, not just compliance.

Clear Link to School Vision

- It ties directly into the school motto, reinforcing the idea that wise choices lead to a bright future.

Student Motivation

- Students are more likely to engage with a system that feels personal and meaningful. "Pwyntiau Disglair" can be celebrated as achievements, not just tracked as data.

Consistency Across School Culture

- It helps unify behaviour, rewards, and values under one coherent theme. It makes it easier for staff to communicate expectations and celebrate success.

At the heart of our behaviour approach is a belief in recognising and celebrating the positive choices our learners make every day. Our points system is designed to reflect different levels of impact and contribution, encouraging all students to grow, shine, and lead. With three clear tiers, it helps us acknowledge not only consistent values-based behaviour, but also moments of inspiration and leadership that align with our school's vision for a bright future. All points will be recorded as a running total on Class Charts and celebrated during pastoral time and assemblies.

Pwyntiau Disglair	How to boost your points
1 Point Anchoring in Values	• Ready – Anchoring in responsibility and preparation. • Respect – Anchoring in kindness and empathy. • Safe – Anchoring in care for self and others. • Contributing to the House System • Attending the B.Smart club
3 Points Building the Bright Future	• Friday Phone Call – Celebrating moments that brighten the week. • Departmental Postcard – Shining in subject-specific effort or excellence. • YPM Postcard – Standing out in year group contribution. • Star of the Form – Being an inspiration in the form group.
5 Points Leading the Way	• Headteacher award – Celebrating a significant contribution to school life or continuous 1/3-point rewards. • Excellent contribution to school life – Eisteddfod, sports, production etc. • Weekly Attendance – auto reward for being in school • Weekly Expectations – auto reward for no negative points

Further information and guidance on when Ready, respect and safe points may be added can be seen below:

Ready <i>Exceeding expectations by being exceptionally prepared and proactive.</i>	Respect <i>Going above and beyond in showing kindness, empathy, and positive communication.</i>	Safe <i>Exceeding expectations by promoting a safe and supportive environment for all.</i>
• Arriving early to help set up • Bringing extra resources to support learning • Starting tasks independently and staying focused • Helping peers get organised or started • Showing consistent effort and pride in work • Making excellent contributions to lessons	• Including others in group work or discussions • Giving constructive feedback to peers • Resolving minor conflicts calmly • Helping staff or classmates without being asked • Showing empathy in challenging situations • Helping a visitor	• Taking care of the classroom environment • Helping others make safe choices • Staying calm and positive during transitions • Supporting peers who are upset or anxious • Acting responsibly when unsupervised

Further information and posters will be shared with pupils, parents and carers through social media, Xpressions.

A calendar is followed throughout the year to praise pupils for their positive effort, attainment, progress and attainment. See Appendix I.

Sanctions (in class behaviour)

While we celebrate positive choices through systems like Pwyntiau Disglair, we also recognise the importance of clear and consistent boundaries. In-class sanctions provide a structured way to respond when expectations are not met, helping students reflect, reset, and return to learning. These steps are not about punishment but about guiding wise decisions that support a brighter future for every learner.

Low Level disruption

If pupils break classroom expectations and/or engage in low level disruption, they will be given a verbal warning to remind them of the class expectations. Pupils will be redirected back to the task at hand and may even be moved seat to help them regain focus. Should pupils continue to disrupt the learning of others, they will then start moving down our tiered C system as follows:

First instance - Verbal Warning issued

C1 – 5-minute class detention recorded on Class Charts

C2 – 10-minutes class detention recorded on Class Charts

C3 – 15-minute HOD detention recorded on Class Charts

C4 (RRS/Removal) – Lunch detention recorded on Class Charts, and email to RRS staff

This tiered approach is intended to give pupils ample time and opportunity to reflect and reset their behaviour in class. A visual diagram of this system can be seen in appendix C.

Examples of low-level disruption are:

- Late to lesson
- Disrespectful or argumentative responses to staff
- Shouting across the classroom
- Distracting others (e.g., tapping, humming, passing notes)
- Refusing to follow instructions immediately
- Lack of equipment or not being prepared for lessons
- Not completing homework
- Refusal to complete work
- Eating or chewing gum in class
- Whispering or chatting during instruction

Where appropriate, members of staff will choose the low-level disruption on Class Charts and attach the relevant C. There will also be an 'other' behaviour which will enable staff to record behaviour, not covered by the general list.

High Level disruption

High-level disruption refers to behaviour that significantly undermines the safety, wellbeing, or learning of others, or that constitutes a serious breach of school expectations. Such behaviour will not be tolerated and will result in immediate and more serious consequences. Examples include, but are not limited to, persistent disruption (C system), defiance, aggression, bullying, discriminatory language, or any action that poses a risk to others.

In cases of high-level disruption, pupils will bypass the earlier stages of the C (cyfle) system and may receive a C4, C4+, C5, Internal Exclusion, or External Exclusion, depending on the severity and

context of the incident. These sanctions are designed to protect the learning environment and uphold the values of our school community. The C system for high level disruption is as follows:

C4 (RRS/Removal) – Lunch detention recorded on Class Charts, and email to RRS staff

C4+ - after-school (until 4:00pm) detention organised by the behaviour support team

C5 – Whole day in Cyfle (including a C4) for pupils to reflect upon their behaviour. A phone call/Xpressions message will inform parents/carers.

