

Grŵp Llandrillo Menai

Polisi Ymddygiad ac Ymddygiad Cadarnhaol Dysgwyr

Fersiwn: 7

Cymeradwywyd y drafft diwygiedig: Ebrill 2025 I'w adolygu erbyn: Ebrill 2027

Polisi Ymddygiad Dysgwyr

1. Cyflwyniad

- 1.1 Pwrpas y Polisi Ymddygiad ac Ymddygiad Cadarnhaol Dysgwyr yw sefydlu disgwyliadau clir ar gyfer ymddygiad dysgwyr sy'n hyrwyddo amgylchedd dysgu cadarnhaol lle mae pawb yn cael eu parchu. Mae'r polisi'n annog cyfrifoldeb personol, tegwch, a pharch, gan hyrwyddo diwylliant o gydraddoldeb ac ymddiriedaeth ymhlith dysgwyr. Disgwylir i'r dysgwyr weithredu'n unol â gwerthoedd Grŵp Llandrillo Menai sef:

- Parch
- Tegwch
- Cydraddoldeb
- Ymddiriedaeth
- Uchelgais
- Gonestrwydd

gan gyfrannu at gymuned gefnogol, gynhwysol, ac uchelgeisiol lle y gall pawb gyflawni eu potensial a datblygu'n bersonol ac yn academiaidd.

- 1.2 Cefnogir gweithrediad y Polisi Ymddygiad ac Ymddygiad Cadarnhaol Dysgwyr ymhellach gan y polisiâu a'r canllawiau sy'n amlinellu'r arferion a'r protocolau sy'n ddisgwyliedig gan y Grŵp. Mae'r rhain yn cynnwys, Polisi Presenoldeb Dysgwyr, Polisi Cydraddoldeb ac Amrywiaeth, Canllawiau Gwrth-fwlio, Polisi Diogelu a Pholisi Cwyno.

2. Datganiad Polisi

- 2.1 Mae Grŵp Llandrillo Menai yn cydnabod bod ganddo ddyletswydd gyfreithiol a moesol i ddarparu amgylchedd dysgu diogel i ddysgwyr, staff, ymwelwyr a chontractwyr. Cytuna pawb y dylid annog a chefnogi pawb yn y Coleg i ddangos parch a goddefgarwch at eraill. Bydd ymrwymiad gan yr holl Goleg i wella ymddygiad yn arwain at well ymgysylltiad gan ddysgwyr, gwell cefnogaeth i staff, a llai o achosion o ymddygiad negyddol. Er mwyn creu amgylchedd sy'n annog ac yn gwobrwyo llwyddiant mae'n hanfodol bod y coleg yn cydnabod ac yn dathlu cyflawniadau ein dysgwyr. Mae ein dull yn seiliedig ar dystiolaeth gref, sy'n dangos bod annog ac atgyfnerthu gweithredoedd cadarnhaol yn fwy effeithiol wrth newid a gwella ymddygiad na chanolbwyntio'n bennaf ar fesurau cosbol.

Nod y polisi yw:

- Sefydlu Ymarfer Adferol a dull sy'n Ystyriol o Drawma ledled y Coleg
- Hyrwyddo ymddygiad cadarnhaol
- Herio ymddygiad negyddol mewn ffordd briodol

- Atgyfnerthu cadarnhaol a pharch at ein gilydd
- Cysondeb
- Eglurder ynghylch rolau a chyfrifoldebau
- Disgwyliadau uchel
- Cosbau effeithiol
- Amgylchedd dysgu digynnwrf, cynhyrchiol a diogel

