



Behaviour, Discipline and Exclusions Policy

Rationale:

Gateways is a small community where every member is considered and respected. This policy aims to foster among pupils, staff and parents a sense of belonging to an orderly school community, whose members understand the difference between right and wrong, are polite and show respect for one another, for property and for the truth. It is an environment whereby each individual can reach their potential academically and mature emotionally, socially and spiritually is essential. Pupils are required to behave with courtesy and consideration towards all members of the school community. Discipline is maintained by demonstrating and reinforcing positive behaviour patterns. This policy is in line with **Behaviour and Discipline in Schools (2016)**.

Purposes:

1. To encourage good behaviour, self discipline and respect by applying consistent procedures.
2. To project positive images of all social groups (eg ethnic, religious, gender, age and disability) in displays, literature and verbal and electronic communication
3. To encourage pupils to take an active part in developing and following the Code of Conduct appropriate to their age group
4. To develop an active partnership with parents
5. To encourage all members of the school community to set a good example and provide positive role models
6. To recognise and reinforce good behaviour with praise
7. To use assemblies, RE, PSHE, drama and other areas of the curriculum, to examine behaviour and attitudes and their consequences
8. To involve all members of staff in sharing a responsibility for maintaining good behaviour in the classroom and elsewhere. They must be consistent in their approach
9. Good communication is essential between teachers, teachers and ancillary staff, and home and school. Relevant information should be shared and potential problems discussed with all the staff concerned
10. Pupils should know what is expected of them in terms of behaviour
11. Staff should listen to pupils
12. Staff must avoid making judgements about home background or comparisons with other pupils in the family

13. Staff should make professional, rather than emotional, responses to pupils displaying anti-social behaviour
14. The behaviour of a pupil should be considered separate from the individual. When unacceptable behaviour occurs, it is the behaviour and not the girl that is unacceptable.
15. To have one system, specific to each phase of the school, which all staff follow so that all pupils, whatever their ability, know the boundaries and responses to their crossing them. Malicious allegations against staff by pupils are also dealt with under the school's disciplinary procedures
16. To clarify the contribution of all staff so that academic and pastoral routes support each other in benefiting the pupils' progress
17. To have a procedure which operates equally well whatever the nature of the misdemeanour, within the subject or the form
18. To never use corporal punishment
19. To use physical interaction only when it is restraint to prevent injury, damage to property or a criminal act; it must be the minimum that is required, be calm and measured; if used it is reported to the Headmistress as soon as possible
20. To be alert to behavioural issues which may indicate that a pupil is suffering or is likely to suffer significant harm
21. To consider carefully prior to response whether misbehaviour arises from a special educational need or a disability in which case guidance from Learning Access Co-ordinator, Form Tutor/Form Teacher and Deputy Head/Head of Pastoral Care/Head of Prep will inform the response.
22. To search pupils, with or without consent, or confiscate items in line with DfE guidance 2014. Search includes electronic devices; a phone can be searched. If relevant, information on a device may be handed over to the police.
23. To clarify the position of dealing with pupils' conduct outside the school gates.

Guidelines – High School:

1. All staff, whether acting as a subject teacher or form tutor, praise achievement, effort and good behaviour.
2. Regular communication in staff meetings and via email enable all staff to be aware of any problems which may affect the behaviour of a pupil.
3. Staff, who experience difficulties with a pupil, make every attempt to resolve the situation by following consistent procedures which encourage good behaviour.
4. An electronic log of all communication and incidents in the individual pupil's profile on iSAMs allows any patterns of behaviour to be examined.
5. The record of information is continued from Prep School to High School through iSAMS; other feeder schools transfer information through the visit by the Head of Pastoral Care (High School) prior to pupils joining High School. All High School staff attend a handover meeting led by the Head of Prep with input from the whole school Learning Access Coordinator.
6. The 'Consistent Procedures to Encourage Good Behaviour' culminate in an interview with the Headmistress. If she considers any misbehaviour to be sufficiently serious to warrant further action, then she will authorise suspension, internal or external, or with due reference to the Board of Governors, exclusion, in line with Gateways' 'Standard Terms and Conditions.' This includes malicious accusations against staff.