Internal/External Exclusion – Pupils can be excluded from school for a period if behaviour deems inappropriate and all C sanctions have failed. Work will be supplied for pupils who are excluded. Parents/Carers will be informed, and a back-to-school meeting will be required with parents/carers present.

Note: Regular attendees will need a Ready 2 Learn plan meeting with SLT/YPM/ALNCo before returning to mainstream classes.

High Level disruption will be recorded by the Year Progress Manager (YPM) who will liaise with SLT and behaviour support to arrange any sanctions for high level disruption. The following table outlines differences between a C5 and exclusion.

	C5	Exclusion
Duration	1 day	1+ days
Trigger	Serious disruption or persistent C4s	High-risk or safeguarding concerns
Parent Contact	Optional	Required
Reintegration Meeting	Encouraged	Mandatory

At times, an IE may be used when an EE poses a safeguarding risk to the pupil.

Processes following high-level disruption

A thorough investigation will take place following any high-level disruption.

There will be occasions when a pupil needs to be spoken to by a member of staff because the pupil is a witness, complainant, or otherwise a person of interest when investigating a breach of this school discipline policy. It is neither logistically possible nor helpful in the interest of a timely and thorough investigation to undertake that a parent or other adult of the pupil's choice will be in attendance when this is done.

Staff are always required to work within appropriate professional standards, and parents must understand that while we safeguard the welfare of any pupil being interviewed, staff may need to challenge and test the accuracy and truthfulness of what they are told. Where a pupil is suspected of involvement in very serious misconduct which might lead to permanent exclusion, an interview with the pupil concerned will always be done by a senior member of staff, with a further senior member of staff designated to support and advise the young person, and notes will be taken, often by a third party. Interviews are not recorded.

Pupil statements for 'Serious Incidents'

When giving a statement or account of events pupils are expected to provide a full and accurate account of events as they have witnessed. Pupils must not provide a witness statement based on

what others said happened. When relaying what others have said took place, pupils must make this clear in their statement.

A pupil declining to provide a statement when asked will not impede an investigation nor the imposition of a sanction where the available information indicates this to be appropriate.

Offensive Weapons

Offensive weapons are defined in the Prevention of Crime Act 1953 as 'any article made or adapted for causing injury to the person or intended by the person having it with him/her for such use.' This includes 'any article which has a blade or point or is sharply pointed.' We define this further by making it clear that all pocketknives are included in this definition for the purposes of maintaining school discipline and the safety of the whole community.

Pupils who have an offensive weapon will have the offending article removed from them. This will not be returned to the pupil. The parent/carer will be informed and may request permission to pick the article up from the school. A decision about whether this will be granted will be made in liaison with the police.

The pupil may be excluded either for a fixed term or permanently as a result of this act. This decision will be taken when full information is known. A referral **MUST** be made to the Youth Offending Team.

All the above also applies to fireworks and other explosive material.

Sharing of offensive material

This is unacceptable and inappropriate. The pupil will be isolated until relevant outside agencies have been contacted, and advice taken. Where appropriate consequences are imposed.

Drugs, alcohol and illicit substances

If staff or pupils report a suspicion of any person involved with drugs or alcohol then the person/s will be interviewed, possibly searched and parents contacted. This situation raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances the pupil will receive appropriate consequences. In some circumstances a search may take place without consent, provided it is carried out within the boundaries set by the Department of Education. (www.gov.uk/school-discipline-exclusions/searches)

Any item found, will be confiscated. Drugs will be removed from the school site by the police; alcohol will be destroyed.

Any incident relating to illegal substances will be reported to the linked police officer to the school or via phone contact to 101 or 999 depending upon the seriousness of the incident. In addition to this, appropriate consequences will be considered by the school.

Ancillary powers of staff

Consistent with the provisions of the Education and Inspections Act (2006) it may be necessary for staff in exceptional circumstances to search pupils for items such as a stolen item, substances of abuse or items which could be harmful to others. Searches may include a pupil's bag and locker.

Obstruction of an investigation

If serious misconduct has occurred, pupils are expected to be helpful to staff investigating. Pupils who wilfully conceal important information or knowingly give inaccurate information will face consequences up to an exclusion.

The level of co-operation offered by a pupil facing any investigation will be considered when determining the severity of sanctions imposed.

Fixed Term Exclusions

The use of exclusion from school, whether it be for a fixed term or permanently, is always the last resort. 'Exclusions should not be used if alternative solutions are available e.g., 'Ready to Learn plans', restorative approaches, PSPs, Managed Moves and 'Individual exclusions should be for the shortest time necessary'. Only the Head teacher can exclude a pupil. In their absence the Deputy Head or in their absence the most senior teacher may exercise the power, but the parent/carer needs to be informed in the letter sent home that this was in the absence of the Head teacher.