3. Cwmpas

- 3.1 Mae'r Polisi Ymddygiad ac Ymddygiad Cadarnhaol Dysgwyr yn berthnasol i'r holl ddysgwyr pan fyddant ar y campws; pan fyddant yn teithio i'r coleg ac yn ôl; pan fyddant ger campws y coleg yn ystod dyddiau coleg; pan fyddant mewn digwyddiadau colegol lle mae dysgwyr, staff neu ymwelwyr yn bresennol; pan fyddant yn cynrychioli'r coleg mewn digwyddiadau allanol; neu tra ar ymweliadau neu deithiau, neu'n cymryd rhan mewn gweithgareddau a chyfnodau preswyl; ar unrhyw adeg yn ystod y flwyddyn academaidd.
- 3.2 Pwrpas y polisi yw annog a hyrwyddo ymddygiad cadarnhaol ymhlith dysgwyr a gosod disgwyliadau clir ar gyfer ymddygiad sy'n cyd-fynd â gwerthoedd craidd GLIM. Bydd y polisi'n amlinellu'r gefnogaeth sydd ar gael i ddysgwyr i ymddwyn yn gadarnhaol ac i sicrhau bod pob aelod o gymuned y coleg yn teimlo'n ddiogel, ac yn cael eu parchu a'u gwerthfawrogi.
- 3.3 Mae'n ddyletswydd ar bob aelod o'r staff i herio ymddygiad annerbyniol gan ddysgwyr ac i roi'r gweithdrefnau disgyblu ar waith fel y bo'n briodol, oni bai bod gwneud hynny'n peryglu eu diogelwch personol.
- 3.4 Mae gan Reolwyr Rhaglen gyfrifoldeb cyffredinol am reoli ymddygiad dysgwyr yn eu maes a gallant ddefnyddio'r Gweithdrefnau Disgyblu mewn ymateb i gamymddygiad.
- 3.5 Nid yw'r Polisi Ymddygiad Myfyrwyr yn gwahaniaethu'n uniongyrchol nac yn anuniongyrchol ac mae'n sicrhau bod y Gweithdrefnau Disgyblu'n ymdrin â dysgwyr mewn dull teg a chyfartal, heb ystyried oedran, rhywedd, anabledd, anghenion dysgu ychwanegol, hil, cyfeiriadedd rhywiol, ailbennu rhywedd crefydd neu gredo nac unrhyw nodwedd bersonol arall.

4. Disgwyliadau ar gyfer Ymddygiad Cadarnhaol

- 4.1 Mae sefydlu ein meincnod ar gyfer ymddygiad derbyniol yn dechrau ar bob cwrs yn ystod y cyfnod cynefino. Yn ystod y broses gynefino'r coleg, caiff y dysgwyr eu cyflwyno i'r Polisi Ymddygiad ac Ymddygiad Cadarnhaol ac i Werthoedd Craidd Grŵp Llandrillo Menai. Caiff y disgwyliadau o ran eu hymddygiad eu hegluro'n glir iddynt, fel

yr amlinellir isod: Rhoddir cefnogaeth ac ystyriaeth i ddysgwyr a all wynebu heriau oherwydd nodwedd warchodedig. Rydym yn disgwyl bod holl ddysgwyr GLIM yn:

- **Parchu Eraill** : Mae hyn yn cynnwys staff, cyd-ddysgwyr, cyflogwyr ac ymwelwyr, ac yn sicrhau bod pawb yn cael eu gwerthfawrogi a'u parchu.
- **Cynnal Amgylchedd Diogel**: Dylai dysgwyr gyfrannu at amgylchedd diogel a threfnus, gan ddilyn rheoliadau iechyd a diogelwch bob amser a gwisgo eu laniard a'u cerdyn adnabod tra byddant yn y coleg neu ar safle GLIM.
- **Ymgysylltu â'r Dysgu**: Mynychu'r holl wersi sydd ar eu hamserlen, cymryd rhan mewn gweithgareddau dysgu, ac ymdrechu i lwyddo'n academiaidd.
- **Ysgwyddo Cyfrifoldeb**: Am eu gweithredoedd eu hunain, yn yr ystafell ddosbarth a'r tu allan iddo. Mae hyn yn cynnwys gonestrwydd academiaidd, defnydd priodol o adnoddau GLIM, ymddygiad digidol cyfrifol, ac adrodd am unrhyw ddifrod neu gamddefnydd. Defnyddio Porth y Dysgwyr i gael y wybodaeth ddiweddaraf am eu cynnydd academiaidd, gweithio tuag at y targedau'r cytunwyd arnynt a gwneud pob ymdrech i'w cyrraedd. Gofyn am gefnogaeth a manteisio ar y gwasanaethau sydd ar gael.
- **Defnydd priodol o dechnoleg**: Diffodd ffonau symudol neu ddiffodd eu sain, gan sicrhau nad ydynt yn cael eu defnyddio mewn gwersi, sesiynau gyda thiwtoriaid/aseswyr neu fannau astudio, oni bai bod aelod o staff wedi cytuno fel arall. Ni ddylai dysgwyr ddefnyddio offer TG neu rwydwaith rhyngwryd y coleg i gyrchu cynnwys amhriodol.
- **Ymddwyn yn Briodol**: Ymddwyn mewn ffordd sy'n rhoi argraff dda o'ch coleg, eich cyflogwr, eich cyd-ddysgwyr a chi eich hun.

