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CYFLAWNI **TEGWCH** A RHAGORIAETH
MEWN **ADDYSG** A **GWELL LLES** I BAWB

EQUITY AND **EXCELLENCE** IN **EDUCATION**
AND **ENHANCED WELLBEING** FOR ALL

Ysgol Gyfun Gymraeg Cwm Rhondda

Polisi Ymddygiad a Disgyblaeth Behaviour & Discipline Policy

Dyddiad Creu / Creation Date:

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Cymeradwywyd gan / Approved by:

Mr Craig Spanswick. Prifathro.

Mr Barrie Cradle. Cadeirydd y Llywodraethwyr.

Cymreictod | Parch | Tegwch | Rhagoriaeth | Lles

Hanfod ymddygiad teilwng yw rhoi a derbyn parch

AIMS

It is a primary aim of Ysgol Gyfun Cwm Rhondda that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure, and to help children to become positive, responsible and increasingly independent members of the school community.

The school has a number of school rules, with the vast majority being encompassed in our overarching 'Code of Conduct'. However, the primary aim of the Behaviour Policy is not a system to enforce rules, but a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The importance of encouraging positive behaviour patterns in our children cannot be overstated. It underpins the ethos of the school and is essential in **promoting learning**. It ensures the safety of the children in our care and the welcome felt by visitors. Good behaviour is essential for the smooth running of the school.

It is the duty of all staff, both teaching and non-teaching, to provide positive models of behaviour for our pupils. This policy applies equally to all pupils and staff, regardless of race, religion, gender or disability. However, it is acknowledged that some children will have Individual Development Plans with respect to behavioural targets and that an individual's needs may differ according to ability, culture or circumstances. It is our aim to encourage and teach appropriate behaviour and to provide a safe and secure learning environment for all pupils.

We believe children should:

- Be respectful
- Be considerate towards others in every aspect of school life;
- Respect the view of others;
- Be polite and courteous to everyone they meet;
- Be friendly and welcoming;
- Be honest, reliable and responsible for their actions;
- Be aware that their actions have consequences for others and themselves.

The above list is encompassed in our 'Code of Conduct' and the overarching principles that **'Showing respect for the Welsh language, ourselves, each other, our learning, and our surroundings, creates a successful community'**.

We aim to:

- Ensure the safety and happiness of all our pupils;
- Take appropriate action to deter bullying;
- Ensure that our children show consideration for others;
- Foster a sense of pride in and loyalty and commitment to the school;
- Safeguard the right of all children to take advantage of all opportunities school has to offer;
- Treat all children with equal fairness;
- Work together with parents to overcome individual problems.

Habits of adults who manage behaviour well:

- They meet and greet at the door of the classroom
- They persistently catch pupils doing the right thing
- They teach the behaviours that they want to see
- They treat pupils how they would like to be treated
- They reinforce conduct/attitudes that are appropriate to context
- They agree rules/routines/expectations and consistently apply them with rewards and sanctions
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up on any child.
- They keep their emotion for when it is most appropriate and appreciated by everyone.

The following are some examples of what we would regard as unacceptable behaviour (please note that this list is not exhaustive):

- Disregard of requests for co-operative, sensible and considerate behaviour;
- Threatening or abusive language towards other children and adults;
- Bullying;
- Acts which are racist and/or sexist which causes upset to others;
- Fighting and swearing;
- Causing damage to the property of others, including the school itself;
- **Any behaviour(s) that contravene the school's 'Code of Conduct'.**

It is vital that a fair and consistent approach to dealing with problems is understood and used by everyone. Children must not be made to feel that they are being treated unfairly or any differently from anyone else. The school is committed to the following principles;

- When dealing with a situation, it is important not to overreact;
- Avoid confrontation;
- Address the problem;
- Listen to all sides of the story;
- Try to establish the facts (not always very easy);
- Judge only when certain;
- Use sanctions proportionately and appropriately.

RIGHTS OF THE CHILD

The Children's Commissioner for Wales makes sure that all children and young people in Wales find out about their rights. These rights are the things that children need to be safe, healthy and happy. The United Nations has a list of all the rights that children have. The list is called the UN Convention on the Rights of the Child, or UNCRC for short.

Respecting Rights

UNICEF works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. We are working to becoming and accredited 'Rights Respecting Schools' by embedding these values in daily school life and giving children the best chance to lead happy, healthy lives and to be responsible, active citizens.

A full list of Rights is included in **'Appendix A'**

CLASSROOM MANAGEMENT

A great deal of positive behaviour can be achieved and encouraged through the provision of well planned, exciting lessons which engage the interest of all pupils. Children must be encouraged to set themselves high standards and to take pride in their work. Within the class they must learn to listen attentively to others, take turns in speaking and getting their teacher's attention.

The classroom environment gives clear messages to children about the extent to which they and their efforts are valued. Classes which are well organised and have easily understood routines will help to develop independence and self-discipline. Relationships between children and teacher, strategies for encouraging good behaviour, arrangement of furniture, neatness and orderliness, access to resources and classroom displays all influence the ways in which children behave.

Teaching methods must encourage enthusiasm for the subject and active participation for all. Praise must be used to encourage and reward instances of good behaviour as well as good work. Teachers' specialist knowledge of individual children will enable them to make appropriate allowances when necessary.

Hanfod ymddygiad teilwng yw rhoi a derbyn parch.

The essence of positive behaviour is the giving and receiving of respect.

SCHOOL RULES



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Cymraeg is the language of Cwm Rhondda ✓

Respect for myself ✓

Respect for learning ✓

Respect for each other ✓

Respect for our environment ✓

**Respect for Cwm Rhondda's
community & reputation** ✓

The essence of positive behaviour is the giving & receiving of respect

Aspects of good discipline

The school's motto sums up our expectations and all our rules; '*Hanfod ymddygiad teilwng yw rhoi a derbyn parch*' / '*The essence of positive behaviour is the giving and receiving of respect*'. Pupils are expected to behave in a way that is respectful to the school, our pupils and our community in a way that maintains our high standards and reputation. These overarching principles of 'respect' are further explained in our 'Code of Conduct' document.