The decision to exclude a pupil is not taken lightly and a thorough investigation into the events that led to this poor behaviour need to be looked at closely. When the Head teacher feels that there is no other appropriate sanction for the behaviour displayed, they will exclude. However, the Head Teacher should satisfy themselves that reasonable alternatives to exclusion have been considered especially for those pupils with ALN or CLA. In the case of pupils with ALN the Head Teacher MUST have due regard for the pupil's ALN and MUST also have considered a range of alternative consequences to address the behaviour. The Head Teacher MUST conclude that it is reasonable and proportionate to exclude the pupil on this occasion.

Following an exclusion, pupils return to school and will have a re-integration meeting with the YPM or a suitable member of the SLT, during which the pupil can reflect on their behaviour and any additional strategies that have been agreed to help address the pupil's future behaviour are reinforced. This is a time for positivity and ways forward and to ensure the pupil is aware of the school's future expectations.

The governors of the school MUST be informed of all fixed term exclusions. The LEA Behaviour Support Teacher should be involved at an early stage to provide and advice to support the pupil and the school with strategies.

Permanent Exclusion

A permanent exclusion is the most severe consequence within the school system. This is only considered when all other avenues have been exhausted. The decision to permanently exclude can only be made by the Head teacher. The Head teacher raises this with the relevant Governor's committee and the LEA within 1 working day. As for fixed term exclusions, Head Teachers MUST have due regard to explore all other sanctions including all reasonable adjustments to current policy and practice and have concluded that a permanent exclusion is a reasonable and proportionate response to the pupil's actions even given their ALN.

Complaint/Appeals against a sanction

The school has and reserves the authority, acting in loco parentis, to impose sanctions and to require those sanctions to be completed.

Parents/carers may not unilaterally delay, postpone or otherwise override a sanction. The sanction belongs to the pupil and a failure to comply with the school direction will be considered defiance, resulting in a sanction to the next level. A sanction may only be delayed with the agreement of the

member of staff setting the sanction. This will only occur if there are reasonable grounds to believe new evidence and further consideration might be warranted, and not on the grounds that the parent/carer or pupil object or disagree with the sanction.

Parent/Carer and pupils may appeal a sanction if they believe it to be unfair, unreasonable or poorly managed, this is done through the complaint's procedure.

(Please also refer to the School Anti-Bullying Policy document, LA Exclusion Policy documents and the Positive handling and Time out rooms guidance).

Challenging bullying, rights, respect and equality

At Ysgol Bro Gwaun, we are committed to fostering a safe, respectful, and inclusive environment for all. As outlined in our Challenging Bullying, Rights, Respect and Equality policy, bullying in any form is completely unacceptable and will not be tolerated.

All members of our school community share a collective responsibility to challenge bullying whenever it occurs and to work together to promote positive, respectful behaviour.

Bullying is defined as:

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally.”

Our policy outlines:

- What constitutes bullying
- Our whole-school approach to prevention
- Clear procedures for reporting and responding to incidents

All incidents of bullying and racial discrimination will be recorded on ClassCharts and provision maps to ensure transparency and accountability. Further, this will help to monitor patterns and identify recurring behaviours.

Persistent or serious incidents will be reported externally, and appropriate follow-up actions will be taken in line with our safeguarding and behaviour policies.

Racist and Racial Language

At Ysgol Bro Gwaun, we are committed to fostering a safe, respectful, and inclusive environment for all members of our school community. Racist behaviour and racial language are completely unacceptable and will not be tolerated under any circumstances.

Definition of Racist Behaviour and Language

Racist behaviour or language includes, but is not limited to:

- Use of slurs, insults, or derogatory terms based on race, ethnicity, nationality, or skin colour
- Stereotyping or making assumptions about individuals or groups based on racial or ethnic identity
- Mocking accents, cultural practices, or appearances in a racially offensive manner
- Sharing or displaying racist symbols, images, or messages
- Encouraging or supporting racist views or actions, whether in person or online

Sanctions

Any use of racist or racially offensive language at Ysgol Bro Gwaun will result in:

- Immediate sanctions
- Recording of the incident on ClassCharts under the category “Discriminatory Language”
- Recording on Edukey system
- Formal reporting of the incident to Pembrokeshire County Council
- An intervention will be undertaken by the aggressor to educate them

This policy applies to all students, staff, and visitors. We expect every member of our school to uphold these standards and contribute to a culture of dignity, equality, and mutual respect.

Schools in Wales are required to report incidents of racial discrimination and sexual harassment to the local authority. For racial incidents, schools must report these to ensure that racism is addressed and to help monitor the effectiveness of anti-racism strategies.

Regarding sexual harassment, schools have a legal duty to provide a safe environment for students and must report any incidents of sexual harassment or abuse

This reporting helps identify patterns and training needs, and ensures that incidents are taken seriously and dealt with appropriately. This is also part of our broader safeguarding responsibilities to protect and support young people.

Schools can report these incidences by completing the form on the link below.

Equalities - [Pembrokeshire Schools Online Reporting Incident Form](#)

Ready to Learn Plans (R2L)

Pupils who repeatedly fail to meet classroom expectations and routinely break the C (cyfle) system may be placed on a Ready to Learn (R2L) Plan. This is a supportive intervention designed to help pupils re-engage with their learning and make positive behaviour choices.