4.2 Yn GLIM, rydym yn sylweddoli y gall fod angen cefnogaeth ychwanegol ar rai dysgwyr i fodloni'r disgwyliadau hyn. Mae'r coleg yn cynnig amrywiaeth o adnoddau i helpu dysgwyr i lwyddo. Mae'r rhain yn cynnwys:

- **Tiwtoriaid Personol** : Ar gael i roi arweiniad a helpu i ddatrys problemau a allai effeithio ar ymddygiad a dysgu.
- **Gwasanaethau Lles** : Cymorth cyfrinachol i ddysgwyr sy'n wynebu heriau personol a allai effeithio ar eu hymddygiad.
- **Gwasanaethau Cymorth i Ddysgwyr** : Cymorth i sicrhau bod pob dysgwr yn llwyddo, yn enwedig y rhai ag anghenion dysgu penodol neu anableddau
- **Cefnogaeth Mentor**: Cefnogaeth gan fentoriaid ymroddedig i wella presenoldeb, hybu cyrhaeddiad, a mynd i'r afael ag anghenion lles a llesiant.
- **Gweithdai a Rhaglenni**: Gweithdai rheolaidd ar gyfathrebu cadarnhaol, datrys gwrthdaro a rheoli straen.

4.3 Credwn mewn cydnabod a dathlu ymddygiad cadarnhaol. Gellir cydnabod dysgwyr sy'n dangos parch, cyfrifoldeb ac ymrwymiad yn gyson drwy:

- **Adborth Cadarnhaol gan Staff** : Cydnabyddiaeth lafar neu ysgrifenedig o ymddygiad da neu ymdrech academiaidd.
- **Cyfleoedd i Arwain** : Gall dysgwyr gael eu gwahodd i fod yn gynrychiolwyr dysgwyr, i fod ar gynghorau dysgwyr neu i gynrychioli'r coleg mewn digwyddiadau.
- **Cynlluniau Gwobrwyo a Chydnabod**: Fel Rhaglenni Llysgenhadon, Gwobrau Myfyrwyr y Flwyddyn, sylw ar y cyfryngau cymdeithasol a chyfleoedd i fod yn Gynrychiolwyr Dosbarth.

5. Enghreifftiau o Ymddygiad Annerbyniol a all arwain at Gamau Disgyblu:

1. Bwlio, trais, poeri, iaith ymosodol, aflonyddu ar eraill gan gynnwys aflonyddu trwy'r cyfryngau cymdeithasol, ac unrhyw fath o wahaniaethau gan gynnwys hiliaeth, micro-ymosodiadau ac aflonyddu rhywiol rhwng cyfoedion
2. Cyhoeddi a dosbarthu deunydd ymosodol, difriol neu amhriodol am ddysgwyr, staff neu unigolion eraill sy'n gysylltiedig â'r coleg, mewn fformat ysgrifenedig neu electronig.
3. Torri rheolau lechyd a Diogelwch (e.e. gyrru'n ddiotal, ymyrryd â larymau tân neu beidio â dilyn gweithdrefnau diogelwch tân, ysmygu yn unrhyw un o adeiladau'r coleg neu ar gludiant y coleg, peidio â gwisgo dillad diogelu pan fo angen, peidio â dilyn rheolau a rheoliadau yn y gweithdy
4. Defnyddio neu feddu ar alcohol yn y coleg neu ar ymweliadau/teithiau/gweithgareddau a chyfnodau preswyl
5. Defnyddio neu feddu ar sylweddau anghyfreithlon a/neu geriach cyffuriau yn y coleg neu ar ymweliadau/teithiau/gweithgareddau a chyfnodau preswyl
6. Gweithredu'n groes i Ganllawiau i Ddysgwyr GLIM ynghylch Dysgu Ar-lein
7. Camddefnyddio, difrodi neu ddwyn eiddo
8. Copïo gwaith rhywun arall yn anonest, defnydd amhriodol o Ddeallusrwydd Artiffisial a/neu ffugio cofnodion y coleg
9. Gweithredu'n groes i'r Polisi TGCh mewn unrhyw fodd (e.e. gosod meddalwedd ar beiriannau'r coleg, ail-ffurfweddu peiriannau'r coleg mewn unrhyw fodd, defnyddio gwefannau amhriodol)
10. Gwrthod gwisgo laniard colegol a/neu ddangos Cerdyn Adnabod pan ofynnir iddynt wneud hynny
11. Achosi difrod i gerbyd a ddarparwyd gan y coleg, neu ymddwyn yn anghymdeithasol wrth ddefnyddio cerbyd a ddarparwyd gan y coleg
12. Torri unrhyw reolau amgylcheddol (e.e. llygru dŵr, gwaredu gwastraff yn anghywir)
13. Unrhyw ymddygiad arall ar neu oddi ar safle'r coleg, neu ar-lein a allai ddwyn anfri ar y coleg.
 - **Disgwylir i chi hysbysu aelod o staff GLIM am unrhyw droseddau rydych chi wedi bod yn gysylltiedig â hwy.**

5.1 Camymddwyn

Enghreifftiau o gamymddwyn:

