



GATEWAYS SCHOOL

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)** and should be read in conjunction with the **Electronic Communication and Internet Acceptable Use policy**, the **RSE policy**, the **Anti-Bullying policy** and the **Safeguarding policy**.

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, RS, PSHE/RSE, drama lessons and other areas of the curriculum, to examine behaviour and attitudes and their consequences and to reinforce positive attitudes. PSHE is also a vehicle to deliver LGBTQIA+ education as outlined in the PSHE Schemes of Work.
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

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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 pupil 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 Head 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/Heads of Pastoral Care & Discipline/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 and logging poor conduct on the weekly 'Rewards & Conduct Card'.
4. An electronic log of communication and incidents is noted in Wellbeing module on iSAMS/CPOMS and pastoral team meeting minutes allows any patterns of behaviour to

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be examined. The Rewards and Conduct and the Discipline Manager modules of iSAMS are used to record conducts and then records detentions as well praise where housepoints and commendations can be recorded.

5. The record of information is continued from Prep School to High School through iSAMS/CPOMS; other feeder schools transfer information through visits and calls by the Head of Pastoral Care & Discipline (KS3) prior to pupils joining Year 7 in High School. All High School staff attend a handover meeting prior to the start of the new school year where information is shared from Prep staff and the Head of Pastoral Care & Discipline (KS3).
6. The 'Consistent Procedures to Encourage Good Behaviour' culminate in an interview with pupil, parents and Head. 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.

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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. Poor behaviour in Upper Key Stage 2 is recorded on the weekly 'Rewards and Conduct Card'.
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. A log of all incidents (CPOMS, Wellbeing Manager and Pastoral Meeting Minutes) allows any patterns of behaviour to be examined.
6. The record of information is continued from Prep School to High School through ISAMS and CPOMS. All High School staff attend a handover meeting prior to the start of the new school year where information is shared from Prep staff.
7. The consistent procedures include a meeting with Head of Pastoral Care and Discipline for KS1 OR KS2 who will inform parents. If they consider any misbehaviour to be sufficiently serious, they will inform the Head who will decide upon further action. This includes malicious accusations against staff.
8. The Prep School uses its PSHE programme (Jigsaw) as a vehicle for reinforcing positive attitudes. This programme is an integral part of school life and is used to deliver important messages through either lessons or assemblies.

Guidelines - E.Y.F.S.

Positive behaviour is promoted. Corporal punishment is an offence and any punishment which could adversely affect a child's well-being must not be used. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. A record is kept of any occasion where physical intervention is used, and parents and/or carers are informed on the same day, or as soon as reasonably practicable.

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 positive behaviour.
5. Information is transferred to Year 1 during handover meetings in the summer term.
6. A log of all communication (CPOMS and Supervision Minutes) and incidents allows any patterns of behaviour to be examined.

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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 Head.
8. EYFS uses its PSHE programme (Jigsaw) as a vehicle for reinforcing positive attitudes. This programme is an integral part of school life and is used to deliver important messages through lessons and assemblies.

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
 - b) travelling to or from school on school transport
 - c) wearing school uniform
 - d) in some other way identifiable as a pupil at the school
 - e) misbehaviour 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.

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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 Head, 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 and pupils, through Firefly comments on returned work and/or exercise books Personal Portfolios Housepoints and commendations Termly housepoint certificates for collecting Housepoints House recognition on notice boards and/or in assemblies Merit Boards Praise postcards Informing fellow pupils of individual achievements; e.g. qualifications, colours, excellence, effort, enrichment certificates, in assemblies. Subject Awards assembly, Awards Assembly Trophies, book vouchers; Prize Giving Mentions in the newsletter

The House point and Commendation are recorded on the weekly 'Reward and Conduct Cards'. Rewards and Sanctions are then recorded on iSAMS.