An R2L Plan begins with a meeting involving the pupil, their parent/carer, the Year Progress Manager (YPM), and, where appropriate, the ALNCo or a member of the Behaviour Support Team. During this meeting, views from the pupil, parent/carer, and school staff are gathered to ensure a shared understanding of the challenges and to agree on a way forward. The outcome of the meeting is a personalised plan with three clear behaviour targets.

If a pupil breaks two or more of these targets in a single lesson, they will be removed from circulation for the remainder of the school day. A reset conversation will take place before the pupil returns to lessons the following day with a clean slate. For the R2L Plan template, please refer to Appendix H. **Full C5 following breaking R2L plan.**

Sanctions (Out of class behaviour)

Pupils are expected to uphold the same high standards of behaviour outside of lessons as they do within the classroom. This includes during break and lunch times, in corridors, on the school grounds, and while travelling to and from school.

In general, a C4 sanction will be issued for disruptive behaviour that occurs outside of lessons. This includes actions such as:

- Running or shouting in corridors

- Ignoring staff instructions
- Inappropriate language
- Minor incidents of pushing or play-fighting

However, if a pupil's behaviour is deemed to be high-level disruption, they may bypass a C4 and receive a C5 or an internal/external exclusion, depending on the severity of the incident. High-level disruption may include, but is not limited to:

- Physical aggression or fighting
- Vandalism or damage to school property
- Threatening or abusive behaviour
- Bullying or discriminatory language
- Defiance or refusal to follow repeated instructions from staff

All incidents will be investigated thoroughly, and sanctions will be applied in line with the school's behaviour policy and safeguarding procedures.

Uniform

Our school uniform is a key part of our identity and reflects the high standards we uphold as a learning community. Wearing the correct uniform promotes a sense of belonging, equality, and pride in our school. All pupils are expected to wear the full school uniform correctly and consistently, both on the way to and from school and throughout the school day. Adherence to the uniform policy supports a focused learning environment and prepares students for the expectations of the wider world.

A graphic, outlining the school uniform can be found in Appendix F.

Should pupils not follow uniform guidance, a warning will be placed on Class Charts. On the second occasion in the same week, a C4+ will be issued. Should there be any problems regarding uniform, please contact the school so that we are aware to ensure no sanctions are added.

School Uniform Grants

From July 2018, the Welsh Government introduced a new scheme called the Pupil Development Grant Access. For more information, please contact: Pembrokeshire County Council, Youth Admin, County Hall, Haverfordwest, Pembrokeshire. SA61 1TP. Tel. 01437 764551 Ext. 5845.

Attendance and Punctuality

The highest levels of attendance ensure academic attainment, and at Ysgol Bro Gwaun, we encourage all pupils to strive for 100% attendance. To achieve this, we will celebrate and reward 100% attendance each week with 'Pwyntiau Disglair'. Pupils who gain 100% attendance during a term will gain an attendance certificate in recognition of this achievement.

If a student is late to school more than 3 times per week, they will gain a C4+ detention. This will be organised through the YPM and will take place in 'Cyfle'.

If a student is late to lesson, they will be sanctioned by their class teacher.

Equipment

At Ysgol Bro Gwaun, we are committed to ensuring that every pupil is ready to learn every day. Being properly equipped is a vital part of this. It shows respect for learning, supports classroom routines, and helps all pupils to make the most of their education.

Essential Daily Equipment

All pupils must bring the following items to school each day:

- Black Pen
- Pencil
- Ruler
- Eraser
- Sharpener
- Scientific calculator
- Any subject-specific equipment (e.g. PE kit, art materials)

Why Equipment Matters

Having the correct equipment is a basic expectation and a key part of being ready to learn. It allows lessons to begin promptly, reduces disruption, and ensures that all pupils can participate fully in their learning. Being unprepared can affect not only the individual pupil's progress but also the learning of others.

Sanctions for Missing Equipment

Pupils who do not bring the correct equipment will be sanctioned in line with the school's 'C' system. Persistent failure to bring the required items will result in further consequences, as outlined in our behaviour policy.

Support Through the Storfa Disglair

To help pupils stay prepared, essential stationery can be purchased through the 'Storfa Disglair' using Classcharts. Pupils can use their reward points or make purchases directly.

If a pupil consistently arrives without the correct equipment, they will be promoted to purchase the necessary items through the Storfa Disglair to ensure they are ready to learn.

PACE – Positive Arrival, Calm Exit

At Ysgol Bro Gwaun, we believe that the way a lesson begins, and ends sets the tone for learning. PACE stands for Positive Arrival, Calm Exit - a shared approach that supports consistency, structure, and respect across all classrooms.