- Diffyg parch at ddysgwyr eraill, staff ac ymwelwyr
- Agwedd wael a diffyg ymdrech yn y dosbarth
Gwaith a osodwyd yn cael ei gyflwyno a/neu ei gwblhau'n hwyr yn gyson
- Gwrthod dangos cerdyn adnabod ar gais aelod o'r staff
- Peidio â defnyddio cyfleusterau ac offer y coleg gyda gofal a dyledus barch
- Peidio â thalu ffioedd a chostau i'r coleg
- Defnyddio ffôn symudol yn yr ystafell ddosbarth heb ganiatâd aelod o'r staff
- Ysmygu a defnyddio e-sigarêts ar safle GLIM
- Bod yn absennol yn gyson heb roi rheswm/heb i'r absenoldeb gael ei gymeradwyo

5.2 Camymddwyn Dybryd

Enghreifftiau o gamymddwyn dybryd:

- Twyllo neu lôn-ladrad
- Achosion difrifol o beidio â dilyn rheolau a rheoliadau Iechyd a Diogelwch GLIM
- Aflonyddu neu fwlio, yn gorfforol neu'n llafar, gan gynnwys drwy ddulliau electronig fel ffonau symudol, cyfryngau cymdeithasol, e-bost, cymryd neu ddosbarthu ffotograffau/fideos neu recordio sgysiau heb gael caniatâd ymlaen llaw
- Gweithredu'n groes i Bolisi Cydraddoldeb ac Amrywiaeth y Grŵp, e.e. Aflonyddu, erledigaeth neu ymddygiad gwahaniaethol yn erbyn unrhyw berson arall ar sail oedran, anabledd, hil, tarddiad ethnig neu genedlaethol, crefydd neu gred, rhyw, cyfeiriadedd rhywiol, hunaniaeth rhywedd, ailbennu rhywedd, beichiogrwydd, mamolaeth, priodas neu bartneriaeth sifil, lliw neu gefndir economaidd-gymdeithasol
- Bod o dan ddylanwad alcohol a/neu gyffuriau
- Bod ym meddiant sylweddau anghyfreithlon a/neu geriach cyffuriau
- Delio mewn sylweddau anghyfreithlon neu feddyginiaethau a roddwyd ar bresgripsiwn i rywun arall
- Ymddygiad treisgar neu fygythiol, trais ar sail rhywedd (gan gynnwys cario arfau, real neu ffug, ni waeth beth fo'r bwriad i'w defnyddio)
- Fandaliaeth
- Dwyn
- Camddefnyddio neu amharu ar rwydwaith TG a chaledwedd y coleg
- Unrhyw ymddygiad troseddol sydd wedi neu a allai ddwyn anfri ar enw da'r coleg (ni waeth a yw'n digwydd ar dir y coleg neu'n ystod oriau'r coleg ai peidio)

5.3 Yn benodol i lety preswyl

- Methu â chyrraedd yn ôl cyn i'r drysau gael eu cau am y noson
- Bod o dan ddylanwad alcohol neu dan amheuaeth o fod dan ddylanwad alcohol
- Bod mewn rhan waharddedig o'r llety preswyl
- Difrod i eiddo, dodrefn a gosodiadau
- Torri rheoliadau'r contract preswyl
- Amharu ar fywydau unigolion eraill sy'n byw yn y llety

- Gadael i bobl eraill ddod i'r llety pan nad oes ganddynt yr hawl i wneud hynny (e.e, pobl o gartrefi eraill, myfyrwyr eraill neu ymwelwyr)
- Ysmygu/Fepio yn yr adeilad
- Ymyrryd ag offer iechyd a diogelwch
- Defnyddio neu fod â chyffuriau yn eu meddiant. Gall hyn gynnwys bod dan ddylanwad cyffuriau a bod dan amheuaeth o ddefnyddio cyffuriau

6. Diffiniadau

- 6.1 Bydd y camau disgyblu'n adlewyrchu amgylchiadau a difrifoldeb y digwyddiad/ymddygiad ac yn ystyried camau disgyblu blaenorol a gymerwyd yn erbyn y dysgwr sydd dan sylw. Er nad ydynt yn gyflawn, mae'r diffiniadau canlynol yn rhoi arweiniad ar sut i ddefnyddio'r gweithdrefnau disgyblu.