Below is a section of the **Home-School Agreement** relating to rules for pupils:
(please see the full Home-School Agreement document on the school's website)

Pupil Commitment:

- To give and receive **Respect**
- Develop the ability and will to use **Welsh** as a daily means of communication
- Behave responsibly in school & to and from school
- Accept and adhere to the school's Code of Conduct and Classroom Rules
- Attend school every day except when ill
- Be punctual at all times
- Work hard and meet subject requirements
- Complete homework on time
- No aerosols / tipex / chewing gum
- Adhere fully to the school's Uniform & Appearance Policy
- No jewellery/facial piercings/make-up
- Ensure appropriate hairstyle/colour
- Share responsibility for the school's property and environment
- No mobile 'phones/electronic devices to be seen on school grounds
- Stay inside the school site during the day

Hanfod ymddygiad teilwng yw rhoi a derbyn parch.

The essence of positive behaviour is the giving and receiving of respect.

Pupil expectations - general

- Always speak Welsh.
- Respect others and the site.
- Hold a door open for a member of staff / visitor.
- No running within the building.
- Walk left in corridors and on the stairs.
- Stay outside classrooms until the teacher arrives. Pupils should not be in a room without a teacher being present unless express permission has been given by the teacher in charge of that room.
- Don't shout out - raise your hand to answer a question.
- Don't interfere with the education of others.
- Do not speak within lessons unless permission has been given by the teacher.

En route to school and home

- Be safe and respectful when traveling to and from school (whether by bus, public transport or walking). Be respectful of any other adults in charge of you on your way to and from school.
- School rules when travelling to and from school about violence to others, bullying or using obscene words are taken as seriously as incidents within the school. Respect other people.
- Put any rubbish in a bin.

Please also see:

- <https://www.rctcbc.gov.uk/EN/Resident/ParkingRoadsandTravel/Travel/SchoolandCollegeTransport/PupilbehaviouronSchoolCollegeTransport.aspx>
- [Learner Travel Statutory Provision and Operational Guidance 2014](#)
Teithio gan Ddysgwyr Darpariaeth Statudol a Chanllawiau Gweithredol
- [All Wales Travel Behaviour Code Statutory Guidance 2017](#)
Canllawiau Statudol Ynghylch y Cod Ymddygiad wrth Deithio ar Gyfer Cymru Gyfan 2017

School Transportation

SCHOOL BUS TRAVEL BEHAVIOUR CODE

- Every learner has the right to be protected from bad behaviours.
- If a learner does not stick to the Travel Behaviour Code, the learner could have school transport withdrawn.
- Bad behaviours can make the journey between home and school unsafe.

To be safe:

- Stay behind the fence until you get permission from a teacher to approach the buses. Never push or rush to the bus.
- When the bus arrives, wait for it to stop before boarding
- You must only travel on your bus and remember to show your pass when boarding the bus.
- Get on and off the bus carefully - pushing or rushing can cause accidents
- Always wear your seat belt and stay in your seat for the whole journey - it could save your life
- On a school bus, stay in your seat for the whole journey
- On a public bus, find a seat if one is available
- Store your bag or other belongings safely and out of anyone's way
- Let the driver drive without distraction during the journey
- Take care of the bus
- Never spit or smoke
- Never be rude to other learners or the driver
- Never interfere with driver controls or safety equipment
- Never throw anything in or from the bus

Hanfod ymddygiad teilwng yw rhoi a derbyn parch.

The essence of positive behaviour is the giving and receiving of respect.

- Only operate the bus doors or exits in an emergency, and don't get off the bus until it has stopped
- Always follow the instructions of the driver or passenger assistant
- If there is an accident, stay on the bus until you are told to leave - but leave the bus by the safest exit if it is unsafe to stay on the bus
- When crossing the road, find a safe place where you can be seen by all other drivers
- Please tell a teacher, parent or driver about any bad behaviour you see.

REMEMBER THE ABOVE RULES AND EVERYONE WILL BE SAFE ON THE BUS!

Please also see the 'Travel Code' in **Appendix B**

Within lessons or other periods under teacher supervision

- Make sure that any preparation work or homework is done to the best of your ability beforehand.
- Bring any necessary equipment or clothing for the lesson.
- Arrive promptly to the lesson. Stand outside the room in a line. Don't be too noisy.
- Respect all pupils' right to education without interruption.
- Raise your hand to answer and ask a question.
- Take part in the lesson remembering school and class rules.

Break and lunch times

In the Hall / Ffreutur (Refectory):

- Queue sensibly.
- Put any rubbish in the bin.
- You are not allowed to take food or drink outside the refectory / hall.
- Clear your plates and make sure the table is clean before leaving.
- Many people are in the refectory: walk and don't shout.
- Respect the right of others to eat in a civilized environment.
- Always speak Welsh.

Ordering or bring takeaway food into the school to eat on site is not allowed.

The rest of the site

- Speak Welsh.
- Be sensible and aware of others as you play or move around the school site.
- You are not allowed to be in a classroom or corridor at break or lunch unless you have permission from a teacher.
- If the weather is inclement, you will be allowed to go to the refectory, hall, or other areas specified by the Head of Year / SLT.
- The only place you should play a ball game is on the top yard, red gravel pitch, field.
- Do not climb walls / fences on site for any reason.
- No pupil is allowed to leave the school premises during the day. If you have an appointment / need to leave with permission, the school must be notified beforehand, and you must sign out at reception.

CODE OF CONDUCT

Showing **respect** for the **Welsh language**, **ourselves**, **each other**, **our learning**, and **our surroundings**, creates a

Cymraeg is the language of Cwm Rhondda Community

- ✓ Speak Welsh and celebrate my Welshness in all aspects of school life

Respect for **myself**

- ✓ Behave in a way that keeps myself and others safe
- ✓ Don't bring banned items to school
- ✓ Make sure my attendance is as high as possible
- ✓ Do my best and show pride in facing all challenges

Respect for **others**

- ✓ Be courteous and honest with everyone in our community
- ✓ Listen to staff and follow instructions
- ✓ Stop bullying, name-calling, using inappropriate language or fighting

Respect for our **learning**

- ✓ Do my best while working
- ✓ Be punctual
- ✓ Submit work on time
- ✓ Making sure I have the right equipment
- ✓ Respect the right of others to learn



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Respect for our **environment**

- ✓ Keep our classes, buildings and premises tidy
- ✓ Move around in an organised and quiet manner
- ✓ Don't enter prohibited areas
- ✓ Avoid eating and drinking in learning areas

Respect for Cwm Rhondda's **community** & reputation

- ✓ Behave politely and sensibly when travelling to school and when representing the school in the community
- ✓ Take pride in my uniform & appearance following the rules of Cwm Rhondda
- ✓ Show respect and be courteous to visitors

REWARDING BEHAVIOUR

The emphasis must always be to encourage positive behaviour rather than to criticise inappropriate behaviour and rewards have a major role to play in this.