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

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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

Staff should record conduct marks on the pupil's weekly 'Reward and Conduct Card' under the following headings:

Code	Conduct	Expectations
B	Behaviour	Pupils will demonstrate good behaviour at all times as set out in the school behaviour policy.
D	Dress & Appearance	Pupils will wear the correct school uniform at all times as set out in the School Handbook, including PE kit. Correct appearance is expected at all times.
E	Equipment	Pupils are expected to equip themselves with a fully stocked pencil case and any subject specific equipment requested.
H	Homework	Pupils will complete and submit homework on time.
L	Late	Pupils will be on time to school, registrations and lessons.
W	Work	Pupils will work hard in school, concentrate on their own learning, stay focussed and not distract others.
O	Other	An action which is contrary to Gateways' ethos. To be specified on recording.

Three conduct marks in a week result in a lunch time detention. Two lunch time detentions in a week result in a 4pm detention.

Subsequent strategies include the following measures:

Sixth Form Students only given Achievement cards as a third stage intervention
 Form Tutor discussion
 Matron discussion
 Head of Sixth Form meeting
 Parent/Tutor/Head of Sixth Form meeting
 Deputy Head/Head meeting

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U3-U5

- Notes/emails to parents
- Meeting with Form Tutor, perhaps on a regular basis
- Telephone call to parents
- Communication with parents if work is incomplete or deadlines missed
- Head of Pastoral Care & Discipline (KS3 & KS4) meeting
- Personal Achievement card
- Parent/relevant staff meeting
- Supervised break and lunch sessions
- Deputy Head meeting
- Regular reporting to Deputy Head / Heads of Pastoral Care and Discipline
- Headm interview/detention
- Internal suspension
- Temporary exclusion (Approved by Board of Governors)
- Request to permanently remove pupil (Approved by Board of Governors)

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High School Behaviour Policy

These procedures aim to:

1. have one system which all staff follow so that pupils understand the expectations we have as a school.
2. clarify the contribution of all staff to support each other and benefit the progress of all pupils.
3. have a procedure which operates equally well whatever the nature of the misdemeanour, within the subject or the form
4. support continued communication between pupil, staff and parents.

Staff, whether acting as a subject teacher or a form tutor, react consistently to both good and inappropriate behaviour. Therefore, within a lesson or form time, the following strategies may be used.

- Encouraging good behaviour should embrace praise of achievement and effort.
- Poor Behaviour should not be given a public platform and should be noted on the pupil's weekly Reward and Conduct Card.



GATEWAYS
SCHOOL

WEEKLY REWARD & CONDUCT RECORD

NAME			
FORM		FORM TUTOR	
HOUSE		DATE	

- This card must be with you at all times otherwise an automatic lunchtime detention will be served
- In classrooms the card must be placed in clear view on the desk
- A member of staff may ask to see your card at any time
- Rewards and Conduct marks will be collected on a Monday and put on to iSAMS
- This information can be viewed in your profile on Firefly

HOUSEPOINTS							
1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
26	27	28	29	30	31	32	33
33	34	35	36	37	38	39	40

COMMENDATIONS		
	Details	Staff Initials
1		
2		

CONDUCT RECORD						
B	D	E	H	L	W	O
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6

Code	Conduct	Expectations
B	Behaviour	Pupils will demonstrate good behaviour at all times as set out in the school behaviour policy.
D	Dress & Appearance	Pupils will wear the correct school uniform at all times as set out in the School Handbook, including PE kit. Correct appearance is expected at all times.
E	Equipment	Pupils are expected to equip themselves with a fully stocked pencil case and any subject specific equipment requested.
H	Homework	Pupils will be complete and submit homework on time.
L	Late	Pupils will be on time to school, registrations and lessons.
W	Work	Pupils will work hard in school, concentrate on their own learning, stay focussed and not distract others.
O	Other	An action which is contrary to Gateways' ethos. To be specified on recording.

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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/Growth, wellbeing/success Awards – awarded in whole school Awards Assembly
- Achievement awards in Awards Assembly including new GWS Awards
- Prize Giving awards

The House points are recorded on the weekly 'Reward and Conduct Cards'. Rewards and Sanctions are then recorded on iSAMS.

