GATEWAY SCHOOL
GREAT MISSENDEN

# Behaviour Policy

This Policy Applies to Gateway School and Early Years Setting

Reviewed: July 2026
Next Review: July 2027

Introduction

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016, the National Minimum Standards for boarding and the requirements of the EYFS Framework 2026, as well as Keeping Children Safe in Education 2026, Working Together to Safeguard Children (2026), Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance July 2026,Statutory guidance Mobile phones in schools 2026 the OFSTED Review of sexual abuse in schools and colleges (June 2021).

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children.

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances

- misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or 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.

Confiscation

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items;

- returning items to pupils or parents after a given period (where possible at the end of the school day)
  - for example, items banned from school, such as money, mobile phones, specific toys
- destroying items
  - for example, pornography, tobacco, alcohol
- handing items to the police
  - for example, banned substances, knives and weapons, stolen items

In this context, the school has regard to the DfE guidance "Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies" 2022.

Mobile Phones in School
The school's policy prohibits the use of mobile phones throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtimes, this prohibition covers other forms of communications and smart technology with similar functionality to mobile phones (for example, the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video).

Consistency
The school is committed to achieving a consistent response in the management of behaviour, this is achieved through

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the head/SLT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers and do not downplay certain behaviours, for example, dismissing sexual harassment as "just banter" or "having a laugh".

Casual, low-level harassment, sexist language, or misogynistic behaviours must be challenged instantly. Failing to punish these behaviours normalises abuse and allows them to escalate into more severe physical or sexual violence.

Staff should understand and look out for the making, sending, or receiving of digitally altered, deepfaked, or AI-generated nude/semi-nude imagery. Misuse of AI tools to target or bully peers requires an immediate safeguarding response alongside the school's behavioral sanctions.

Supporting Appropriate Behaviour; Curriculum and General Approaches
The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently. This policy, along with the Equal Opportunities Policy recognises the need for a behavioural approach to reinforce a culture where prejudice, harassment and online abuse, including sexual abuse and harrassment are not tolerated.

As part of this process schools should ensure that within the curriculum provision appropriate to their setting and age children receive appropriate teaching in order that they develop a clear understanding of:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- self-discipline

- Fundamental British Values
- consent;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment.

The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanctions that may adversely affect their well-being.
- Work in partnership with parents to ensure that
    - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
    - they can work together with the school to achieve improvements in their child's behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND which may include alterations to sanctions, timeframes and support to meet individual pupil needs and replacing punitive measures (like detentions or isolation) with restorative practices, calming time, or educational interventions
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.
- Consider whether the behaviour is related to a potential safeguarding issue, that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.
- Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy

Malicious accusations

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Headteacher will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy, this includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in the Safeguarding Policy (p22).

Rewards and Sanctions

The principles on which the school has developed its rewards and sanctions strategy are as follows

- Expectations are reasonable for pupils of all ages and needs
- The priority is the promotion of positive behaviour

- Support the teaching of good behaviour, self-discipline and respect
- Designed through pupil discussion
- Enable independent pupil action and reflection
- Support positive relationships in school
- Reinforce and reward appropriate behaviour
- Enable staff to develop classroom management strategies, including the organisation of facilities and resources

**Our Expectations for "Valued Behaviour" linked to the school's ASPIRE values**

Valued behaviour relates to behaviour that is positive, helpful, and promotes social acceptance. In our school, valued behaviour falls into three key categories which form our expectations for how children should conduct themselves:

**SAFE -** Children are expected to follow rules and instructions to keep themselves and others safe. This includes walking calmly around the school grounds, using quiet voices indoors, and using equipment properly and sensibly. They must make sure they are in the right place at the right time and always inform an adult if they need to be somewhere different—for example, going to the toilet during a lesson or attending a lunchtime club.

**CARING -** Children are expected to show kindness and empathy towards others. This means listening to one another, using polite and respectful language, and being helpful to classmates and staff. Caring behaviour includes treating others as they would like to be treated and taking responsibility for their environment—keeping classrooms tidy and looking after school property.

**POSITIVE -** Children should approach each school day with a positive attitude and a willingness to try their best. This means arriving on time, wearing the correct uniform or P.E. kit, and being prepared with the right equipment, such as reading books and homework. Positivity is shown through enthusiasm for learning, pride in achievements, and resilience when facing challenges.