The most immediate method is verbal praise; it is motivational and helps children to realise that good behaviour is valued. **As a school we use BROMCOM in order to award points / reward pupils.**

There are several categories of points, and these are based on our School's Code of Conduct:



		Pwyntiau
Cadarnhaol (+)	Pwynt Clod (pob gwers)	+1
	Cymreictod / Speaking & celebrating Welsh language	+1
	Prydlon i wers / Punctual to lesson	+1
	Parch at ddysgu / Respect for my learning	+1
	Parch at gymuned ac enw da Cwm Rhondda / Respect for the community & reputation of Cwm Rhondda	+1
	Parch at fy hunan / Respect for myself	+1
	Parch at ein gilydd / Respecting others	+1
	Bonws 5 / Bonus 5	+5
	Cerdyn Clod / Merit Certificate	+5
	Cymry i'r Carn / Welsh to the Core	+10

Each month pupils can be nominated for:

- Learner of the half term
- Welsh prize of the half term
- Champion of the half term
- Citizen of the half term

In addition, 1 learner each half term will win:

- Headteacher's Prize
- 100% Attendance Prize

CONSEQUENCES

Consequences are necessary to register disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where praise and respect are central, disapproval and loss of respect can be powerful punishments.

The use of consequence should be characterised by the following features:

- It must be clear why the consequence is being applied.
- It must be made clear what changes in behaviour are needed to avoid future punishment.
- Reprimands should, whenever possible and appropriate, be delivered away from other children.
- Group consequences should be avoided as they may breed resentment.
- There should be clear distinction between minor and major offences.
- It should be the behaviour rather than the child that is being punished.

Most instances of misbehaviour are relatively minor and can be dealt with simply and quickly by a verbal reprimand. Some may require withdrawal of privileges or being kept in at break times.

As a school, we also use BROMCOM to note instances where a pupil chooses not to adhere to school rules / the school's Code of Conduct – this is to ensure transparency and the understanding of pupils and parents:

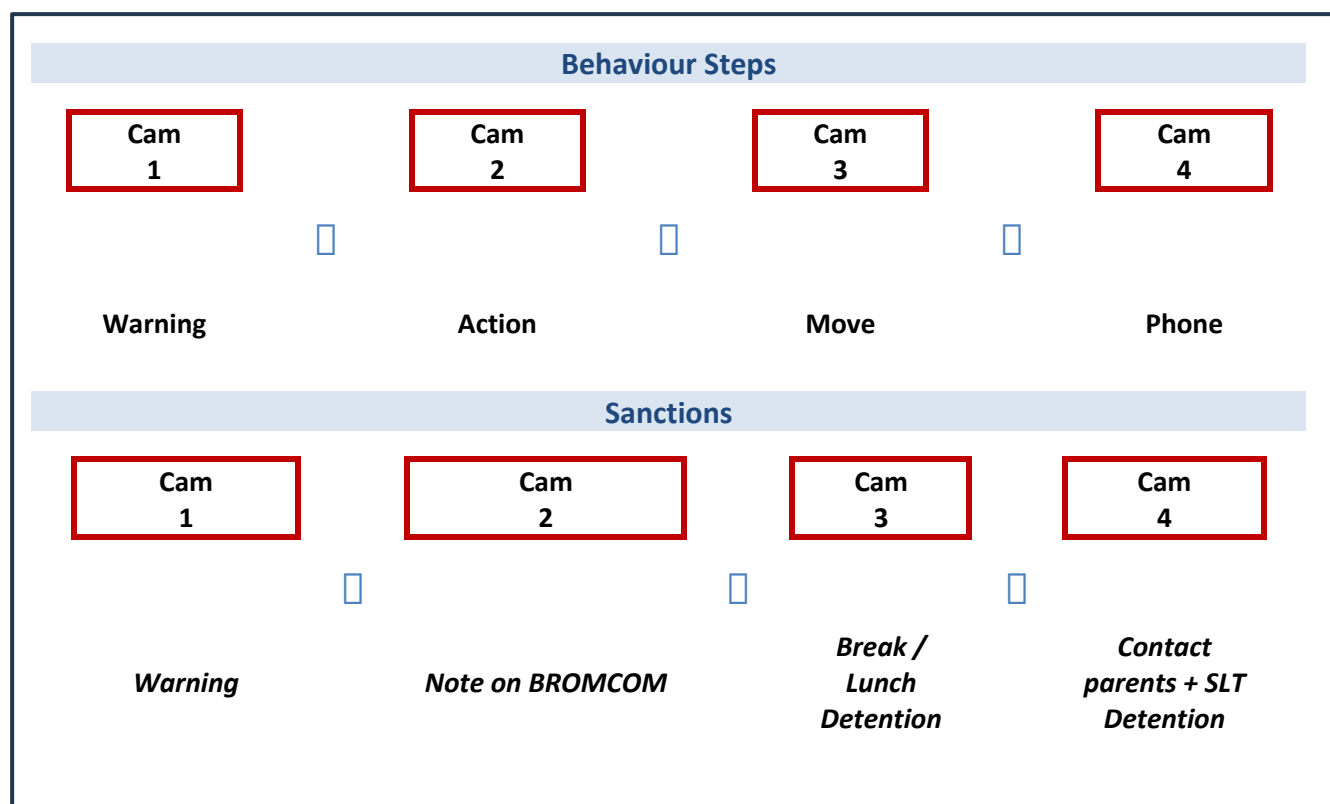


Negyddol (-)	Cam 2	-2
	Cam 3	-3
	Cam 4	-4
	Cam 5 (<i>ymddygiad eithriadol</i>)	-7
	Crwydro / Out of lesson	-1
	Gwisg ysgol anghywir / Incorrect school uniform	-1
	Aflonyddu eraill / Antagonising others	-1
	Dim cit AG / No PE kit	-1
	Heb gyflwyno gwaith cartref / Did not submit homework	-1
	Dim offer i ddysgu / Lack of equipment to learn	-1
	6 ^{ed} Dosbarth colli gwers / 6 th Form missed a lesson	-1
	Diffyg gwaith / Little work completed	-1
	Heb fynychu cosb Athro Pwnc / Did not attend Class Teacher detention	-2
	Heb fynychu cosb Tiwtor Dosbarth / Did not attend Form Tutor detention	-2
	Iaith anaddas / Inappropriate language	-2
	Heb fynychu cosb Arweinydd adran / Did not attend Head of Department detention	-3