Guidelines - Prep

1. All staff praise achievement, effort and good behaviour.
2. Regular communication in staff meetings, the weekly 'Pupil Update' and via email enable all staff to be aware of any problems which may affect the behaviour of a pupil.
3. Staff who experience difficulties with a pupil, make every attempt to resolve the situation by following consistent procedures which encourage good behaviour.
4. Information is transferred from EYFS and requested from other feeder schools prior to pupils joining Prep School. Information is passed from one class teacher to the next class teacher during handover meetings in the summer term.
5. An electronic log of all communication and incidents in the individual pupil's profile on ISAMS allows any patterns of behaviour to be examined.
6. The record of information is continued from Prep School to High School through ISAMS. All High School staff attend a handover meeting led by the Head of Prep and whole school Head of Learning Support.
7. The consistent procedures include an interview with either the Head of Prep who will inform parents. If they consider any misbehaviour to be sufficiently serious, she will inform the Headmistress who will decide upon further action. This includes malicious accusations against staff.

Guidelines – E.Y.F.S.

1. All staff praise achievement, effort and good behaviour.
2. Daily communication and weekly planning meetings enables all practitioners to be aware of any problems which may affect the behaviour of a pupil.
3. All practitioners manage behaviour in a manner appropriate for the children's stage of development and, individual, needs.
4. Staff who experience difficulties with a pupil, make every attempt to resolve the situation by following consistent procedures which encourage good behaviour.
5. Information is transferred to Year 1 during handover meetings in the summer term.
6. An electronic log of all communication and incidents in the individual pupil's profile on ISAMS allows any patterns of behaviour to be examined.
7. The consistent procedures include a meeting with parents and the Head of Early Years. If she considers any misbehaviour to be sufficiently serious, she will inform the Head of Prep and the Headmistress.

Behaviour guidelines for pupils outside of school premises – Whole school

1. Staff have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".
2. Staff will follow the procedures laid out in this document and apply them to any school visit or trip.
3. Staff may discipline pupils for misbehaviour when the pupil is:
 - a) taking part in any school-organised or school-related activity or
 - b) travelling to or from school or
 - c) wearing school uniform or
 - d) in some other way identifiable as a pupil at the school.

- e) or misbehaviours at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Conclusion:

This policy, which is reviewed annually and should be viewed in conjunction with all other school policies. It embraces the school's practice of having open channels of communication and of employing consistent practices which are fair to all, in accordance with the **Equality Act 2010**. This policy and its procedures is whole school and includes out of school care.



Rewards and Sanctions High School

Rewards

Gateways is a small community where every member is considered and respected. All staff work hard to create an environment whereby each individual can reach their potential academically and mature emotionally, socially and spiritually. Pupils are required to behave with courtesy and consideration towards all members of the school community. Demonstrating and reinforcing positive behaviour patterns maintain discipline. To this end the following methods are used to emphasise 'good' behaviour:

Sixth Form	Praise and encouragement from form tutor/Head of Sixth Form Advanced Commendation; awarded by tutor, signed by Headmistress, acknowledged by a letter home from Head of Sixth Form, awarded in Awards Assembly, filed in progress file
U3-U5	School marking policy Words of praise Notes to parents in Student Planners and/or exercise books Personal Portfolios Bronze, silver and gold certificate scheme for collecting house points Recognition of house points and House Hero; House notice board/ assembly Headmistress Commendation Merit Boards Praise postcards Informing fellow pupils of individual achievements; e.g. qualifications, colours, excellence, effort, enrichment certificates, in assemblies, Friday assembly, Subject Awards assembly, Awards Assembly Trophies, book vouchers; Prize Giving

The House point and Commendation procedures are outlined in the Student Planner.

