



Behaviour, Discipline & Exclusions

Policy and Procedures

Gateways School

Independent Day School for Boys and Girls

Introduction

Gateways is a close-knit school community that values respect, responsibility and mutual care. Every member of our school — pupils, staff, and parents — is valued. Our Behaviour Policy encourages an environment where pupils can grow academically, emotionally, socially, morally and spiritually.

All members of the school community (pupils, staff and parents) are expected to demonstrate courtesy, consideration and respect for one another, for school property and for the truth and to set a good example through their actions and behaviour at all times.

Policy Aims

The school aims to:

- promote good behaviour and self-discipline by applying consistent and fair procedures to encourage good behaviour and self-discipline which are underpinned by respect for everyone in the school community.
- maintain a single, clear behaviour management system that is adapted appropriately for each phase of education to ensure consistency while recognising the developmental needs of pupils at different ages and stages.
- partner effectively with parents fostering strong relationships to ensure parental understanding of pupil behaviour expectations during the school day and on school trips along with any associated rewards and sanctions which may apply.
- listen to pupils' concerns and treat their issues with respect and fairness.
- set clear expectations for pupils so that they have a clear understanding of the standard of behaviour expected of them in school and during offsite activities.
- focus on rewarding and reinforcing good behaviour, acknowledging it and celebrating it wherever possible.
- tackle any poor behaviour as a separate issue, without making it personal or criticising the individual.

Legislation and guidance

This policy is based on fostering positive behaviour through clear, consistent procedures and aligns with the DfE guidance [Behaviour in Schools \(2024\)](#). It should be read in conjunction with the school's policies on Electronic Communication and Internet Acceptable Use, Relationships and Sex Education (RSE), Anti-Bullying Strategy, and Safeguarding, and any other relevant policies.

Scope and Application

This policy applies to the whole school and is designed to address the specific statutory obligations on the school to actively promote the wellbeing of all pupils, irrespective of social group or protected characteristic.

All staff share the responsibility for maintaining good behaviour across the school, using a consistent and united approach.

Reviewed: Autumn 2025

Next review: Autumn 2027

Physical restraint may only be used to prevent harm, property damage, or a criminal act. It must be reasonable, proportionate, and applied calmly, in line with the [Use of Reasonable Force and Restrictive Interventions guidance \(2025\)](#).

Behavioural incidents that may stem from a pupil's special educational needs or disabilities will be managed with guidance and support from appropriate staff and support systems within the school.

Appendix 1: Guidelines for High School staff

The following guidelines outline the expectations and procedures for High School staff in promoting positive behaviour, ensuring consistency, and supporting pupils' wellbeing and academic progress.

Handover Information

Behavioural and academic records are shared from the Prep School and other feeder schools, ensuring continuity of care and understanding of a pupil's circumstances upon joining the High School.

Consistent Praise

Staff should acknowledge achievement, effort and good behaviour regularly and appropriately.

Communication of Issues

Through Staff Meetings, emails, pastoral updates and Wellbeing entries, all staff should stay informed of potential pastoral issues that might impact a pupil's conduct.

Logging Behaviour

All instances of good and poor behaviour should be logged electronically through epraise, enabling a full record of conduct to be gathered.

Final Sanction

In serious cases, the Head may authorise suspension or exclusion after parental discussions, following the school's Standard Terms and Conditions.

Rewards

Gateways promotes positive behaviour using a variety of rewards, including House points, commendations and special recognitions such as milestone certificates. These are recorded in the epraise system.

House Points: House points are awarded in three key areas:

- **Growth:** Encouraging personal development, resilience and trying new things.
- **Wellbeing:** Fostering kindness, emotional support and mindfulness practices.
- **Success:** Recognising academic achievement, leadership and extracurricular contributions.

Sanctions:

For behaviour that falls short of expectations, sanctions include corrective conversations, demerits and detentions escalating to meetings with senior staff in the most serious of cases. These sanctions are recorded on epraise, and pupils may progress through levels of intervention depending on the severity and frequency of incidents.

Form Time as a Safe Space

At Gateways, Form Time is designated as a safe space where pupils can address any issues with dress, appearance, or equipment without the fear of an immediate sanction. This time allows pupils to meet the school's expectations before lessons begin, with guidance and support from Form Tutors.