	Heb fynychu cosb Arweinydd Blwyddyn / Did not attend Head of Year detention	-3
	Triwantio gwers / Truantiing lesson	-3
	Cerdded allan o wers heb ganiátad / Walking out of lesson without permission	-3
	Defnyddio ffôn symudol / Using a mobile phone/airpods (Cam 4)	-4
	Rhegi at aelod staff / Swearing at a member of staff	-4
	Ymladd / fighting	-4
	Heb fynychu cosb UDA / Did not attend SLT detention	-4

The Discipline Processes

The following process is followed by staff and recorded on BROMCOM when behaviour steps or sanctions are utilised:



Corrective Action - guidance for staff

The steps below are designed to ensure consistency and fairness in the implementation of school rules. Learners are expected to show respect for their work and others (other learners, staff and any visitors) during lessons and at any time during the school day.

The guidelines below are not comprehensive or cover all types of misconduct that occur in school life. However, they do show concrete steps to take in some situations. The teacher carrying out the actions will be expected to take the situation into account.

If a pupil breaks these rules, teachers are expected to follow the following steps:

Actions to Challenge Behaviour

Step 1	If I choose not to comply... I will receive a notice with an opportunity to adjust my behaviour
Step 2	If I choose not to adjust my behaviour or if I don't show a positive attitude to learning... I will receive a second warning and a phase 2 entry will be noted on Bromcom
Step 3	If my attitude/behaviour doesn't allow me and/or others to learn... I will have to move within the classroom and receive a break/lunch penalty
Step 4	If my attitude/behaviour leads to an emergency call... I will be excluded from the lesson if my attitude/behaviour impairs my and/or others' ability to learn. I will be receiving a period in an isolation room and my Head of Year will have a conversation with my parent.



**Lack of
Improvement /
Severity
of
Incident**

Action Steps (Camau)

CAM 1: Dealing with the misconduct within the classroom = warning

Possible strategies

- Explain the misconduct to the learner and how they should behave

CAM 2: Second warning

Possible strategies

- Explain again the misconduct to the learner and how they should behave

If the situation persists and the pupil does not comply with the stated rules, it will be necessary to move to 'Cam 2'. 'Cam 2' will mean a second warning and this will be noted on Bromcom.

CAM 3: Pupil to be moved within the classroom

Possible strategies

- Move the pupil to work with other pupils
- Move the pupil to another area of the room unaccompanied and to work independently
- Pupils should not be sent out of a room to stand outside for any disciplinary reason.
- Create a note on Bromcom
- Refer the behaviour to the relevant Subject Leader / Year Leader on Bromcom

After a pupil reaches 'Cam 3' remember to arrange restorative time before the next lesson to discuss with the pupil to ensure that the reasons for reaching 'Cam 3' is understood.

If the situation persists and the pupil does not comply with the stated rules, it will be necessary to move to 'Cam 4'.

CAM 4: Exclude the pupil from the lesson

If a learner refuses to comply with 'Cam 3' and/or the learner continues to misbehave, 'Cam 4' will need to be implemented.

'Cam 4' of the learning system is defined as the lesson cannot continue or the learner refuses to follow the teacher's instructions.

Strategy

- Phone the office and ask for a member of the SLT. Members of the SLT or a member of staff are "on duty" for such calls.
- The learner will be taken to the 'ready to learn' room where he/she will be under teacher supervision. It is the teacher who guides the learner to decide on the duration of the lesson exemption following discussion with the Deputy Headteacher, whether until the end of the lesson or until the break, lunch or until the end of the day. The teacher supervising the learner(s) may adjust the exemption from lessons due to the learner's behaviour within the room, again following conversation with the Deputy Headteacher.
- A report from the relevant teacher is expected on Bromcom by the end of break / lunch / end of day depending on the time of the event.
- Following an exemption from lessons, the Head of Year/Wellbeing, Inclusion & Intervention Officer will contact the parent/carer of the learner to discuss the incident/behaviour.
- Any learner that is excluded for a whole day in the 'ready to learn' room, will continue with their subject work in a calm and supportive environment.

Camau 5

CAM 5: Longer-term exemption and / or behaviour monitoring report

When a learner enters this level of misconduct through a single, serious act or by moving through the different stages, input is made by the Head of Year. The learner will spend a day or more in the KS3 Hub / KS4 Hub working on an individual level or will have to adhere to a set of specific targets on a monitoring report, with the targets monitored daily by the Wellbeing, Inclusion & Intervention Officer, and the home.

CAM 5: Temporary suspension

This is for serious acts that violate school rules or an incident that endangers individuals.

Only the Headteacher has the right to exclude a pupil from school.

Pupils are temporarily excluded for serious incidents ('one-off' incidents) and / or ongoing events (cumulative events). Examples of the behaviours are as follows (please note that this list is not exhaustive):

- Violence (including attacking / hitting / kicking / pushing)
- Bullying*
- Theft
- Use obscene language towards members of staff and / or use of severe indecent/ obscene language (oral or written)
- Aggression: Behaving aggressively towards staff and / or other pupils
- Extreme or dangerous behaviour (including endangering self and / or others)
- Vandalism (including graffiti)
- Any actions/behaviours that are against the law e.g., alcohol, drugs, bringing a weapon or lighters to school.
- Smoking on the school premises (any form of smoking, including 'vaping')
- Interference with fire equipment.
- Verbal abuse / assault (including sexual, homophobic, racist comments) #
- Inappropriate use of mobile phones (including filming unacceptable incidents / behaviour in school and / or unauthorized filming / photography, including the sharing of media)
- Inappropriate use of social media.
- Any behaviour that brings the school into disrepute.

* Please also see the school's Anti-Bullying Policy.

If this abuse is perceived by the victim or any other person to be motivated by a hostility or prejudice, based on a person's actual or perceived disability, race, religion and belief, sexual orientation, and transgender, then it will be considered a **Hate Crime**.

