



Gowerton School

Behaviour Policy

Ysgol Tregŵyr



Mi Ddylwn, Mi Allaf, Mi Fynnaf - I Should, I Can, I Shall



Contents

Introduction	Page 3
Aims	Page 3
Pupil Expectations	Page 4
Behaviour Blueprint	Page 5
Stages of Behaviour	Page 6
Ready to Learn	Page 6
Graduated Response	Page 7
Mobile Phones	Page 7
Rewards & Recognition	Page 8
Acceptable Use of Technology	Page 8
Uniform & Equipment	Page 9
The role of the Governing Body	Page 10
Appendix 1	Page 11
Appendix 2	Page 12



Introduction



At Gowerton School, we are a community of Gowertonians who live our motto every day: *Mi Ddylwn, Mi Allaf, Mi Fynnaf — I Should, I Can, I Shall*. This Behaviour Policy sets clear expectations so that all pupils and staff are Ready, Respectful and Safe, supported by strong relationships, high expectations and a restorative mindset.

We **should** be **Ready**, we **can** be **Respectful**, and we **will** be **Safe**. This policy complements a ‘Gowerton Lesson’, aligning behaviour with pedagogy so that great learning thrives in calm, purposeful classrooms.

We teach, model and recognise behaviours that enable success while applying proportionate, consistent consequences when behaviour falls short. This shared responsibility is upheld by the Local Authority, which provides guidance, training and support; by the school, which implements clear routines, models positive relationships and works with families and external agencies; by parents and carers, who will support the school behaviour policy and reinforce responsible behaviour; and by pupils, who treat others with respect, take responsibility for their actions, attend regularly and engage positively in learning.

At Gowerton School, self-evaluation is a whole-school, ‘knitted’ process encompassing standards and progress, teaching and assessment, pupil wellbeing and inclusion, leaderships, curriculum and community engagement. This ensures all our staff understand their role in our collective commitment to continuous improvement.

Aims



- Ensure every member of our community feels safe and can learn without disruption.
- Embed Ready, Respectful, Safe expectations across classrooms, corridors, and the wider community.
- Recognise and reward conduct that is “over and above.”
- Use a staged process and a graduated response, so staff know what to do and pupils know what to expect.
- Strengthen home–school partnerships.



Expectations

Ready, Respectful, Safe



These expectations apply in school, online, on journeys and within the community.

I should be **ready**

- **Present** in school each day.
- **Punctual** to school and lessons.
- **Uniform** worn with pride.
- **Equipment** for every lesson.
- **Homework** completed on time and to the best of your ability.

I can be **respectful**

- **Respect myself:** make positive choices and ask for help when needed.
- **Respect my peers:** be kind, listen, include others, and resolve disputes restoratively.
- **Respect all staff:** follow instructions first time; communicate politely using appropriate language.
- **Respect my school:** look after our environment and property; keep spaces clean and tidy.
- **Respect my community:** be a positive Gowertonian on the journey to and from school and online.

I shall be **safe**

- **In lessons:** use equipment safely and allow others to learn.
- **Between lessons:** move calmly; keep left in corridors; look out for others.
- **Break & lunch:** make safe choices; follow adult instructions.
- **In the community:** behave safely and lawfully on journeys and visits.
- **eSafety:** use technology responsibly; report concerns; protect personal information



Behaviour Blueprint



How staff will consistently behave

1. Calm
2. Respectful
3. Positive

Rules for learners

1. Ready
2. Respectful
3. Safe

Each day staff will . . .

1. Model positive behaviour
2. Give attention to best behaviour
3. Acknowledge everyone/meet and greet

Three things Senior Leaders will do every day to support good behaviour

1. Be visible
2. Follow a consistent approach
3. Lead by example

Three ways staff will recognise conduct that is 'over and above'

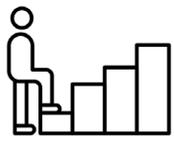
1. Positive points
2. Positive phone calls home
3. Public praise

Three things staff will do when intervening with poor behaviour

1. Remain calm
2. Be consistent using agreed stages
3. Private as possible/avoiding shame



Stages of Behaviour



Pupils are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the following steps for dealing with poor conduct:

- **Stage 0 — Reminder:** a **Ready, Respectful, Safe** reminder.
- **Stage 1 — Caution:** a clear caution (as privately as possible) outlining choices and next steps.
- **Stage 2 — Time-Out:** short time away from peers; boundaries reset; opportunity to re-engage.
- **Stage 3 — Last Chance:** brief scripted intervention; change of seat/work area if appropriate; opportunity to make the right choice.
- **Stage 4 — Parking & Reparation:** move to the Ready to Learn base; an after-school detention is used to reset boundaries, repair relationships, and set clear expectations for the next lesson.
- **Stage 5 — SLT Referral:** immediate for serious misconduct to ensure safety. Sanction decided by Head of Key Stage and SLT.