Below are the expectations for both staff and pupils at the start and end of every lesson:

Staff Expectations

Start of Lesson – Positive Arrival	End of Lesson – Calm Exit
• Greet pupils at the door with a smile and positive tone (Respect) • Provide a clear and purposeful start to the lesson (Ready) • Use seating plans and routines to settle pupils quickly (Safe) • Set the tone for learning with enthusiasm and clarity (Respect, Ready)	• Ensure the lesson ends calmly and on time (Safe) • Provide a clear summary or reflection of learning (Ready) • Give any homework or next steps clearly (Ready) • Dismiss pupils in an orderly and respectful manner (Respect, Safe) • Ensure the classroom is left tidy and ready for the next group (Respect, Ready)

Pupil Expectations

Start of Lesson – Positive Arrival	End of Lesson – Calm Exit
• Arrive on time, line up quietly if required (Ready, Respect) • Enter the room respectfully (Respect, Ready) • Have all equipment ready and be ready to learn (Ready) • Follow seating plan and settle quickly (Safe, Ready) • Engage positively from the start (Ready, Respect)	• Pack away calmly when instructed (Safe) • Listen to final instructions or feedback (Respect, Ready) • Wait to be dismissed by the teacher – wait patiently behind your chair, not leaning out of the room (Respect, Safe) • Leave the room quietly and respectfully (Respect, Safe) • Move sensibly to the next lesson or break (Safe)

Mobile Phone and Electronic Devices

Ysgol Bro Gwaun's approach to the use of mobile phones and other smart devices has been determined following a consultation process involving governors, the headteacher and the school council. Parents/carers have been informed. The approach is based on a mutual understanding of the need to limit the use of mobile devices during school hours, whilst at the same time, recognising the practical challenges of collecting, placing in storage and returning devices during the day. The policy is based on the mutual trust and understanding that exists between staff and pupils at Ysgol Bro Gwaun.

At Ysgol Bro Gwaun, pupils may bring mobile phones to school but must keep them switched off and stored in their bags/lockers.

Other smart devices, such as ear-pods and smart watches should not be linked to mobile phones during the school day and must also be placed in bags/lockers. The school is not responsible for any phones/devices that are brought to school by pupils. Pupils must ensure that mobile devices are switched off and placed out of sight before arrival at school. Under no circumstances should other 'linked' devices be used during the school day.

Breaches & sanctions

The following tiered approach will be adopted for breaches of this policy:

1. Within each half-term, pupils found with mobile phones or digital devices will have them confiscated for the remainder of the day. The devices will be labelled with the pupil's name and kept in secure storage in the school office. Pupils can reclaim their devices at the end of the day. This will be recorded on classcharts by the person confiscating phone.

- There will be NO additional sanction for a 1st offence.

- A C4+ (after-school detention) will be issued for a 2nd offence and parents/carers contacted.

2. Pupils found with mobile phones on 3 or more occasions within a ½ term period will be required to hand in their phones at the school office every day for a period of one week following the third occurrence. The phones will be labelled with the pupil's name and kept in secure storage. Pupils may reclaim their phones at the end of each day for this period. This will be recorded on classcharts.

- A C4+ (after-school detention) will be issued for the 3rd offence and parents/carers contacted.

3. Pupils using their devices for unacceptable single-use incidents such as inappropriate videoing, sexting, bullying or any other use deemed a safeguarding or wellbeing concern, will have their phones confiscated and will be required to hand in their phones at the school office every day for a period of one week following the incident. Pupils may reclaim their phones at the end of each day for this period.

- Any additional sanction will be dependent on the nature of the incident.

In all cases described by points 2 and 3, parents/carers will be contacted and may be required to come into school for further discussions.

Refusal to hand over a phone to staff members will result in a follow-up sanction consistent with the school's behaviour policy.

Further information can be found in the school's mobile phone policy.

Reasonable Adjustments

At Ysgol Bro Gwaun, we are committed to equity, inclusion, and the wellbeing of all pupils. We recognise that some pupils may face additional challenges that affect their behaviour, and we are dedicated to making reasonable adjustments to our behaviour policy to support their individual needs.

What Are Reasonable Adjustments?

Reasonable adjustments are changes or accommodations made to ensure that pupils with additional needs are not disadvantaged by the expectations or consequences set out in our behaviour policy. These adjustments are made in line with the Equality Act 2010 and our commitment to inclusive education.

Who Might Need Adjustments?

Adjustments may be considered for pupils with:

- Additional Learning Need (ALN)
- Social, Emotional or Mental Health (SEMH) needs
- Medical conditions
- Adverse childhood experiences or trauma
- Temporary circumstances affecting wellbeing (e.g. bereavement, family issues)

Examples of Reasonable Adjustments

Adjustments are made on a case-by-case basis and may include:

- Modified expectations or routines
- Additional support from staff or pastoral teams
- Alternative consequences or restorative approaches
- Use of safe spaces or time-out strategies
- Adjusted timetables or lesson transitions
- Support from external agencies

How Adjustments Are Made

Decisions about reasonable adjustments are made collaboratively, involving:

- The pupil
- Parents/carers
- Teaching and support staff
- The ALNCo (Additional Learning Needs Coordinator)
- Relevant pastoral or wellbeing staff

All adjustments are regularly reviewed to ensure they are effective and appropriate. While we maintain high expectations for all pupils, we recognise that fairness does not always mean treating everyone the same—it means giving each pupil the support they need to succeed and be ready to learn.

Possible causes of challenging behaviour

Behaviours are often a form of communication and can be a symptom of other underlying issues a young person is facing.