No demerit marks will be given for minor issues during Form Time, but consistent failure to resolve these concerns may lead to further intervention in accordance with the behaviour flowchart in Appendix 2. If problems persist, they will be addressed through discussions involving the pupil, parents and other staff as required.

This approach ensures Form Time remains a supportive environment, allowing pupils to start their day positively.

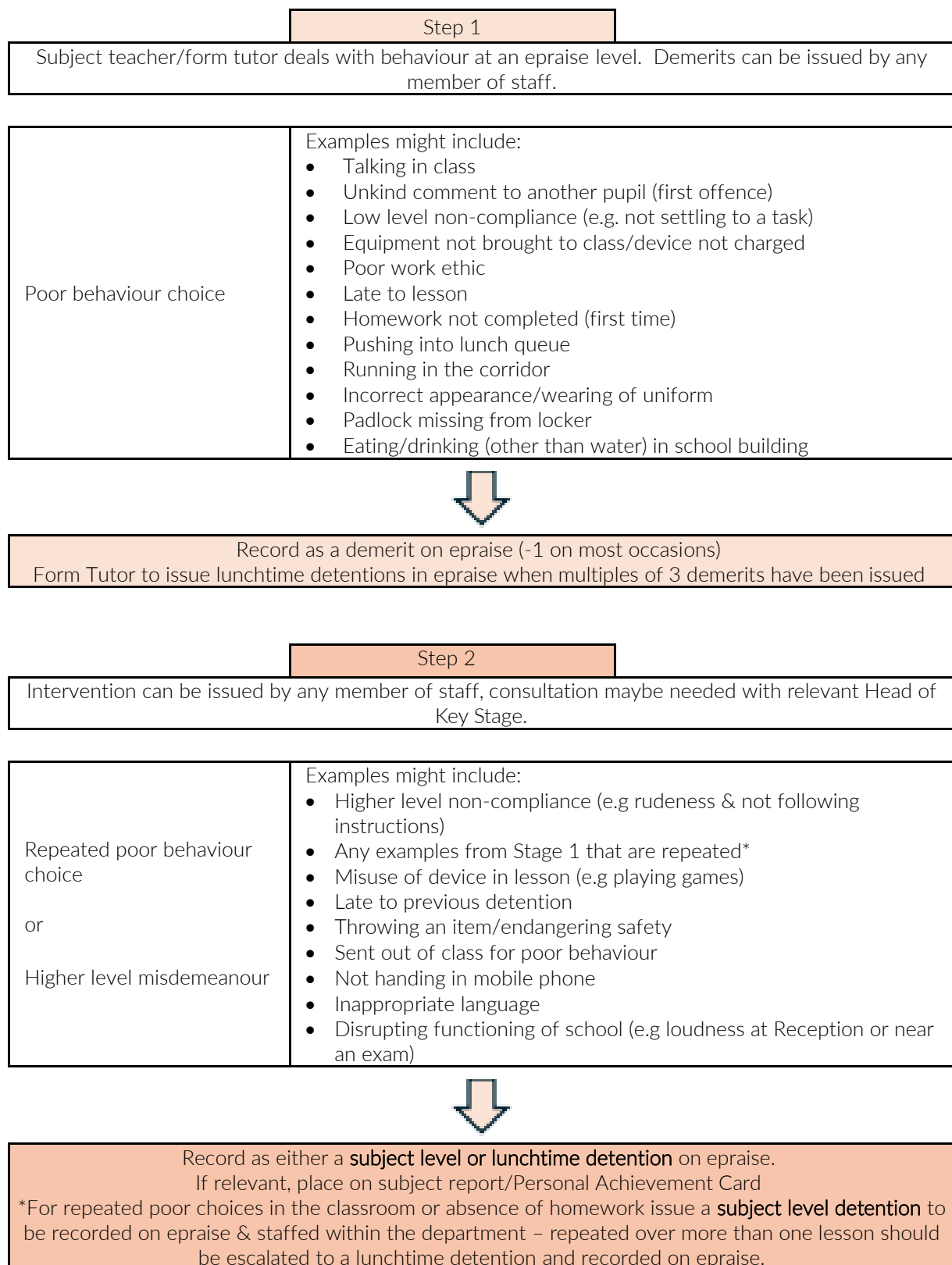
Behaviour Guidelines for Pupils Outside School Premises

Staff may discipline pupils for misbehaviour outside school in circumstances that affect the school's reputation or the safety of others. Misbehaviour during school-organised activities, while wearing school uniform, or at any time when pupils represent the school, will be addressed using the same procedures as in-school incidents.