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. In UKS2, pupils' behaviour is monitored using the same Weekly Reward and Conduct Record as the High School. Three conduct marks in a week result in a lunch time detention.

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'
- Telephone call to parents
- Pupil meeting with the Head of Pastoral and Discipline for KS1/KS2
- Pupil meeting with the Head of Prep (if appropriate)
- Parent/relevant staff meeting
- Supervised break and lunch sessions

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Parent meeting with Head of Pastoral and Discipline for KS1/KS2
Parent meeting with the Head (if appropriate)
Child placed on a Report Card with set targets to achieve
Internal suspension
Temporary exclusion
Request to permanently remove pupil (Approved by Board of Governors)

E.Y.F.S.

Rewards Immediate praise and encouragement at every opportunity
Star Helper/Leader – chosen daily
Weekly Merit assembly – merits, house points and personal achievements (Reception)

Sanctions One to one discussion appropriate to each individual's age and stage of development.

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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.

2nd break:

- There will be prefects at the side door & clearing station, ensuring that tables are wiped efficiently. They are supported by L6.

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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'

Code	Conduct	Expectations
B	Behaviour	Pupils will demonstrate good behaviour at all times as set out in the school behaviour policy.
D	Dress & Appearance	Pupils will wear the correct school uniform at all times as set out in the School Handbook, including PE kit. Correct appearance is expected at all times.
E	Equipment	Pupils are expected to equip themselves with a fully stocked pencil case and any subject specific equipment requested.
H	Homework	Pupils will be complete and submit homework on time.
L	Late	Pupils will be on time to school, registrations and lessons.
W	Work	Pupils will work hard in school, concentrate on their own learning, stay focussed and not distract others.
O	Other	An action which is contrary to Gateways' ethos. To be specified on recording.

Staff

- Follow the 'Consistent Procedures to Encourage Good Behaviour' and use the pupil's weekly Reward and Conduct card to record poor conduct.

Heads of Pastoral Care and Discipline (KS3) & (KS4)

- Supports Form Tutors and subject teachers in managing behaviour
- Consults with Deputy Head/Head
- Oversees agreed response.
- Communicates with parents as appropriate and records communications in iSAMS/CPOMS.
- Responds to information from the Curriculum & Assessment Lead/Deputy Head/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

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- May recommend homework club to aid organisation. This is confirmed with parents.
- Communicates with Head

Deputy Head

- Supports staff in the agreed response
- Communicates with Head

The following list is not exhaustive or exclusive but provides an indication of the sort of behaviour or offence that the School would consider serious enough to merit consideration of a temporary or permanent exclusion from School. The school has zero tolerance to discrimination of any kind including bullying, peer-on-peer abuse and harassment in all forms including racial and sexual harassment:

- physical assault against pupils or adults
- verbal abuse of, threatening behaviour towards or malicious allegations against pupils or adults
- peer-on-peer abuse, including, bullying, including cyber-bullying
- involvement in nudes or semi-nudes/ youth produced sexual imagery (also referred to as 'Sexting') or online psychological or sexual harassment
- racism and racial harassment
- sexual misconduct including the inappropriate conduct in any intimate relationship between pupils
- drug and alcohol misuse
- damage to property
- theft
- any conduct that facilitates, encourages or makes possible, any of the offences listed above
- persistent disruptive behaviour
- and any conduct that significantly harms the reputation of the School

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Prep School Unacceptable Behaviour

Pupils

- Behave inappropriately in school, on a school visit or when in uniform
- Benefit from 'Consistent Procedures to Encourage Good Behaviour'
- Gateways Prep School has a zero-tolerance approach on discrimination, bullying, peer on peer abuse and harassment, in all their forms.