Note: Staff will refer to the Behaviour Handbook and use Bromcom to record stages and actions taken.

Ready to Learn (Behaviour Support)

The **Ready to Learn** base is the school's central hub for behaviour support, intervention and restoration. It is staffed by specialist Behaviour Officers who work alongside teaching and pastoral staff to support pupils in regulating their behaviour and returning successfully to learning.

Pupils attend Ready to Learn when:

- They reach Stage 4 of the classroom behaviour process
- They require additional support during the school day to manage emotions or behaviour
- They access behaviour mentoring and coaching
- They attend lunchtime and after-school detentions
- A restorative intervention is needed following an incident
- They are completing an internal exclusion

Ready to Learn is a supportive, structured environment. Its purpose is to:

- Help pupils reflect on choices
- Teach and practise self-regulation strategies
- Repair relationships
- Re-establish readiness to learn

Pupils remain in Ready to Learn until they are ready to return to lessons safely and successfully, supported by clear reintegration planning.

Ready to Learn works in close partnership with external agencies, which may include:

- Educational Psychology Service
- Behaviour and Inclusion Team
- Youth Services
- Police Liaison Officer

This multi-agency approach ensures that pupils receive the right support to develop long-term positive behaviour and resilience.



Graduated Response



Separate from the stages of behaviour Gowerton School applies a graduated response that sets out the full range of consequences when behaviour escalates or persists. All sanctions are proportionate, fair and rights-based.

- **Caution** - Verbal warning with clear choices.
- **Detention** - Used to reset boundaries, repair relationships and set expectations.
- **Internal Exclusion** - Supervised work in Ready to Learn with a re-integration plan.
- **Fixed-Term Exclusion** - Proportionate use for serious/repeated breaches; re-integration meeting on return.
- **Permanent Exclusion** - Ultimate sanction in line with statutory guidance for the most serious cases.

Mobile Phones



- The school is a mobile-free learning environment from 08:40-15:00
- No mobile phones, headphones, or earbuds to be used anywhere on the school site during the school day.
- Any phone/headphones being used during the school day will be confiscated and taken to Ready to Learn.
- The school accepts no liability for phones brought onto site.
- Limited exceptions apply only for:
 - Pupils with medical needs (e.g., diabetics using phones for glucose monitoring)
 - Specific subjects for educational purposes under strict teacher control
- Staff must also model expectations and avoid using their own phones in sight of pupils during lesson time.

Required Staff Action

When any device is seen it will be confiscated by the member of staff immediately who will store it securely until it can be deposited in Ready to Learn or collected by a member of SLT on a school walk. The confiscating member of staff will then record this on Bromcom.

Return of devices

- Confiscated devices are collected by pupils from Ready to Learn at 15:00.
- Phones cannot be collected during lessons.
- If confiscated in Lesson 5, the member of staff can store it securely and return to the pupil at 15:00.
- First offence — the device will be confiscated and returned to the pupil at the end of the day.
- Further offences — a parent/carer or nominated adult must collect the device.
- Persistent misuse may result in a request not to bring the device to school.



Rewards & Recognition



We actively celebrate positive behaviour at every opportunity. Staff reward pupil with positive points on Bromcom that pupils can exchange for a selection of rewards including:

- Rewards trips
- Stationery packs
- Hot chocolates
- Front of queue passes

Positive phone calls home are made weekly to pupils nominated by departments across the school. Pupils' names are published in the weekly staff circular to celebrate their achievements.

Academic achievement (relative to Gowerton Grade) assemblies are held termly to recognise pupil performance across all subject areas. Pupils are rewarded with high achiever stationery set and a letter or commendation to parents/carers.

Regular social media coverage of success and achievement of a variety of activities. All parents have access to the My Child at School (MCAS) application to track and monitor pupil behaviour and rewards.

Annual Senior Awards Evening to celebrate the achievements and contributions made by Gowertonians during their time at Gowerton.

Acceptable use of Technology Online Behaviour

Pupils are expected to demonstrate the same high standards of behaviour online as they do in the classroom, corridors, and wider school environment. All usual school rules apply when using any digital device, platform or online service.