- **Adverse Childhood Experiences** (Estyn, 2020) – Public Health Wales (Bellis et al, 2016) defines ACEs as traumatic or stressful experiences that occur during childhood that directly harm a child or affect the environment in which they live and are remembered throughout adulthood.
- **Home environment** – Children learn behaviour at home and if their home environment is chaotic with lots of shouting and arguments and domestic abuse, the child may see this type of behaviour as normal so will replicate this at school.
- **Lack of basic care or potential neglect** – Parental challenges to provide basic needs and the lack of a loving home environment impacts significantly on children's and young people's behaviour. 'Fostering mutual respect' – Promoting positive behaviours in secondary schools
- **Lack of routine** – An absence of routines and barriers such as regular mealtimes or bedtimes can have a severely negative impact on children and young people; the child may be struggling with tiredness and inability to concentrate throughout the school day.
- **Learned behaviour** – In a chaotic household, a child may have learned that confrontation and aggression is normal behaviour and will naturally react to challenging situations in this way. This learned behaviour may be hard to break.
- **Changes at home** – A child going through disruption and changes at home may manifest these significant events through their behaviour at school. Common causes include bereavement, divorce or relationship break up of parents or carers, moving home or school, or coming to a new country.
- **Behavioural issues** – Schools are normally inclusive and ensure that pupils with additional learning needs (ALN) or those with a diagnosis such as attention deficit hyperactivity disorder (ADHD) or autism are supported. These pupils may find difficulty in expressing themselves and therefore display challenging behaviour. They may be excluded by the other pupils too, which may result in them feeling isolated.
- **Boredom or apathy** – some pupils misbehave and challenge teaching staff out of boredom. They may be intelligent and feel uninspired in lessons. Alternatively, they may be struggling to understand, so just give up as this is an easier option, switching their energy to disrupting the class for attention.
- **Health** – there may be underlying health issues, for example unattended hearing or visual impairment, or they may be suffering from pain or discomfort due to an undetected problem.

Restorative Practice

At Ysgol Bro Gwaun, we are committed to creating a safe, respectful, and inclusive learning environment where all members of our school community feel valued and heard. As part of our behaviour policy, we use restorative practice to help build, maintain, and repair relationships when harm has occurred.

What is Restorative Practice?

Restorative practice is an approach that focuses on:

- Understanding the impact of behaviour on others
- Taking responsibility for actions
- Repairing harm and restoring relationships
- Rebuilding trust and mutual respect
- Rather than simply punishing negative behaviour, restorative practice encourages reflection, accountability, and personal growth.

Why We Use Restorative Practice

We believe that behaviour is a form of communication and that every incident is an opportunity to learn. Restorative practice supports our pupils in developing empathy, emotional intelligence, and conflict resolution skills—key qualities for life beyond school.

Using restorative approaches helps us to:

- Reduce repeated incidents of poor behaviour
- Strengthen relationships between pupils and staff
- Promote a culture of respect, responsibility, and resilience
- Ensure that all voices are heard and valued

How Restorative Practice is used

Restorative practice is embedded in our daily routines and responses to behaviour. It may take the form of:

- Restorative conversations between pupils and staff
- Mediation between individuals following a conflict
- Restorative circles or meetings involving those affected by an incident
- Follow-up actions to repair harm and rebuild trust
- These practices are used alongside our 'C' system to ensure that consequences are fair, meaningful, and focused on learning from mistakes.

Restorative Questions

Responding to Challenging Behaviour

- What happened?
- What were you thinking about at the time?
- What have been your thoughts about it since?
- Who was affected by what you did?
- In what way were they affected?
- What do you think you need to do to make things right?

Responding to those Affected

- What happened?
- What did you think when you realised what had happened?
- How has this incident affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

References

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<https://www.gov.wales/managed-moves-new-school-guidance-local-authorities>

<https://www.gov.wales/person-centred-reviews-guidance>

<https://www.restorativewales.org.uk/>

Appendices

Appendix A – Pwyntiau Disglair



Pwyntiau Disglair

Leading the Way Honoring students who exemplify the motto through leadership and exceptional contribution.		Pwyntiau Disglair 5
Building the Bright Future Achievements that show students beginning to shine and inspire others.		Pwyntiau Disglair 3
Anchoring in Values Recognising students who consistently demonstrate the core values that ground our school community.		Pwyntiau Disglair 1