Conclusion

This policy ensures a fair, consistent, and open approach to behaviour management, aligning with the school's core values of respect, inclusivity, and personal development. It is reviewed regularly in line with all school policies, ensuring its continued relevance and effectiveness.

Appendix 2 – Response flowchart with examples



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Step 3

Intervention issued by any member of staff, consultation maybe needed with relevant Head of Key Stage	
Poor behaviour choice	Examples might include: • Disrespect directed at a member of staff (eg talking back, challenging instructions, swearing) • Speaking disrespectfully about a teacher • Chewing gum • Missing lunchtime detention (including subject detention) • Truancy from assembly/lessons • Breaking no contact rule • Stage 2 of Antibullying Pathway • 7 or more demerits issued during a week • Behaviour endangering safety on school minibus • Behaviour offsite causing harm to school's reputation • Refusal to hand in mobile phone • Serious inappropriate language • Defiance • Lying to a member of staff • Dangerous behaviour which did/could damage property



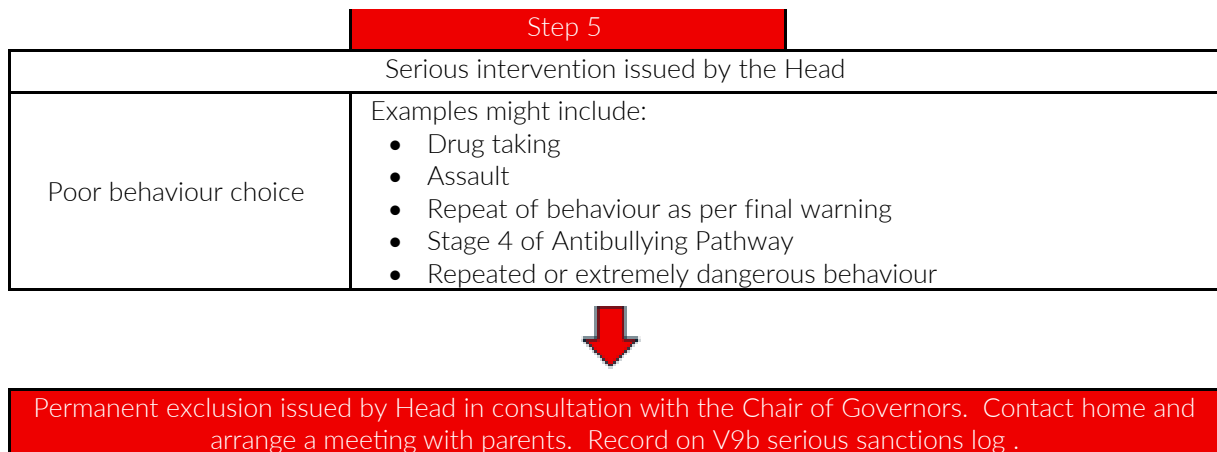
Record as a Friday 4pm detention* on epraise
Form Tutor to contact home (unless more appropriate for department to do so) and arrange a meeting with parents if appropriate
*missed 4pm detention phase two 4pm detention (2 hours)

Step 4

Intervention issued by Headteacher, consultation maybe needed with relevant Head of Key Stage	
Poor behaviour choice	Examples might include: • Serious physical harm to person or property • Theft • Vaping/smoking • Slander • Vandalism • Stage 3 of Antibullying Pathway • Behaviour offsite causing serious harm to school's reputation • Dangerous behaviour which did/could hurt yourself or others • Any examples from Stage 3 that are repeated



Internal/external suspension issued by Headteacher after discussion with Key Stage Lead. Depending on severity a final warning may be issued. Contact home and arrange a meeting with parents if appropriate. Record on V9b serious sanctions log.