Staff

- Follow the 'Consistent Procedures to Encourage Good Behaviour'.
- For UKS2, follow the 'Consistent Procedures to Encourage Good Behaviour' and use the pupil's weekly Reward and Conduct card to record poor conduct.

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 Head if appropriate

Heads of Pastoral Care and Discipline (KS1) & (KS2)

- Supports Form Tutors and LSAs in managing behaviour. Possible strategies are outlined in 'Rewards and Sanctions'
- Monitors overall behaviour and oversees communication on Wellbeing Manager
- Organise and run pastoral meetings with form tutors
- Communicates with parents as appropriate and records communications on Wellbeing Manager and on CPOMS, if appropriate.
- Discusses strategies and targets with the parents
- May issue pupil with targets on a personal achievement card
- Keeps staff fully informed via weekly meetings
- Responds to information from the Head of Prep 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.
- Communicates with Head of Prep and Head if appropriate

E.Y.F.S.

Head of Early Years

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- 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 Head if appropriate

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WEEKLY REWARD & CONDUCT RECORD

NAME			
FORM		FORM TUTOR	
HOUSE		DATE	

- This card must be with you at all times otherwise an automatic lunchtime detention will be served
- In classrooms the card must be placed in clear view on the desk
- A member of staff may ask to see your card at any time
- Rewards and Conduct marks will be collected on a Monday and put on to iSAMS
- This information can be viewed in your profile on Firefly

HOUSEPOINTS							
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COMMENDATIONS		
	Details	Staff Initials
1		
2		

CONDUCT RECORD						
B	D	E	H	L	W	O
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5

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6	6	6	6	6	6	6
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Code	Conduct	Expectations
B	Behaviour	Pupils will demonstrate good behaviour at all times as set out in the school behaviour policy.
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E	Equipment	Pupils are expected to equip themselves with a fully stocked pencil case and any subject specific equipment requested.
H	Homework	Pupils will complete and submit homework on time.
L	Late	Pupils will be on time to school, registrations and lessons.
W	Work	Pupils will work hard in school, concentrate on their own learning, stay focussed and not distract others.
O	Other	An action which is contrary to Gateways' ethos. To be specified on recording.

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Academic/Pastoral Detention Procedure

Pupil

- Has received multiple of three conduct marks
- Attends a lunchtime detention, supervised an 'on duty' member of staff
- Given a specific task to complete that is not homework or reading

Staff

- Use weekly Reward and Conduct card to record poor conduct.
- Add pupil to detention list on iSAMS if they give the third conduct mark.

Deputy Head/ Heads of Pastoral Care (KS3), (KS4) and (UKS2)

- Monitors pupil Housepoint logs and the detention list on iSAMS.
- Authorises & publishes detentions on iSAMS.
- Informs staff as appropriate of any pupil concerns/issues
- Sends a letter to parents to inform them of the 4pm detention arrangements and to have further discussion about the cause for concern
- Oversees the detention rota
- Ensures the details are recorded as a sanction in the V9b & V10b Serious Sanctions Record.
- Keeps iSAMS/CPOMS up-to-date.

Deputy Head

If the previous stages have 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. In the case of UKS2, this would be done by the Head of Prep,

Discussions with the Deputy Head, Heads of Pastoral Care and Discipline (KS3), (KS4) and (UKS2) the reading of all staff minutes keep the Head well informed. The nature of her response is relative to the individual pupil.

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Letter to parents to inform them of the detention arrangements

Dear

You will know from previous communications about your child that they have been encouraged to improve their performance in the following area(s)

-

Unfortunately, they have not fully responded to the guidance given. Consequently, they will serve a 4pm detention on 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 child's education.

Yours sincerely

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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.

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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:	

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Include: WHERE it took place, what you SAW, HEARD, SAID and DID

This is a true account of the incident.

Signed:



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Personal Achievement Card

Targets:

1 _____

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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

Date of review: Spring 2024

Date of next review: Spring 2026

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 pupils 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

Date of review: Spring 2024

Date of next review: Spring 2026