Hate Crime

A Hate Crime is defined as a criminal offence, which is perceived by the victim or any other person to be motivated by a hostility or prejudice, based on a person's actual or perceived disability, race, religion and belief, sexual orientation and transgender. Put simply, if someone targets you because of who you are or who they think you are along the lines of disability, race, religion and belief, sexual orientation and transgender then this is a Hate Crime or a Hate Incident. Hate crimes are serious criminal offences that have a higher level of sentencing. Where someone is targeted because of their age or lifestyle choice, then this is also recorded as a Hate Crime or a Hate Incident, but without the enhanced level of sentencing, although support services would still be available. Hate Crime or Hate

Incidents may include:

- *Verbal abuse*
- *Offensive graffiti*
- *Threatening behaviour*
- *Damage to property*
- *Assault*
- *Online bullying*
- *Abusive texts, emails, or phone calls*
- *Taking money, valuables, or your possessions.*

CAM 6: Permanent exclusion

A permanent exclusion can be a next step following an accumulation of disciplinary offences / a series of temporary suspensions, or because of a serious one-off offence.

The Governing Body will be an integral part of this process.

The Local Authority / Government has published necessary guidance for the use of exclusions (temporary suspensions / permanent exclusion) and this guidance is fully adhered to by school:

- *Management of Exclusions from Schools and Pupil Referral Units: Guidelines on the procedures and protocols set out by Welsh Government and the Local Authority – Access and Inclusion Service (March 2025)*
https://docs.google.com/document/d/1ahHKSnsRk4pfzHYbZPJ6jSQ3vz9TVTo/edit?usp=share_link&oid=113454967697029472114&rtpof=true&sd=true
- *Exclusion from schools and pupil referral units. Guidance document no: 294/2024 Welsh Government (April 2024)*
<https://gov.wales/exclusion-schools-and-pupil-referral-units-pru>

Restrictive Physical Intervention

It is the School's policy that Restrictive Physical Intervention, sometimes referred to as positive handling, will be used as a last resort.

Restrictive Physical Intervention is defined as direct physical contact between persons where reasonable force is positively applied against resistance, either to restrict movement or mobility or to disengage from harmful behaviour displayed by an individual.

The school will work to create an environment that minimises the risk of incidents that might require restrictive physical intervention. This will include:

- the implementation of whole-school behaviour management strategies
- training staff to de-escalate and defuse potentially disruptive situations
- working with individual children and their parents to identify trigger behaviours and to develop preventative strategies that avoid the need for physical intervention

Restrictive physical intervention will only be used when the risk of not intervening outweighs the risk of doing so. It will only be used to prevent pupils:

- Harming themselves or others
- Committing a criminal offence
- Causing serious damage to property
- Engaging in behaviour which is seriously prejudicial to good order and discipline

Action taken during a restrictive physical intervention will be:

- Reasonable
- Proportionate
- Necessary
- In the best interest of the child

Parents will be informed of the school's policy on Restrictive Physical Intervention

Bullying

Please see the school's **Anti-Bullying Policy** for further detail and guidance.

All staff should be aware that bullying does take place and it is something which we do not countenance.

Bullying can be defined as the wilful, systematic desire to hurt another and will not be tolerated in school. It can take the form of verbal, physical or psychological abuse such as name-calling or spreading 'stories.' It is the basic entitlement of all pupils at school that they receive their education free from humiliation, oppression and abuse. We should ensure that the school enjoys an atmosphere which is caring and protective.

All incidents where 'bullying' is reported are taken seriously and are always thoroughly investigated, following the procedures outlined in the school's Anti-bullying Policy. The appropriate action will be taken to deal with the bully and help the victim.

Guiding Principles at School.

- Bullying is completely unacceptable
- If you are being bullied, tell someone
- If you witness bullying tell someone
- People who help stop bullying will be given full support
- Every reported incident will be investigated
- Victims will be given full support
- Bullies will be given guidance to modify their behaviour

COMMUNICATION AND PARENTAL PARTNERSHIP

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Where the behaviour of a child is giving cause for concern, it is important that parents/carers are made aware of those concerns at an early stage. Please note that 'BROMCOM' is the schools' primary mode of communication with parents. We always explain the school's commitment to this partnership (as well as the expectations of pupils and parents/carers in the partnership) in our 'Home-School Agreement' (available in the Pupil Planner and signed by you annually, our school prospectus & on the School Website), and we expect parents to read this agreement and support it in full.

We expect parents to behave in a reasonable and civilised manner towards all school staff and Governors. Incidents of verbal or physical aggression to staff or governors by parents/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Headteacher may then be involved and, if the concern remains, parents can refer to the school complaints' policy (available from the School Website). If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

THE ROLE OF THE CLASS TEACHER

Ysgol Gyfun Cwm Rhondda is aware that good classroom organisation is a key to good behaviour and that the provision of a high-quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Ysgol Gyfun Cwm Rhondda are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers contribute to the Open-Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving the Headteacher/Deputy Headteacher as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that their class behaves in a responsible manner during lesson time.

THE ROLE OF THE SUPPORT STAFF

All school staff have a responsibility to uphold the behaviour policy.

All staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour on the playgrounds / around the school site is unacceptable.

Lunchtime Supervisors are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime. At staff discretion, poor behaviour may lead to a pupil missing all or part of their lunchtime under the supervision of a teacher.

THE ROLE OF THE GOVERNORS

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

THE ROLE OF THE HEADTEACHER AND LEADERSHIP TEAM

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The school keeps records of all reported serious incidents of inappropriate behaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of inappropriate behaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child, following LA guidance.

IMPLEMENTATION, MONITORING AND EVALUATION OF THE BEHAVIOUR POLICY

The implementation, monitoring and evaluation of this policy is the responsibility of the whole school community but the particular responsibility of the Headteacher and Deputy Headteacher. It is achieved through:

- Discussion with staff on behaviour both formally and informally
- Regular observation of classrooms and playgrounds / around the school site
- Monitoring of any recorded incidents
- The annual review of standards when considering priorities for the School Improvement Plan.

EQUALITY

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, ethnic origin, religion, ability, disability, sexuality or any aspect of their social/cultural background. Furthermore, the school community is committed to countering all forms of racial prejudice and discrimination. All procedures are designed to promote equality and diversity.



Comisiynydd
Plant Cymru
Children's
Commissioner
for Wales

Listens. Supports. Speaks up.

Hello, my name is Rocio Cifuentes and I'll be the Children's Commissioner for Wales from April 2022 until April 2029

It's my job to:

Support you to find out about your rights.

Listen to what's important to you.

Advise you, and those who care for you, if you think you've been treated unfairly.