7. Presenoldeb a Phrydlondeb

- 7.1 Yng Ngrŵp Llandrillo Menai, mae presenoldeb rheolaidd a phrydlondeb yn hanfodol os yw dysgwyr am lwyddo yn eu hastudiaethau a datblygu'r ddisgyblaeth sydd ei hangen ar gyfer cyflogaeth yn y dyfodol. Mae Grŵp Llandrillo Menai wedi ymrwymo i greu amgylchedd dysgu cefnogol lle mae gan bob dysgwr y cyfle i ffynnu. Deallwn y gall amrywiol ffactorau personol, cymdeithasol, neu emosiynol effeithio ar bresenoldeb a phrydlondeb. Felly, rydym wedi ymrwymo i fabwysiadu dull adferol wrth fynd i'r afael â'r materion hyn, gan weithio gyda dysgwyr i ddeall a goresgyn unrhyw rwystrau y gallent eu hwynebu.
- 7.2 Disgwylir i fyfyrwyr fynychu'r holl wersi, tiwtorialau, a gweithgareddau dysgu arall ar eu hamserlen, fel yr amlinellir yn y **Polisi Rheoli Presenoldeb Dysgwyr**. Mae prydlondeb yr un mor bwysig, oherwydd bod cyrraedd yn hwyr dro ar ôl tro yn amharu ar ddysgu'r unigolyn a'i gyd-ddysgwyr.
- 7.3 Er bod Grŵp Llandrillo Menai wedi ymrwymo i ddefnyddio dull adferol sy'n ystyriol o drawma, rhaid i ni sicrhau hefyd bod pob dysgwr yn bodloni'r disgwyliadau a amlinellir yn y **Polisi Rheoli Presenoldeb Dysgwyr**. Os bydd dysgwyr yn parhau i gyrraedd yn hwyr neu i fod yn absennol er gwaethaf ymyriadau i'w cefnogi, bydd y coleg yn cymryd camau pellach yn unol â'r gweithdrefnau disgyblu yn y polisi hwn.

8. Ymyriadau Disgyblu

- 8.1 Cyn unrhyw ymyriad disgyblu, rhaid cynnig cymorth, lle bo'n briodol, drwy gynllun cymorth neu atgyfeiriad i'r Gwasanaethau i Ddysgwyr.

8.2 Mae dau fath o ymyriad y gellir eu defnyddio yn rhan o'r Gweithdrefnau Disgyblu er mwyn ymateb i dorri'r Polisi Ymddygiad Dysgwyr. Y rhain yw:

- Ymyriad anffurfiol
- Ymyriad ffurfiol

8.3 Mae ymyriadau anffurfiol yn cynnwys cyfweld y dysgwr yn anffurfiol i drafod pam fod yr ymddygiad yn achos pryder. Mae enghreifftiau o achosion pryd y gellir defnyddio ymyriadau anffurfiol yn cynnwys ysmygu a defnyddio e-sigarêts mewn mannau nas dynodwyd, defnyddio ffôn symudol yn yr ystafell ddosbarth, bod yn swnllyd neu ymddwyn yn afreolus yn yr ystafell ddosbarth neu mewn mannau cyhoeddus.

8.4 Mae ymyriadau ffurfiol yn cynnwys Rhybudd Llafar, Rhybudd Ysgrifenedig, Rhybudd Ysgrifenedig Terfynol, Atal dros Dro a/neu Wahardd. Gellir rhoi rhybuddion fesul cam, hynny yw Rhybudd Llafar, Rhybudd Ysgrifenedig a Rhybudd Ysgrifenedig Terfynol, ond nid o reidrwydd, gan y dibynna ar ddifrifoldeb y digwyddiad.

8.5 Rhaid ymyrryd yn ffurfiol os yw'r dysgwr wedi camymddwyn yn gyson neu os cafwyd achos o gamymddwyn difrifol.

8.6 Yn ddieithriad, rhaid ymyrryd yn ffurfiol os ceir achos o gamymddwyn dybryd, fel y'i diffinnir yn adran 4.3. Rhaid rhoi gwybod i'r Pennaeth Cynorthwyol atebol, neu yn ei absenoldeb, uwch aelod arall o'r staff, pan ystyrir atal dysgwr dros dro am gamymddwyn dybryd.

9. Dysgwyr ag Anghenion Dysgu Ychwanegol

9.1 Disgwylir i bob dysgwr gadw at yr un safonau ymddygiad. Fodd bynnag, mewn rhai sefyllfaoedd, mae'r coleg yn cydnabod y gall fod ar ddysgwyr ag anghenion dysgu ychwanegol angen ystyriaeth bellach. Dylid defnyddio'r gweithdrefnau disgyblu yn ôl amgylchiadau unigol os yw'n hysbys fod gan ddysgwyr anawsterau lleferydd, iaith a chyfathrebu; problemau ymddygiad/emosiynol; anawsterau dysgu neu anabledau.

9.2 Ar bob cam o'r broses ddisgyblu, dylai'r holl staff fod yn ymwybodol o anghenion dysgwyr unigol y gall cyfathrebu ysgrifenedig a chyfweliadau ffurfiol eu rhoi o dan anfantais.

9.3 Rhaid i staff ystyried anghenion unigol dysgwyr o'r fath a chynghorir hwy i gysylltu â Rheolwr Cefnogi Dysgu'r Grŵp neu â Rheolwr y Gwasanaethau i Ddysgwyr i gael arweiniad pellach.