The school provides access to the internet and digital technologies to support learning, research, communication and creativity. Access to these systems is a privilege, not a right, and responsible use is expected at all times.

Responsibilities and Expectations

- Pupils are responsible for all actions taken on their accounts and devices while on the school network.
- The school may monitor or review files, communication logs and online activity to ensure safe, responsible use. Users should be aware that no data stored on school systems should be considered private.
- Teachers will guide pupils toward appropriate online content during lessons.
- Outside school hours, responsibility for supervision rests with parents and carers, as with other forms of media (e.g., TV, social media, films, gaming).



Uniform & Equipment



Our uniform promotes pride, belonging and readiness to learn. The list below sets out the core expectations. Full details and updates are on our website: <https://gowertonschool.com/school-uniform/>

Core uniform (Years 7–11)

- Navy polo shirt with Gowerton School badge
- Maroon school sweatshirt with Gowerton School badge
- Black tailored trousers or black skirt (appropriate length)
- Plain white/black socks or black tights
- Plain black footwear (flat, no coloured markings or logos)
- A suitable backpack for books and equipment

Sixth Form Uniform

- Black 'Sixth' polo shirt
- Black 'Sixth' hooded top

PE Kit

- Gowerton games T-shirt
- Gowerton games shorts or PE leggings
- Trainers suitable for indoor/outdoor sport

Jewellery, hair and make-up

- Jewellery minimal: A wristwatch and a single pair of small ear studs
- No facial piercings
- Hair in natural colours only; long hair tied back in practical lessons
- Make-up discreet; no false nails or eyelashes



The role of the Governing Body

The Governors have a responsibility to ensure that an appropriate ethos is set and that a moral framework is in place so as to encourage all pupils to behave positively. To ensure this they meet regularly with the Senior Leadership Team of the school.

- The Governors will assure themselves that the prevailing ethos promotes the highest standards of behaviour from pupils in the school supported by realistic and high expectation of the pupils by the staff.
- The ethos is supported by Behaviour Management strategies which the Governors will be assured include suitable provision for all pupils and are fully inclusive.
- The Governing Body has a general duty to ensure that all pupils have the right to the highest possible standards of care and that the school follows policies to promote good behaviour and discipline amongst pupils.

In matters relating to the regulation of pupils' conduct the Governors recognise that emphasis should be placed on the prevention of unacceptable behaviour. They also acknowledge the need for early intervention when appropriate. They further recognise that they themselves as Governors, the Headteacher and the staff have a duty to ensure that the young people attending Gowerton School should not have their education jeopardised by the disruptive behaviour of other pupils



Appendix 1



Behaviour Report

Name:

Start date:

	Monday	Tuesday	Wednesday	Thursday	Friday
Form					
Period 1					
Period 2					
Period 3					
Period 4					
Period 5					
School Signature:					
Parenty/Carer Signature:					

Ready

- Present in school each day.
- Punctual to school and lessons.
- Uniform worn with pride.
- Equipment for every lesson.
- Homework completed on time and to the best of your ability.

Respectful

- Respect myself
- Respect my peers
- Respect all staff
- Respect my school
- Respect my community.

Safe

- In lessons: use equipment safely and allow others to learn.
- Between lessons: move calmly; keep left in corridors; look out for others.
- Break & lunch: make safe choices; follow adult instructions.
- In the community: behave safely and lawfully on journeys and visits.
- eSafety: use technology responsibly; report concerns; protect personal information



Appendix 2

Gowerton School Pupil Expectations

I should be ready

- Present in school each day.
- Punctual to school and lessons.
- Uniform worn with pride.
- Equipment for every lesson.
- Homework completed on time and to the best of your ability.

I can be respectful

- **Respect myself:** make positive choices and ask for help when needed.
- **Respect my peers:** be kind, listen, include others, and resolve disputes restoratively.
- **Respect all staff:** follow instructions first time; communicate politely using appropriate language.
- **Respect my school:** look after our environment and property, keep spaces clean and tidy.
- **Respect my community:** be a positive Gowertonian on the journey to and from school and online.

I shall be safe

- **In lessons:** use equipment safely and allow others to learn.
- **Between lessons:** move calmly; keep left in corridors; look out for others.
- **Break & lunch:** make safe choices; follow adult instructions.
- **In the community:** behave safely and lawfully on journeys and visits.
- **eSafety:** use technology responsibly; report concerns; protect personal information

Behaviour Stages