Influence others to make sure all children get their rights.

Speak up for you on important issues.



Learning more about rights

Whether you're a young person, or an adult working with young people, we've got lots of resources on our website to help you learn more about rights. You can also join one of our ambassador schemes, which hundreds of schools and clubs across Wales are already a part of.



KNOW YOUR RIGHTS

The United Nations Convention on the Rights of the Child, or the UNCRC, is a list of rights that all children and young people in Wales and across the world have.

Article 1:
Everyone under 18 has these rights.

Article 2:
All children have these rights no matter what. All children should be treated equally.

Article 3:
Adults should always do what is best for you.

Article 4:
The Government should make sure that all children and young people get these rights.

Article 5:
The Government should respect the right of your family to help you know about your rights.

Article 6:
You have the right to life, to grow up and reach your full potential.

Article 7:
You have the right to a name and a nationality.

Article 8:
You have the right to an identity.

Article 9:
You have the right to live with your parents, if this is what's best for you.

Article 10:
You have the right to see your family even if they live in a different country.

Article 11:
You have the right not to be kidnapped or taken out of the country illegally.

Article 12:
You have the right to be listened to and taken seriously.

Article 13:
You have the right to find out and share information, and say what you think.

Article 14:
You have the right to practise your own religion, as long as you're not stopping people from enjoying their rights.

Article 15:
You have the right to meet with friends and join groups.

Article 16:
You have the right to privacy.

Article 17:
You have the right to honest information from the media that you can understand, as long as it's safe.

Article 18:
You have the right to be brought up by both parents, if possible.

Article 19:
You have the right to be protected from being hurt or badly treated.

Article 20:
You have the right to be looked after properly if you can't live with your own family.

Article 21:
If you can't live with your parents, you have the right to live in the best place for you.

Article 22:
If you are a refugee, you have the same rights as any other child in the country.

Article 23:
If you are disabled, you have the right to special care and support so that you can lead a full and independent life.

Article 24:
You have the right to clean water, healthy food, a clean environment and good healthcare.

Article 25:
If you're not living with your family, you have the right to a regular check on how you're being cared for.

Article 26:
You have the right to support from the Government if your family hasn't got enough money to live on.

Article 27:
You have the right to a proper house, food and clothing. Governments must help families who cannot afford to provide this.

Article 28:
You have the right to an education.

Article 29:
You have the right to be the best you can be. Education must help you develop your skills and talents to the full.

Article 30:
You have the right to speak your own language and follow your family's way of life.

Article 31:
You have the right to relax and play.

Article 32:
You have the right to be protected from doing dangerous work.

Article 33:
You have the right to be protected from dangerous drugs.

Article 34:
Nobody should touch you in ways that make you feel uncomfortable, unsafe or sad.

Article 35:
You have the right to not be abducted, sold or trafficked.

Article 36:
You have the right to be kept safe from things that could harm your development.

Article 37:
You have the right not to be punished in a cruel or hurtful way.

Article 38:
You have the right to be protected during a war and not to fight in the army if you're under 15.

Article 39:
You have the right to special help if you've been hurt or badly treated.

Article 40:
You have the right to legal help and to be treated fairly if you've been accused of breaking the law.

Article 41:
If the laws in your country protect you better than the rights in this list, those laws should stay in place.

Article 42:
The Government must let children and families know about children's rights.

Articles 43-54:
These articles are about how adults and the Government must work together to make sure all children get their rights.

Do you need to talk to us about a problem?

Our Investigations and Advice service is free and confidential. It's there to help and support children and their families.

Get in touch to find out how we can help:

Phone: **0808 801 1000** Email: **advice@childrenscommissioner.wales**

Get in touch

Website: **www.childrenscommissioner.wales**

Email: **post@childrenscommissioner.wales**

📷 🐦 📘 @childcomwales

Behaviour & Sanctions Policy Addendum:

Zero-Tolerance Policy on Weapons and Imitation Weapons

1. Policy Statement

Ysgol Gyfun Gymraeg Cwm Rhondda is committed to ensuring the safety and wellbeing of all pupils, staff, and visitors. The school operates a zero-tolerance policy regarding the possession, use, or threat of weapons or imitation weapons on school premises or during school activities.

The safety of all staff and pupils is paramount and as such offensive weapons are expressly forbidden from school sites and all school activities. In line with 'Keeping children safe in education', the school has a duty to protect all pupils from harm.

Weapons and imitation weapons pose a serious risk to the safety of the school community and will not be tolerated under any circumstances.

2. Definitions

Weapon*: Any item designed or adapted to cause harm or injury, including knives, firearms, blunt instruments, corrosive substances, martial arts items (e.g., nunchucks) or any offensive weapon.

Imitation Weapon*: Any item that resembles a weapon, including toy guns, replica firearms, replica knives or any object that could reasonably be perceived as a weapon.

**Please note that the definitions lists are not exhaustive.*

3. Legal Framework

This policy is underpinned by and aligns with the following legislation and statutory guidance:

- **Violent Crime Reduction Act 2006** – grants schools powers to search pupils for weapons.
- **Firearms Act 1968** – defines imitation firearms and prohibits possession in public without lawful authority.
- **Education Act 2002, Section 175** – requires schools to safeguard and promote the welfare of children.
- **Safe and Effective Intervention Guidance** (Welsh Government) – outlines procedures for searching pupils and using reasonable force.
- **Keeping Learners Safe** (2021) – statutory safeguarding guidance for schools in Wales.

Legislation:

- | |
|--|
| <ul style="list-style-type: none">• <i>It is an offence under section 139A of the Criminal Justice Act 1998 to carry an offensive weapon or knife on school premises.</i>• <i>Section 45 of the Violent Crime Reduction Act 2006 amends the Education Act 1996 and makes provision for members of staff to search pupils.</i> |
|--|

- **Part 7 of the Education and Inspections Act 2006** sets out the responsibilities of schools in relation to discipline.
 - **Section 93** specifically deals with the powers of school staff to use reasonable force to maintain good order and discipline at a school, as well as preventing the commission of an offence, personal injury or damage to property.
 - **Section 94** provides a defence in any proceedings relating to the confiscation of pupils' possessions. Should a school wish to implement these powers, their use would be justified to keep pupils and staff safe in school, and therefore unlikely to contravene basic rights as laid down in the **Human Rights Act of 1998**.