9.4 Gall addasiadau i'r broses ddisgyblu gynnwys:

- Addasu iaith y cyfathrebu llafar ac ysgrifenedig
- Darparu gohebiaeth ysgrifenedig mewn fformat arall
- Darparu cyngor neu gefnogaeth eirioli ychwanegol i ddysgwyr er mwyn sicrhau eu bod yn deall y broses yn llawn
- Darparu gwasanaethau dehongli/cyfieithu mewn Panel Disgyblu

10. Monitro ac Adrodd

10.1 Bydd Rheolwr y Gwasanaethau i Ddysgwyr ym mhob coleg yn cadw cofnod canolog o'r holl Baneli Disgyblu a gynhelir.

10.2 Bob tymor bydd Cyfarwyddwr y Gwasanaethau i Ddysgwyr a Marchnata yn cyflwyno adroddiad i Dîm Rheoli bob coleg gan grynhoi canlyniadau pob Panel Disgyblu.

Grŵp Llandrillo Menai

Learner Conduct & Positive Behaviour Policy

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Learner Conduct Policy

1. Introduction

- 1.1 The purpose of the Learner Conduct and Positive Behaviour Policy is to establish clear expectations for learner behaviour that fosters a positive and respectful learning environment. This policy encourages personal responsibility, fairness, and mutual respect, promoting a culture of equality and trust among all learners. In line with Grŵp Llandrillo Menai's values of;

- Respect
- Fairness
- Equality
- Trust
- Ambition
- Honesty

Learners are expected to embody these principles, contributing to a supportive, inclusive, and ambitious community where everyone can achieve their potential and grow both personally and academically.

- 1.2 The implementation of the Learner Conduct and Positive Behaviour Policy is further supported by the Grŵp's policies and guidance documents that outline expected practices and protocols which includes, Learner Attendance, the Equality & Diversity Policy, Anti Bullying Guidance, Safeguarding and Complaints.

2. Policy Statement

- 2.1 Grŵp Llandrillo Menai recognises that it has a legal and moral duty to provide a safe and secure learning environment for its learners, staff, visitors and contractors. We all agree that mutual respect and tolerance should be encouraged and supported amongst the whole College community. A College wide commitment to improving behaviour will lead to greater learner engagement, better support for staff and fewer incidents of negative behaviour. It is vital, as a college, that we recognise and celebrate the achievements of our students to create an environment which encourages and rewards success. Our approach is based on strong evidence, showing that encouragement and reinforcement of positive actions is more effective in changing and improving behaviour than focussing primarily on punitive measures.

This Policy aims to enable:

- Embedding a Restorative Practice and a Trauma Informed approach across College

- Promotion of positive behaviour
- Appropriate challenging of negative behaviour
- Positive reinforcement and mutual respect
- A consistent approach
- Clarity of roles and responsibilities
- High expectations
- Effective sanctions
- A calm, productive and safe learning environment

3. Scope

- 3.1 The Learner Conduct and Positive Behaviour Policy and disciplinary procedures apply to all learners whilst on campus; the learner's journey to and from college; the immediate vicinity and near vicinity of the college campus during college days; attendance at college events which are attended by learners, staff or visitors; representing the college at external events; or whilst attending visits, trips, activities and residential; at all times of the academic year.
- 3.2 The purpose of this policy is to encourage and promote positive behaviour among learners and to set clear expectations for behaviour that align with GLLM's core values. The policy will outline the support available to learners to maintain positive conduct and ensure that all members of the college community feel safe, respected, and valued.
- 3.3 All members of staff have a duty to address unacceptable learner behaviour and implement the disciplinary procedures as appropriate unless doing so would compromise their personal safety.
- 3.4 Programme Managers have overall responsibility for managing the conduct of learners within their area and can apply the disciplinary procedures in response to misconduct.
- 3.5 The Learner Conduct Policy does not discriminate either directly or indirectly and ensures that all learners who may be subject to the disciplinary procedures are dealt with in a fair and equitable manner, irrespective of age, gender, disability, additional learning need, race, sexual orientation, gender reassignment, religion or belief or any other personal characteristic.