Sanctions

Most problems are easily solved if they are picked up on quickly enough. The size of Gateways lends itself to this process. Parents are encouraged to let school know if a pupil is having problems in or outside school e.g. a death in the family, marital breakdown etc. It is important that the staff who have contact with this pupil are aware that difficulties beyond the child's control could affect their behaviour.

Teaching staff and form tutors, who experience difficulties with a pupil, should make every attempt to resolve the situation themselves by following;

Consistent Procedures to Encourage Good Behaviour

Subsequent strategies include the following measures:

- Sixth Form
 - Form Tutor discussion
 - Head of Sixth Form meeting
 - Parent/Tutor/Head of Sixth Form meeting
 - Deputy Head/Headmistress meeting

- U3-U5
 - Notes to parents in the Student Planner
 - Meeting with Form Tutor, perhaps on a regular basis
 - Telephone call to parents
 - Communication with parents if work incomplete or deadlines missed
 - Detention with Head of Pastoral Care (High School); letter home or phone call
 - Head of Pastoral Care (High School) meeting
 - Personal Achievement card
 - Parent/relevant staff meeting
 - Supervised break and lunch sessions
 - Deputy Head meeting
 - Regular reporting to Deputy Head / Head of Pastoral Care (High School)
 - Headmistress interview
 - Internal suspension
 - Temporary exclusion (Approved by Board of Governors)
 - Request to permanently remove pupil (Approved by Board of Governors)

Rewards and Sanctions Prep School

Rewards

Gateways is a small community where every member is considered and respected. All staff work hard to create an environment whereby all children can reach their potential academically and mature emotionally, socially and spiritually. Pupils are required to behave with courtesy and consideration towards all members of the school community. Demonstrating and reinforcing positive behaviour patterns maintain discipline. To this end the following methods are used to emphasise 'good' behaviour:

- Words of praise
- Notes to parents in Planners or Reading Record Books
- House points - totalled weekly and termly
- Weekly Merit assembly – merits, house points and personal achievements
- Enrichment Awards – awarded in whole school Awards Assembly
- Achievement awards in Awards Assembly
- Prize Giving awards

Sanctions

Most problems are easily solved if they are picked up on quickly enough. The size of Gateways lends itself to this process. Parents are encouraged to let school know if a pupil is having problems in or outside of school e.g. a death in the family, marital breakdown. It is important that the staff who have contact with this pupil are aware that difficulties beyond the child's control could affect behaviour.

Teachers, who experience difficulties with a pupil, should make every attempt to resolve the situation themselves by following;

Consistent Procedures to Encourage Good Behaviour

Subsequent strategies include the following measures:

- Pupil/teacher discussion
- Notes to parents in the Planner/Reading Record book
- Inclusion in weekly 'Pupil Update'
- Meeting with the Head of Prep
- Telephone call to parents
- Pupil meeting with the Head of Prep (with parents and teacher if appropriate)

- Parent/relevant staff meeting
- Supervised break and lunch sessions
- Parent meeting with the Headmistress
- Pupil and parent meeting with the Headmistress
- Internal suspension
- Temporary exclusion (Approved by Board of Governors)
- Request to permanently remove pupil (Approved by Board of Governors)

E.Y.F.S.

Reviewed Spring 2019
Next review Spring 2020

- Rewards** Immediate praise and encouragement at every opportunity
Star Helper/Leader – chosen daily
Rainbow Cloud - positive behaviour reinforcement system
Weekly Merit assembly – merits, house points and personal achievements (Reception)
Class trophy (Reception)
- Sanctions** Thinking Cloud - positive behaviour reinforcement system

Gateways Prefect Discipline Strategies

Offences that will be monitored by prefects:

1. Chewing Gum
2. Littering
3. Untidy uniform
4. Eating outside of the dining room
5. Unacceptable/rude behaviour

Wiping duty

Bad behaviour in the dining room will result in a prefect issuing wiping duty. This will include wiping a maximum of five tables at lunchtime either on or for the following day. We aim to match the 'offence' to the misdemeanour.