It is illegal to:

- Sell a knife of any kind to anyone under the age of 18
- Buy a knife under the age of 18
- Carry a knife in public without good reason, e.g. use at work – unless it has a folding blade with a cutting edge three inches long or less, e.g. a Swiss army knife
- Carry, buy or sell a banned knife, e.g. a butterfly knife
- Use any knife or other object in a threatening way (including any legal knife)
- Possess a firearm without a licence
- Possess a corrosive substance in public, without a valid reason
- Sell a corrosive substance to anyone under the age of 18.

4. Prohibited Conduct

The following actions are strictly prohibited:

- Bringing a weapon or imitation weapon onto school grounds.
- Using or threatening to use a weapon or imitation weapon.
- Possessing a weapon or imitation weapon during any school-related activity, including during online or remote school activities.

5. Procedures for Suspected Possession

If a pupil is suspected of carrying a weapon:

- A search may be conducted by trained staff using handheld scanners or under the powers granted by the Violent Crime Reduction Act.
- Searches will be conducted respectfully, privately, and with two staff members present.
- Parents/carers will be informed immediately following a search.
- If a weapon is found, the school will contact the police and initiate a multi-agency Incident Review Meeting within 5 school days.

6. Consequences

Immediate exclusion will be considered a starting point for possession of a weapon or imitation weapon.

The school will follow Welsh Government guidance on exclusions and safeguarding referrals.

A trauma-informed investigation will be conducted to understand the context and support the pupil appropriately.

7. Safeguarding and Support

The school will work with Children's Services, Police, Youth Services, and the Youth Justice Service to ensure a safeguarding-led response.

Pupils will be supported through pastoral care, counselling, and behaviour intervention plans.

The school will promote preventative education through PSHE and community engagement and will include anti-knife crime resources and resilience-building activities adapted from Welsh and UK best practice.

8. Links to Other Policies

This policy should be read in conjunction with:

- Safeguarding Policy
- Behaviour & Discipline Policy
- Restrictive Physical Intervention Guidance
- Exclusions Guidance (Welsh Government Guidance)
- Keeping Learners Safe (2021) (Welsh Government Guidance)

9. Monitoring and Review

This Addendum will be reviewed annually by the governing body as part of the Behaviour & Discipline Policy and updated in line with changes to legislation, guidance, and local safeguarding protocols.

C. Spanswick / October 2025

MAKE EVERY JOURNEY A GOOD ONE

STICK TO THE TRAVEL CODE.



Learners

These guidelines have been prepared to ensure that learners are provided with a quality school transport service. To ensure the provision of comfortable, safe and stress free travel, learners must behave in a way that does not endanger themselves, other passengers, drivers, passenger assistants or other road users.

It is the Council's intention to provide a passenger transport service that will seek to carry learners safely, comfortably and without unreasonable levels of stress.

Your Responsibility

- Always respect others, including other learners, drivers and the public.
- Always respect vehicles and property.
- Always be polite.
- Never drop litter.
- Always obey the law.

Your Safety

- Always behave well throughout your journey.
- Always follow the driver's instructions when travelling.
- You must not distract drivers.
- Always cross the road safely and sensibly.
- Always travel by a safe route.

Your Rights

- To be safe when travelling.
- To be treated fairly and with respect.
- To tell someone if somebody or something is causing you problems.
- Not to be bullied or picked on.

TELL A TEACHER, PARENT OR DRIVER

ABOUT ANY POOR BEHAVIOUR

OR BULLYING YOU SEE.

SCHOOL BUS TRAVEL CODE

- 👍 When at the bus stop, always wait sensibly, off the road.
- 👍 Make an agreement with your parents what to do if the bus does not arrive or if you miss it.
- 👍 When the bus arrives wait for it to stop. Never push or rush for the door.
- 👍 Show your bus pass (if you have been given one) when you get on the bus.
- 👍 On a school bus stay in your seat for the whole journey.
- 👍 On a public bus find a seat if one is available.
- 👍 Never block the aisle with your bag or other belongings.
- 👍 Always wear a seatbelt if one is provided.
- 👍 You must not distract the driver when he or she is driving.
- 👍 Never eat or drink on the bus.
- 👍 Never throw anything in or from the bus.
- 👍 Never damage or vandalise any part of the bus.
- 👍 Never operate the bus doors or exits, except in an emergency.
- 👍 Always follow the instructions of the driver or passenger assistant at all times.
- 👍 If there is an accident, stay on the bus until you are told to leave. If it is unsafe to stay on the bus then leave via the safest exit.
- 👍 Never try and get on or off the bus until it has stopped.
- 👍 Always get off the bus sensibly, taking all belongings with you.
- 👍 Never cross the road in front of or close behind the bus.



Learner Behaviour

- Your safety is very important. You must behave responsibly and safely when travelling to and from school, and follow the rules in the School Bus Travel Behaviour Code.
- Report any misbehaviour to the driver, passenger assistant, school or the School Transport Team.
- In cases of particularly bad behaviour by the learners, drivers have been instructed if necessary, to stop the bus until order is restored.
- Each case of misbehaviour will be considered on its merit. Any unacceptably disruptive behaviour will be investigated to minimise the risk of such behaviour being repeated.
- Vehicles used for school transport may be fitted with CCTV. The footage is confidential but may be used as evidence in cases of misconduct or misbehaviour.
- Following an investigation, the right to transport may be removed for a specified period, depending on the severity of the incident.
- Any damage to the vehicle caused by a learner could result in the operator seeking to obtain reimbursement to cover the cost of the repairs.