Reference:

Antibullying Pathway stages:

Repeated and verifiable acts of unkindness that have not been corrected by a couple of guidance conversations should move through the Antibullying Pathway as follows:

Stage 1 - formal chat about behaviour, understanding the impact it is having on others, assurance that they understand and they feel able to stop, warning that if they don't then they will move to Stage 2. Explanation of the stages. Parents informed. Can be authorised by Form Tutor or Key Stage Lead. TRJ informed.

Stage 2 - Friday 4pm detention. Parents informed. Can be authorised by a Form Tutor or Key Stage Lead. TRJ informed.

Stage 3 - Suspension. Could be internal for lower level or external for more serious incident. Parents invited in to discuss either at the suspension meeting or the reintegration meeting. Authorised by TRJ but can be authorised by Deputy Head in TRJ's absence.

Stage 4 - Regardless of internal or external at Stage 3, Stage 4 is a permanent exclusion. Only authorised by TRJ.

Appendix 3: Guidelines for Prep School staff

The following guidelines outline the expectations and procedures for Prep School staff in promoting a positive and supportive environment for all pupils to thrive at Gateways.

Handover Information

Behavioural and academic records are shared from EYFS and requested from other feeder schools prior to pupils joining the Prep School. Information is passed from one class teacher to the next class teacher during handover meetings. Pastoral notes that detail a pupils physical, social, emotional and mental wellbeing are available for each year group.

Consistent Praise

A positive learning environment is fundamental to pupil's growth, wellbeing and success throughout the Prep School and therefore staff should regularly praise achievement, effort and good behaviour.

Communication of Issues

Regular communication in staff meetings, weekly 'Pupil Update', emails and Wellbeing entries enable all staff to be aware of any issues which may affect the behaviour of a pupil.

Logging Behaviour

All instances of good and poor behaviour should be logged electronically through trackit for EYFS, KS1 and LKS2 and epraise for UKS2, enabling a full record of conduct to be gathered while helping us identify areas where children may need additional guidance.

Final Sanction

In serious cases, the Head of Prep may authorise suspension or exclusion after parental discussions, following the school's Standard Terms and Conditions.

Rewards

Pupils can earn green points and house points for displaying positive behaviours that align with our school's Growth Wellbeing Success (GWS) ethos, such as kindness, effort, excellent work, courage, resilience, and helpfulness.

These points accumulate and can be redeemed for a variety of exciting rewards, including stickers, merit certificates, badges, postcards home, and treat tokens. These are given out at the following intervals:

- Stickers – Weekly
- Merit certificates (Trackit and epraise) – Weekly

- Badges – Monthly
- Postcards home (Trackit and epraise) – Monthly
- Treat tokens (Trackit and epraise) – Half-termly

In addition to the Trackit Lights rewards, staff also recognise and celebrate positive behaviour and achievement through:

- Words of praise
- Notes home to parents
- Merit certificates
- House points
- Whole-school awards assemblies (linked to Growth, Wellbeing, and Success)
- Prize giving awards

Sanctions:

Staff work closely with pupils and parents to support and resolve concerns by following consistent procedures that encourage positive behaviour. Where behaviour falls short of expectations, sanctions may include corrective conversations, formal conducts, progression through the Trackit coloured traffic light system, and detentions, escalating to meetings with senior staff in the most serious cases. All sanctions are recorded on Trackit, ePraise, and iSAMS, and pastoral leads are notified. Pupils may progress through increasing levels of intervention depending on the severity and frequency of incidents.

We believe everyday should offer a fresh start and pastoral leads and form tutors work together to ensure all children are supported.

Form Time as a Safe Space

At Gateways, Form Time is a designated safe space where pupils can address any issues with dress, appearance, or equipment without the fear of immediate sanction. This time enables pupils to meet the school's expectations before lessons begin, with guidance and support from their Form Tutors.

Minor issues identified during Form Time will not result in movement through the Trackit colours or the issuing of conduct marks; however, persistent failure to resolve such concerns may lead to further intervention, including discussions involving the pupil, parents, and other staff where appropriate.

Alongside this, Form Time provides opportunities for pupils to connect with friends and teachers, share their feelings, and engage in a variety of learning activities such as phonics, spellings, and *Picture News*, where current events are explored.