Lunch and break duties

1st Break:

- There will be prefects situated in the dining room.
- There will be prefects patrolling the Schofield building, looking out for any of the above 'offences'.

2nd break:

- There will be prefects situated at the front door of the dining room, collecting lunch cards and monitoring the line.
- Similarly there will be prefects at the side door & clearing station, ensuring that tables are wiped efficiently.
- There will be prefects patrolling the Schofield building, looking out for any of the above 'offences.'

High School Unacceptable Behaviour

Pupils

- Behave inappropriately in school, on a school visit or when in uniform
- Apologise to relevant member of staff
- Benefit from 'Consistent Procedures to Encourage Good Behaviour'
- Consequently may attend interviews with appropriate staff; Head of Department, Form Tutor, Head of Pastoral Care, Deputy Head, Headmistress.
- May attend detention with Deputy Head.
- Respond to the Prefects' 'slip' policy

Staff

- Follow the 'Consistent Procedures to Encourage Good Behaviour'

Head of Pastoral Care (High School)

- Decides on level of response in line with school policies and keeps staff informed
- Consults with Deputy Head
- Oversees agreed response. Possible strategies are outlined in 'Rewards and Sanctions'
- Communicates with parents as appropriate and files communication slips and 'On Report' forms
- Responds to information from the Deputy Head about a pupil, when the indicators suggest an underlying cause for poor performance. The cause and solutions will be discussed with the pupil and possibly, their parents.
- May issue pupil with targets on a personal achievement card
- May recommend homework club to aid organisation. This is confirmed with parents.
- Communicates with Headmistress

Deputy Head

- Supports staff in the agreed response
- Communicates with Headmistress

Prep School Unacceptable Behaviour

Pupils

- Behave inappropriately in school, on a school visit or when in uniform
- Apologise to relevant member of staff
- Benefit from 'Consistent Procedures to Encourage Good Behaviour'

Staff

- Follow the 'Consistent Procedures to Encourage Good Behaviour'.

Head of Prep

- Decides on level of response in line with school policies and keeps staff informed
- Oversees agreed response. Possible strategies are outlined in 'Rewards and Sanctions'
- Communicates with parents as appropriate and updates parental contact records. Keeps staff fully informed.
- Discusses strategies and targets with the pupil and the parents.
- Communicates with Headmistress if appropriate

E.Y.F.S.

Head of Early Years

- Decides on level of response in line with school policies and keeps staff informed
- Oversees agreed response. Possible strategies are outlined in 'Rewards and Sanctions'
- Communicates with parents as appropriate and updates parental contact records. Keeps staff fully informed
- Discusses strategies and targets with the parents
- Communicates with Head of Prep and Headmistress if appropriate

SUBJECT/FORM REPORT

NAME	DATE	TEACHER
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REPORT REASONS	1	2	3
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NUMBER OF LESSONS; FORM PERIODS	TARGET 1	TARGET 2	TARGET 3	TEACHER/ HEAD OF DEPARTMENT/TUTOR STRATEGIES
1				
2				
3				
4				

TEACHER/HEAD OF DEPARTMENT/TUTOR; FINAL COMMENT; subject teacher forward to Deputy Head; form tutor to Head of Pastoral Care (High School).

- **POSITIVE OUTCOME; FILE**
- **NEGATIVE OUTCOME; DETENTION**

Academic/Pastoral Detention Procedure

Pupil

- Has not responded to the targets stated on the subject 'On Report'
- Attends a detention, supervised by the Head of Department/Subject Leader or with the Form Tutor and Head of Pastoral Care (High School) during Lunch Break.
- Brings work to complete, set by the member of staff.