Bus Passes

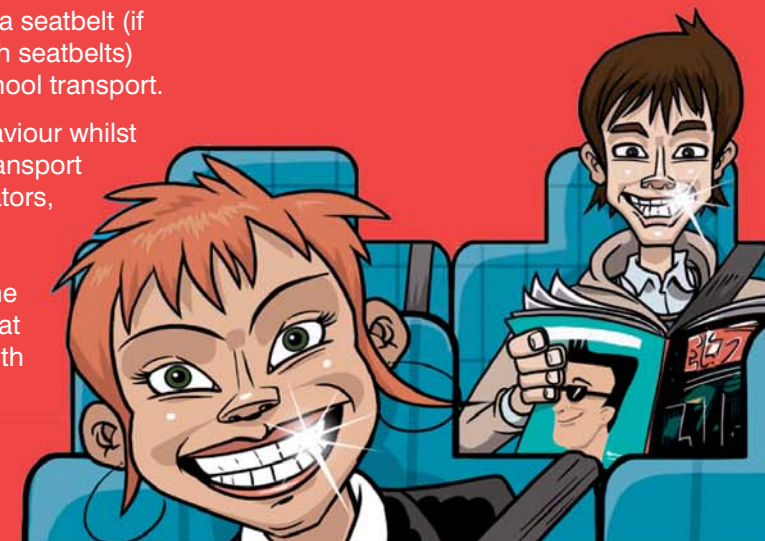
- Bus passes are issued to all comprehensive school learners who are entitled to travel on school transport. The colour of the bus pass will correspond with the coloured route sign located at the front of the vehicle. Learners will be able to easily identify the bus they should be travelling on. Drivers will be able to easily check that learners are travelling on the correct bus. Learners without the correct colour coded bus pass will not be allowed to board the vehicle.
- Learners are expected to carry their bus pass at all times and show it to the driver each time they board the vehicle. This will ensure that only those learners who are entitled to travel on the bus do so and prevent it from being overloaded.
- The Council, in conjunction with the schools and the operators, enforces a **NO PASS NO TRAVEL** policy. This means that any learner trying to board without a valid pass for that vehicle will be refused transport and will need to make their own way to or from school.
No exception will be made to this policy.
- If you have lost or damaged your pass you will need to purchase a replacement. There is a charge. The current cost can be found on the Council's website - **www.rctcbc.gov.uk/schooltransport**. You can pay for the replacement pass by telephone **01443 425001** or at any of the Council's One4aLL Centres
- Bus passes are not normally issued to primary school learners. Their transport providers have been issued with a list of those entitled to travel.

These guidelines have been prepared to assist parents to ensure the safety of their child and others when using the school transport service.

Parents are asked to:-

- Advise the school about any change of address or other circumstances that may affect transport arrangements. The school will then advise the School Transport Team of changes in order to allow the entitlement to free transport to be checked and where appropriate, the necessary arrangements made.
- Provide an emergency contact number, so that you can be advised of any changes to the transport arrangements.
- Ensure that your child does not leave home without a valid bus pass. The Council, in conjunction with the comprehensive schools and the operators, enforces a NO PASS NO TRAVEL policy. This means that any learner trying to board school transport without a valid pass will be refused transport and will need to make their own way to or from school. No exception will be made to this policy. Lost passes can be replaced. There is a charge. The current cost can be found on the Council's website at www.rctcbc.gov.uk/schooltransport. You can pay by telephone 01443 425001 or at any of the Council's One4aLL centres. If no action is taken to purchase a replacement pass, the entitlement to transport may be withdrawn.
- In the mornings your child should leave home in plenty of time to get to the bus so that there is no need to rush, particularly if there are roads to be crossed.
- Make sure your child is ready to be picked up at home or at the pick-up point ten minutes before the allocated time. Details of the bus stop pick-up times for the mainstream school transport routes can be found at www.rctcbc.gov.uk/schooltransport. For SEN pick-ups, which are usually from the learner's home address, approximate times can be arranged with your driver.
- Ensure that appropriate supervision arrangements are put in place, and particularly for primary school learners, that your child is taken to and collected from the nominated pick-up points by a responsible adult.
- For SEN pick ups, drivers and passenger assistants are instructed not to wait longer than five minutes after the arranged times. Any delays can have a significant affect on other learners on the same vehicle. For the benefit and well being of other learners, please ensure that your child is ready to leave at the agreed pick-up time. The passenger assistant will walk with your child from the kerb-side outside your home to the vehicle.
- Pick-up points are arranged to balance the need to pick-up children as close to their homes as possible and the need to limit the number of pick-up points to a level which results in reasonable journey times.

- If your child misses the vehicle, for whatever reason, it is your responsibility to ensure your child is able to attend school. No additional transport will be provided.
- Where transport is arranged by taxi, or the pick up is from the learner's home address, please advise the operator as soon as possible if your child is ill or unable to attend school for any reason.
- In the evenings, a child who has to cross the road after getting off the bus should wait until the bus has driven off before attempting to cross so that they can see and be seen by other traffic. If meeting your child, wherever possible, you should wait at the drop off point itself, and not on the other side of the road. For SEN drop-offs, the passenger assistant will walk with your child to the kerb-side outside your home.
- For SEN learners, parents or a responsible adult must be at home to receive your child.
- Ensure that your child understands that they should wear a seatbelt (if the vehicle is fitted with seatbelts) whilst travelling on school transport.
- Encourage good behaviour whilst travelling on school transport and support the operators, drivers, passenger assistants, the School Transport Team and the schools in ensuring that your child complies with the Welsh Assembly Government's Travel Behaviour Code www.travelcode.org.
- Ensure that your child is aware of the need for good behaviour whilst travelling on school transport. If they misbehave on the vehicle, it may result in your child being excluded from home to school transport, in accordance with the Travel Behaviour Code. Parents will then be responsible for the full cost of ensuring that their child is able to attend school.
- Advise the School Transport Team of any concerns you have about the transport provided for your child. A "Report It" facility can be found at www.rctcbc.gov.uk/schooltransport
- For learners with Special Education Needs, please advise the School Transport Team if your child uses any specialist equipment. You will be required to provide this yourself.
- Ensure that medication is clearly labelled, kept securely in the learner's school bag and handed in at school.



Contact Details

This leaflet aims to provide information to schools, parents and learners who use the transport services provided by Rhondda Cynon Taf Council.

The Council's website www.rctcbc.gov.uk/schooltransport contains more information about the points outlined in this leaflet, as well as the answers to a number of "Frequently Asked Questions". Its "Report It" facility enables problems to be reported.

For any further information:

Email:

For primary and comprehensive school transport:
hometoschooltransport@rctcbc.gov.uk

For the transport of learners with Special Education Needs:
communitycaretransport@rctcbc.gov.uk

Telephone:

01443 425001

Writing:

Integrated Transport Unit
School Transport Team
Rhondda Cynon Taf Council
Sardis House, Sardis Road
Pontypridd, CF37 1DU

In Person:

At the Council's One4aLL centres open on Monday to Friday between 8.30am and 5.00pm

Rock Grounds

High Street, Aberdare

Ty Sardis

Sardis Road, Pontypridd

Ty Bronwydd

Bronwydd Avenue, Porth

Treorchy Library

Station Road, Treorchy

Mountain Ash Library

Knight St, Mountain Ash