Angori Doeth, Dyfodol Disglair
Anchor Wisely, Bright Future

Appendix B – Classroom Expectations



Classroom Expectations

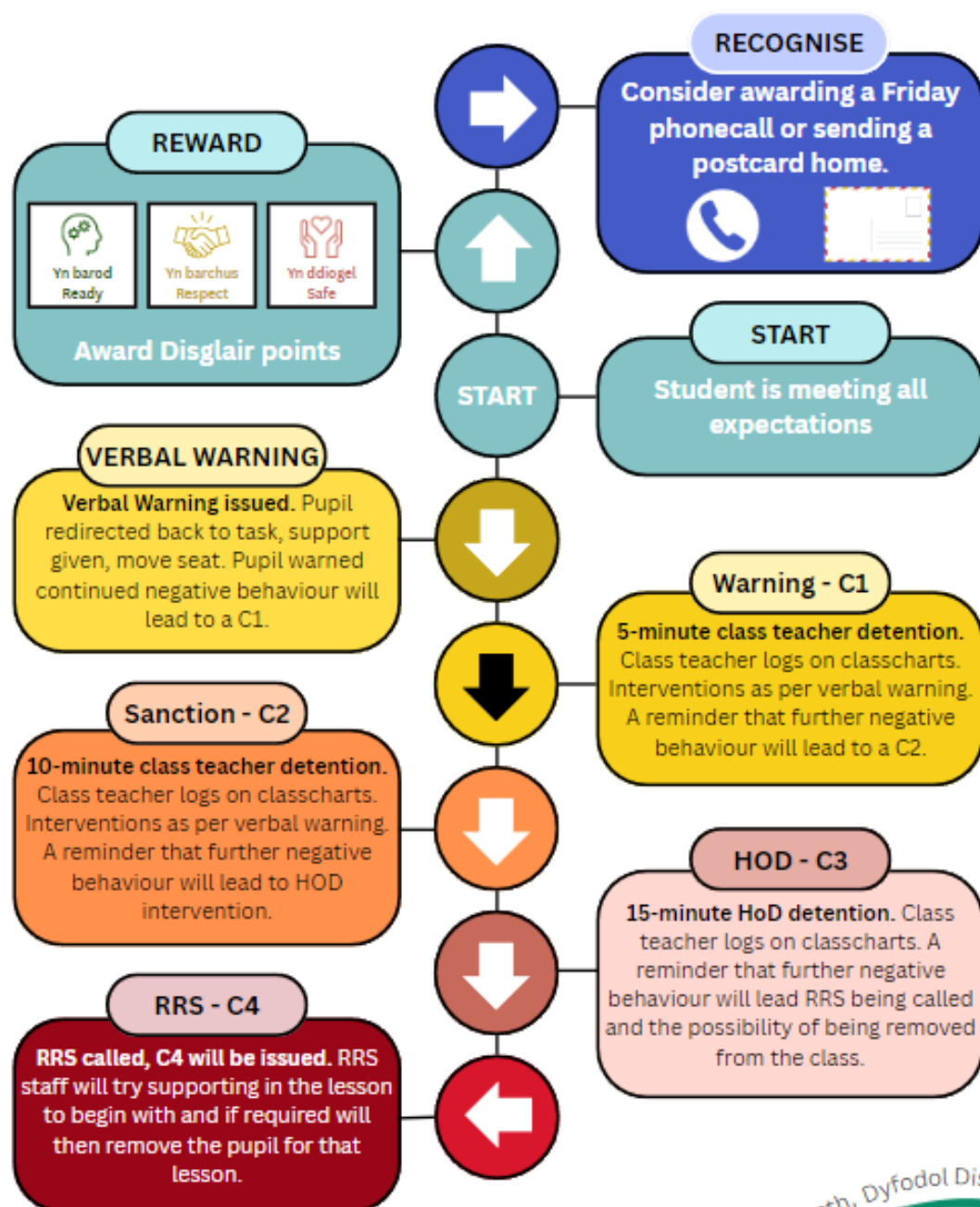
Ready	Respect	Safe
- Arrive on time to every lesson - Bring all necessary equipment and materials - Be in the right place, ready to learn - Start tasks promptly and stay on task - Complete homework and classwork on time - Take responsibility for your own progress - Be open to feedback and willing to improve	- Listen actively when others are speaking - Speak politely to everyone - Follow adult instructions the first time - Respect others' opinions and space - Work cooperatively in pairs and groups - Take care of school property and displays - Support a positive and inclusive environment	- Keep hands, feet, and objects to yourself - Move calmly and sensibly around the classroom - Use equipment and furniture appropriately - Report any concerns or unsafe behaviour - Stay in your seat unless given permission - Follow safety rules in practical subjects - Make choices that keep yourself and others safe

You may be awarded Pwyntiau Disglair for exceeding these expectations

Angori Doeth, Dyfodol Disglair
Anchor Wisely, Bright Future



Yn barod, yn barchus, yn ddiogel Ready, Respect, Safe



Angori Doeth, Dyfodol Disglair
Anchor Wisely, Bright Future



Yn barod, yn barchus, yn ddiogel Ready, Respect, Safe

Process for Staff

If a pupil is restricting you from teaching and restricting the other pupils from learning you must try the next step strategies.

Strategies:

One page profile and Need strategies, Rip and Pip, Seating plan, C system and HoD support

If all else fails, call RRS by e-mailing Jerome, SLT, their YPM and RRS staff into the e-mail.

Jerome or other RRS staff will try supporting in the lesson to begin with and if required will then remove the pupil for that lesson.

A restorative follow up will be required and sanctioning will be followed up by the class teacher and the HoD.

If a pupil is on a Ready 2 Learn plan with set expectations to follow (YPM will have informed you of this) you follow the 2 Strike rule. You give a warning for the breaking of 1 expectation and call RRS once the second expectation is broken. The pupil will be collected and taken to RRS room for the rest of the day. If a pupil is on an ALN plan, the YPM will be in discussion with the ALNCo regarding the number of lessons in the RRS room.