Staff

- Employ teacher and Head of Department or Form Tutor and Head of Pastoral Care (High School) strategies throughout 'On Report' process
- Send a subject report to the Deputy Head or the Head of Pastoral Care (High School) marked positive outcome or 'detention'
- Attend the detention to ensure clear understanding of the instructions

Deputy Head/ Head of Pastoral Care (High School)

- Receives an 'On Report' form
- Informs the form tutor of the outcome; positive ones are noted and filed; others are marked detention
- Informs staff in briefing
- Sends a letter to parents to inform them of the detention arrangements and to have further discussion about the cause for concern
- Oversees the detention periods
- Ensures the details are recorded as a sanction in the V9b & V10b Serious Sanctions Record.
- Files the 'On Report' forms

Deputy Head

If the previous stage has not achieved a positive outcome and the pupil is continuing to receive detentions, the Deputy Head considers the most appropriate action for that individual pupil and informs the parents accordingly.

Discussions with the Deputy Head, Head of Pastoral Care (High School) and the reading of all staff minutes keep the Headmistress well informed. The nature of her response is relative to the individual pupil.

Letter to parents to inform them of the detention arrangements

Dear

You will know from your daughter's planner that she has been encouraged to improve her performance in the following area(s)

-

Unfortunately she has not fully responded to the guidance given. Consequently she will serve lunchtime detention from Monday to Friday, week beginning ----- . We hope X will find this a sufficient deterrent so that this will not happen again. The arrangements are

Days:

Dates:

Time:

Place:

I look forward to your support in this matter, as I am sure you will agree it is important that the school instils good work habits and behaviour at this stage in your daughter's education.

Yours sincerely

Appendix A

Incident Report Form

Name of pupil: _____		Form: _____
Names of any other pupils involved:		
Names of any witnesses:		
Description of the Incident:		
Did the incident include any of the following:		
<ul style="list-style-type: none"> Verbal abuse Threatening language Threatening behaviour Intimidation Physical abuse Theft Damage to property 	<ul style="list-style-type: none"> Defiance; refusal to co-operate Constant low-level disruption Racist abuse/harassment Sexist abuse/harassment Homophobic abuse/harassment Any other 	
Date of incident: _____	Date incident reported: _____	
Time of incident: _____	Time incident reported: _____	
Location of incident:		
Name of staff completing this form:		Date: _____
PTO if further comment is needed or to summarise outcome/disciplinary action		

If incident is within a lesson, forward to the Deputy Head; in all other cases forward to the Head of Pastoral Care (High School). Both will inform others as appropriate.

HIGH SCHOOL PUPIL'S ACCOUNT OF AN INCIDENT

Your name	Form: _____
Date: -----	
Nature of incident:	
Date of incident:	Time incident reported:
Names of pupils actively involved:	
Names of any witnesses:	
Include: WHERE it took place, what you SAW, HEARD, SAID and DID	
This is a true account of the incident.	
Signed:	



GATEWAYS SCHOOL

Personal Achievement Card

Targets:

1 _____

2 _____

3 _____

Pupil: Present this card at the end of each lesson and ask the member of staff to sign it.

Teacher: Please circle if target is met and initial.

Parent: please sign on the back and comment if you wish.

Period	1	2	3	4	5	6	7	8	9	10	11
Monday	1	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3	3
Tuesday	1	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3	3
Wednesday	1	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3	3
Thursday	1	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3	3
Friday	1	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3	3

Gateways School Behaviour Self Assessment

If you feel that you are often 'picked on' or often blamed for picking on others, what can YOU do about it? We want to support you in moving forward and away from any incidents.

Please write down in the appropriate spaces

1. your good points, which we should definitely be praising.
2. any behaviour which may irritate, hurt or annoy others.
3. a specific target to improve your behaviour/how other girls see you
4. if we can do something more than our usual practice of speaking with witnesses, random questioning of others in the year and talking to you regularly, tell us

1.	
2.	
3.	
4.	

Name

Date

Signature