4. Expectations for Positive Behaviour

- 4.1 Establishing our benchmark for acceptable behaviour begins during all course inductions. As part of the College induction process, all learners are introduced to the

Learner Conduct and Positive Behaviour Policy, Grŵp Llandrillo Menai's Core Values and are given clear expectations about their conduct as outlined below. Support and consideration will be provided for learners who may face challenges due to a protected characteristic. We expect all learners at GLLM to:

- **Respect Others:** This includes staff, fellow learners, employers and visitors, ensuring everyone feels valued and respected.
- **Maintain a Safe Environment:** Learners should contribute to a safe and orderly environment, following health and safety regulations at all times and wear their college lanyard and ID card whilst at college or GLLM premises.
- **Engage in Learning:** Attend all of their timetabled classes, participate actively in learning activities, and strive to achieve academic success.
- **Take Responsibility:** Own their actions, both in and outside the classroom. This includes academic honesty, appropriate use of GLLM resources, responsible digital behaviour, and reporting any damage or misuse. Access the learner portal to keep up to date with academic progress, work to agreed targets and make every effort to meet targets. Seek and engage with support as needed.
- **Appropriate use of technology:** Switch off or turn mobile phones to silent, ensuring that it is not used whilst in classes, sessions with tutors/assessors or in study areas, unless agreed otherwise by a member of staff. Should not access inappropriate content using college IT equipment or via the college internet network.
- **Behave Appropriately:** Behave in a way that reflects well on the college, employer, your peers and yourself.

4.2 At GLLM, we recognise that some learners may require additional support to meet these expectations. Our college offers a range of resources to help learners succeed, including:

- **Personal Tutors:** Available to provide guidance and help resolve issues that may affect behaviour and learning.
- **Welfare Services:** Confidential support for learners facing personal challenges that may impact their conduct.
- **Learner Support Services:** Assistance for all learners, especially those with specific learning needs or disabilities to ensure they have the tools to succeed.
- **Mentor Support:** Dedicated mentor support to enhance learner attendance, boost attainment, and address welfare and well-being needs of all students.
- **Workshops and Programmes:** Regular workshops on positive communication, conflict resolution, and stress management.

4.3 We believe in acknowledging and celebrating positive behaviour. Learners who consistently demonstrate respect, responsibility, and commitment may be recognised through:

- **Positive Feedback from Staff:** Verbal or written recognition of good behaviour or academic effort.
- **Opportunities for Leadership:** Learners may be invited to participate as learner representatives, student councils or represent the college in events.
- **Awards and Recognition Schemes:** Such as access to Ambassadors Programmes, student of the year awards, social media shout-outs and an opportunity to become part of the Class Representative team.

5. **Examples of Unacceptable Behaviour that can lead to disciplinary action:4**

1. Bullying, violence, spitting, abusive language, harassment of others including harassment via social media, any forms of discrimination including racism, micro aggressions and Peer on Peer Sexual Harassment
2. Publication and distribution of abusive, insulting or inappropriate material relating to learners, staff, or other persons connected with the college, in written or electronic format
3. Breach of Health & Safety rules (e.g., careless driving, interfering with fire alarms or not following fire safety procedures, smoking in any college building or on college transport, not wearing protective clothing where necessary, not adhering to workshop rules and regulations
4. Using or possessing alcohol at college or on visits/trips/activities and residential
5. Using or in possession of illegal substances and/or drug paraphernalia at college and on visits/trips/activities and residential
6. Breach of GLLM Learner Guidance for Online Learning
7. Misuse of, damage to, or theft of property
8. Dishonestly copying someone else's work, inappropriate use of Artificial Intelligence and/or falsifying college records
9. Any breach of the ICT Policy (e.g. installing software on college machines, reconfiguring college machines in any way, accessing inappropriate websites)
10. Continuously refusing to wear a college lanyard and/or show your student ID card when asked
11. Damage to, or unsociable behaviour, whilst using transport provided by the college
12. Any Breach of Environmental Rules (e.g pollution of water, incorrect disposal of waste)
13. Other conduct, onsite, offsite or online where the learner could bring the college into disrepute.
 - **You are expected to report any criminal involvement to the appropriate GLLM staff member.**

5.1 **Misconduct**

Examples of misconduct include:

- Lack of respect towards other learners, staff and visitors
- Poor attitude and lack of effort in class
- Repeated late submission or completion of set work and/or failure to meet deadlines
- Refusal to show ID on request by a member of staff
- Failure to use college facilities and equipment with care and respect
- Non-payment of college fees and charges
- Use of mobile phone in class without staff consent
- Smoking and use of e-cigarettes on GLLM premises
- Repeated absence without notification/approval

5.2 **Gross Misconduct**

Examples of gross misconduct include:

- Cheating or plagiarism
- Serious instances of not adhering to GLLM Health and Safety rules and regulations
- Harassment or bullying whether physical, or verbal, including by electronic means such as mobile phone, social networks, email, taking or distributing photos/videos or recording conversations without prior consent
- Infringement of the Grŵp's Equality & Diversity Policy, e.g., Harassing, victimising or discriminating behaviour against any other person on grounds of age, disability, race, ethnic or national origin, religion or belief, sex, sexual orientation, gender identity, gender reassignment, pregnancy, maternity, marriage or civil partnership, colour or socio-economic background
- Being under the influence of alcohol and/or drugs
- Possession of illegal substances and/or drug paraphernalia
- Dealing of illegal substances or medicines prescribed for use by another person
- Violent or threatening behaviour, including gender-based violence (including the carrying of weapons both real and imitation regardless of intent of use)
- Vandalism
- Theft
- Misuse of or causing disruption to the college IT network and hardware
- Any criminal activity which has brought or may bring the reputation of the college into disrepute (irrespective of whether it takes place on college property or during college time)