Yn barod, yn barchus, yn ddiogel Ready, Respect, Safe

Process for Pupils

Your One Page Profile is important to us and it will be used by staff.

If you follow our RRS expectations, you don't need to read any further.

If you break our 'RRS' expectations in the classroom, you will be given the relevant C1, C2 and C3 sanctions.

The C's will be recorded on Classcharts.

If you break further RRS expectations and you are preventing others from learning, you will be collected and taken to the RRS room.

You will be given a RRS C4 and you will remain in the RRS room for the remainder of that lesson. You will complete the work and then you will return to the next lesson. This will be followed up by a sanction and a Restorative session with that member of staff.

If the same happens in another lesson that day, you will be collected again and you will stay in the RRS room for the rest of the day.

If you are on a Ready 2 Learn plan with your YPM, you will attend lessons, follow set rules and if you break more than 1 of your set rules you will be removed to the RRS room for the day. Constant visits to Ready 2 Learn could result in an exclusion.

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Gwisg ysgol/School Uniform

Ar gael gan TeesRus neu Matthew's Menswear/available from TeesRus or Matthew's Menswear

Bechgyn/Boys

White Shirt

Black School Jumper

Black Trousers or Black, Tailored Shorts

School Tie

Year 7, 8 & 9
Red & Green tie
Year 10 & 11
Jade & Black tie

Black Footwear

School PE Top or School Rugby Shirt

School Shorts/joggers or plain black shorts/joggers

Optional - Rugby Socks

Summer Uniform

Jade Polo Shirt

Optional PE Kit: School PE hoodie/School PE sports coat

Merched/Girls

White Shirt or Blouse

Black School Jumper

Appropriate Length Black Skirt, Classic Black Trousers or Black, Tailored Shorts

An acceptable Skirt Brands is David Luke
An acceptable Trouser Brand is Banner Trimly

School Tie

Year 7, 8 & 9
Red & Green tie
Year 10 & 11
Jade & Black tie

Black Footwear

School PE Top

School Shorts/Leggings or plain black shorts/leggings

Optional - Hockey socks

Summer Uniform

Jade Polo Shirt

Optional PE Kit: School PE hoodie/School PE sports coat

Angori Doeth, Dyfodol Disglair
Anchor Wisely, Bright Future



PACE Procedures

Positive Arrival	Calm Exit
• Arrive on time, line up quietly if required (Ready, Respect) • Enter the room respectfully and in full uniform (Respect, Ready) • Have all equipment ready and be ready to learn (Ready) • Follow seating plan and settle quickly (Safe, Ready) • Engage positively from the start (Ready, Respect)	• Pack away calmly when instructed (Safe) • Listen to final instructions or feedback (Respect, Ready) • Wait to be dismissed by the teacher – wait patiently behind your chair, not leaning out of the room (Respect, Safe) • Leave the room quietly and respectfully (Respect, Safe) • Move sensibly to the next lesson or break (Safe)

DRAFT

Appendix H – R2L Plan Template

'Ready to Learn'

Modified Pupil Plan



Pupil:	
Date:	
Present:	
<u>Ready to Learn – Modified plan for:</u>	
Parent view:	
Pupil view:	
School view:	
R2L Targets: 1. 2. 3.	
Signed (YPM):	Signed (Parent):

Note: This should be used in conjunction with the pupil on a page data sheet from RBU, OPP and any additional pupil information.

Appendix I – Positive Praise Calendar

Opportunities	Reward Type
Daily	• Ready (Pwyntiau Disglair) • Respect (Pwyntiau Disglair) • Safe (Pwyntiau Disglair) • House Points (Pwyntiau Disglair) • B.Smart (Pwyntiau Disglair) • Friday Phonecall (Pwyntiau Disglair and Phonecall) • Departmental Postcard (Pwyntiau Disglair and Postcard sent) • YPM Postcard (Pwyntiau Disglair and Postcard sent)
Weekly	• Headteacher Award (Pwyntiau Disglair and Postcard sent) • Excellent Contribution to school life (Pwyntiau Disglair) • Weekly 100% Attendance Award (Pwyntiau Disglair) • Weekly Expectation Award (Pwyntiau Disglair) • Star of the Form (Pwyntiau Disglair and Postcard sent)
Termly	• Anti Lisa's Prize Draw (Variety of prizes on the final day of term) • End of term trips – Winter and Summer based on Pwyntiau Disglair (trip locations TBC but will be communicated clearly with pupils, parents and carers including criteria) • 100% Attendance for the term (Certificate & prize) • Highest Pwyntiau Disglair for the term (Certificate & prize) • Most improved attendance (Certificate & prize)
Annually	• Pupils' Choice Award (Certificate & prize) • YPM Pupil of the Year (Certificate & prize) • 100% Attendance (Certificate & prize) • Highest Pwyntiau Disglair (Certificate & prize) • Highest Attainment – Subject Based (Certificate & prize) • Highest Effort – Subject Based (Certificate & prize)