This approach ensures Form Time remains a supportive environment, allowing pupils to begin each day with positivity and purpose.

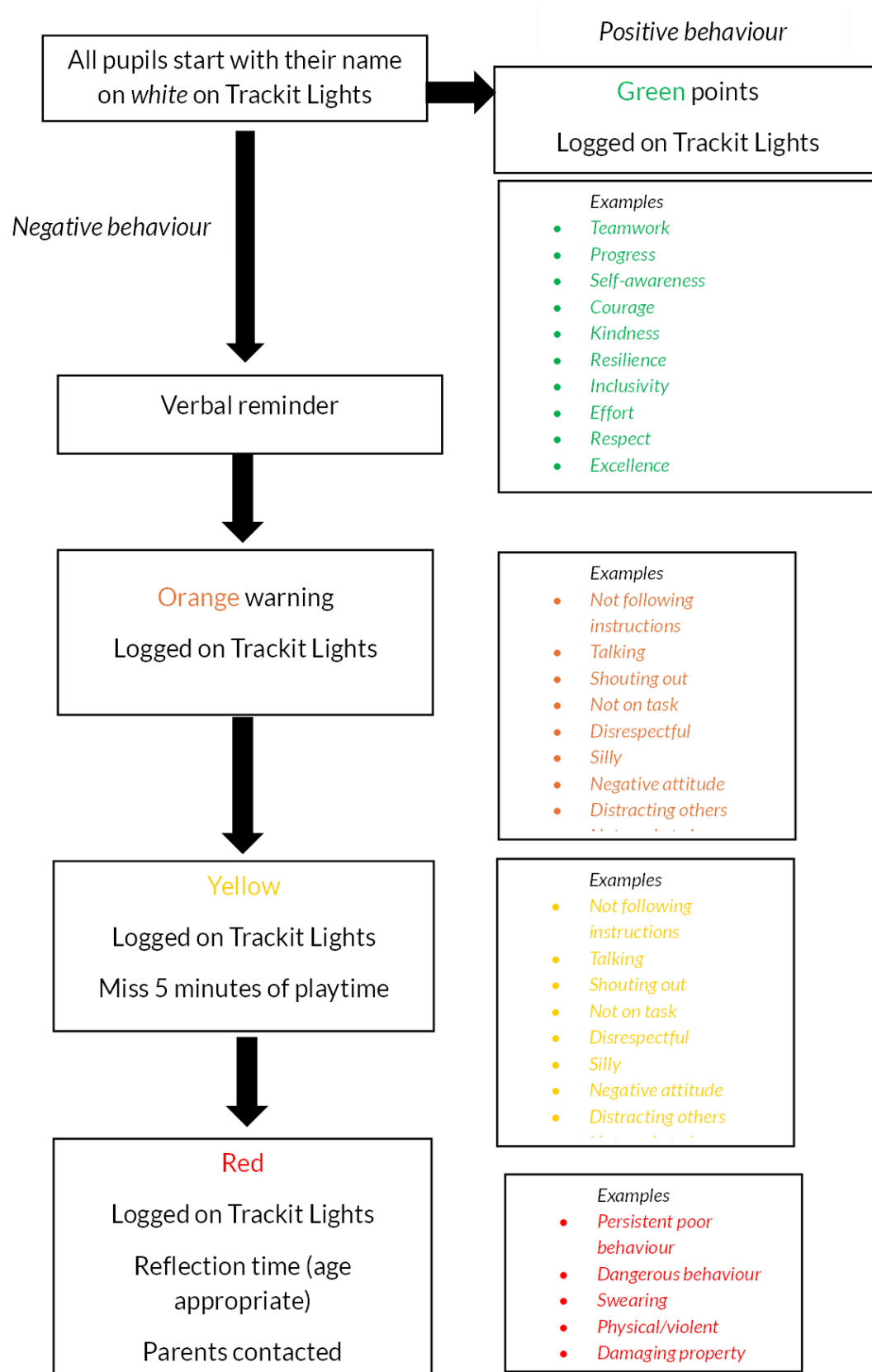
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Appendix 4: Prep School response flowchat with examples (Trackit)



Appendix 5: Prep School response flowchat with examples (epraise)