5.3 **Specific to residential accommodation**

- Failing to be in on curfew
- Under the influence of or suspected be under the influence of alcohol
- Being in an unpermitted area of the residential hostel
- Damage to property, fixtures and fittings
- Breach of residential contract regulations
- Disrupting the lives of others living in residency
- Allowing other people to enter residency when they are not permitted (e.g., allowing people from other households, other students or visitors)
- Smoking/Vaping in buildings
- Tampering with health and safety equipment

- Any drug use or in possession of drugs, can also include under the influence of drugs including suspected drug use

6. Definitions

- 6.1 The disciplinary action taken will reflect the circumstances and severity of the incident/ behaviour and take into account previous disciplinary action taken against the learner concerned. Whilst not exhaustive, the following definitions provide guidance on how to apply the disciplinary procedures.

7. Attendance and Punctuality

- 7.1 At Grŵp Llandrillo Menai, regular attendance and punctuality are essential for learners to succeed in their studies and to develop the discipline needed for future employment. GLLM is committed to creating a supportive learning environment where every learner has the opportunity to thrive. We recognise that various personal, social, or emotional factors can impact attendance and punctuality. Therefore, we are dedicated to taking a restorative approach in addressing these issues, working with learners to understand and overcome any barriers they may face.
- 7.2 Learners are expected to attend all scheduled classes, tutorials, and other learning activities as outlined in the ***Learner Attendance Management Policy***. Punctuality is equally important, repeated lateness disrupts learning for both the individual and their peers.
- 7.3 While Grŵp Llandrillo Menai is committed to a trauma-informed and restorative approach, we must also ensure that all learners are meeting the expectations outlined in the ***Learner Attendance Management Policy***. If repeated lateness or absenteeism continues despite supportive interventions, the college will take further action in line with the disciplinary procedures within this policy.

8. Disciplinary Interventions

- 8.1 Prior to any disciplinary intervention, an offer of support, via a supportive action plan or a referral to Learner Services must be implemented.
- 8.2 There are two types of intervention that can be applied as part of the disciplinary procedures to respond to breaches of the Learner Conduct Policy. These are:
- Informal intervention
 - Formal intervention

- 8.3 Informal intervention includes discussion and informal interview with the learner to discuss the concern relating to their behaviour or conduct. Examples where informal intervention may be applied include smoking and use of e-cigarettes in non-designated areas, use of mobile phones in class, loud or unruly behaviour in class or communal areas.
- 8.4 Formal intervention includes issuing a Verbal Warning, Written Warning, Final Written Warning, Suspension and/or Exclusion. The issue of warnings can be progressive, that is, Verbal Warning, Written Warning and Final Written Warning but not necessarily so, depending on the seriousness of the offence.
- 8.5 Formal intervention must be initiated after repeated incidents or a serious incident of misconduct has occurred.
- 8.6 Without exception, formal intervention must be applied after an incident of gross misconduct, as defined in section 4.3, has occurred. The line managing Assistant Principal or in their absence, another senior member of staff must be informed when suspension of a learner for gross misconduct is being considered.

9. Learners with Additional Learning Needs

- 9.1 The expectation for standards of behaviour to be adhered to is the same for all learners, however, the college recognises that there may be some instances where learners with additional learning needs require further consideration. The disciplinary procedures should be applied on individual merit to learners with known speech, language and communication difficulties; emotional behavioural difficulties; learning difficulties or disabilities.
- 9.2 At every stage of the disciplinary process, all staff must be conscious of the needs of individual learners who may be disadvantaged by written communication and formal interviews.
- 9.3 Staff must consider the individual needs of such learners and are advised to contact the Grŵp Learning Support Manager or the Learner Services Manager for further guidance.
- 9.4 Adaptations to the disciplinary process may include:
- Adapting the language of communication spoken and written
 - Providing written communication in alternative formats
 - Providing additional advisory or advocacy support for the learner to ensure their full understanding of the process
 - Providing interpretation services at any Disciplinary Panel

10. Monitoring and Reporting

- 10.1 The Learner Services Manager at each college will maintain a central record of all Disciplinary Panels held.
- 10.2 The Director of Learner Services and Marketing, will report on a termly basis to each college's Tîm Rheoli by providing a summary of the outcomes of all Disciplinary Panels.