**Rewards and Sanctions**

The principles on which the school has developed its rewards and sanctions strategy are as follows

- Expectations are reasonable for pupils of all ages and needs
- The priority is the promotion of positive behaviour
- Support the teaching of good behaviour, self-discipline and respect
- Designed through pupil discussion
- Enable independent pupil action and reflection
- Support positive relationships in school
- Reinforce and reward appropriate behaviour
- Enable staff to develop classroom management strategies, including the organisation of facilities and resources

The school does not overly quantify positive behaviour – courtesy and progress are their own reward. However, we do celebrate achievements, both in work and behaviour. This is done through a number of avenues:

ASPIRE Award

- Weekly, selected children receive 'ASPIRE AWARD' certificates for individuals displaying our ASPIRE values.

House Points

- All the children are grouped into four houses; Jenner, Seacole, Barnardo, Brunel
- House Points are awarded for valued behaviours (Safe, Caring and Positive). They can be awarded by any adult working at the school.
- House points are displayed in each form room and children will add to a collective total.
- The House Captains collect and announce the weekly totals for each house during the weekly celebration assembly
- At the end of term, House Day will be organised for the House with the most points. The House Day is a reward for every child in that house.

Merits

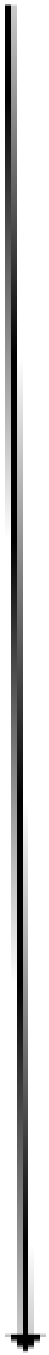
- Pupils receive merits for personal achievement.
- When a pupil reaches a milestone, they receive recognition via bronze badges (30), silver badges (60), gold badges (100) and platinum (120).
- All merits will be recorded on the school management information system.

**What happens if a child's behaviour is inappropriate or unacceptable?**

Children at Gateway School are taught to take ownership of their behaviour. They know the standard of expected behaviour and understand the sanctions. They are then encouraged to understand that they have a choice in which way to behave.

The system builds in time for the child to re-evaluate their choice of behaviour and to refocus. The child should be praised for making the right choices.

If a child chooses inappropriate behaviour (e.g. shouting out, disturbing others) that does not meet our expectations as set out in our valued behaviours, then the teacher will apply the "Steps" system.

| | | | |
|---|---|---|---|
|  | Step 1 | Redirection | Gentle encouragement/guidance based on your relationship with that child. A 'nudge' in the right direction. |
| | Step 2 | Pupil reminder | • A reminder of the rules, delivered privately and/or subtly wherever possible ( if necessary use 30 Second Script to aid discussions – Appendix 1). This does not mean taking the child out of the room.<br>• Give reflection time within the room, repeating reminders if necessary.<br>• De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. |
| | Step 3 | Pupil being given a last chance | • Verbal caution delivered privately (if necessary use 30 Second Script to aid discussions – Appendix 1), if possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.<br>• Use the phrase, 'Think carefully about your next step.' Give the child a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.<br>• Step away to allow space to process.<br>• Discreetly note down for later restorative conversation |
| | Step 4 | Consequence and Reflection | If steps 1-3 have been implemented and the child still does not engage or change their behaviour it may be appropriate at this stage to apply a consequence.<br><br>• **EYFS - Year 4:** The child is sent to the "step partner" classroom until the end of the session. Child to take a reflection sheet to complete.<br>• **Year 5 and 6:** At this step a last verbal warning communicating that the next step will be a detention, where a reflection sheet will be completed with the Phase Leader.<br>• A class teacher can implement any consequences. This could include using a Tier 1 Report Card (see Appendix 2) to track more closely a child's behaviour and facilitate more regular educational consequences.<br>• A class teacher may feel they need the support of a phase leader and in situations of more dangerous behaviour a member of SLT can be called for support.<br>• Details of the behaviour displayed, alongside any consequences implemented should be recorded by the class teacher on CPOMS. Additional notes may be added by Phase or Senior Leaders if appropriate. |

**Serious Incident – Immediate Escalation"Fast Track"**

There may be incidents when a child is 'Fast Tracked'. This is when their behaviour is deemed to be very serious and may include incidents such as:

- Deliberately and/or unprovoked aggressive behaviour towards another child (e.g. hitting, kicking, slapping, biting)
- Abusive name-calling or use of inappropriate language
- Stealing
- Racism
- Deliberate damage to property or equipment
- Bullying
- Evidence that prohibited items have been bought into school (see appendix for a list of prohibited items).

A 'Step 4' incident is for persistent poor behaviour (e.g. where a step 3 has been imposed and the behaviour has continued or worsened)

- The child is immediately moved to Step 4 – Consequence and Reflection or, depending on severity, directly referred to a Phase Leader or a member of SLT.
- Safety of all pupils is prioritised; staff should intervene promptly and calmly to separate children and ensure no further harm occurs.
- A restorative conversation will still take place once all pupils are regulated and ready.
- The incident must be recorded on CPOMS, detailing the nature of the harm, actions taken, and any consequences applied. Phase or Senior Leaders may add additional follow-up notes where appropriate.

Steps to Success (The steps should not be referred to with the children e.g. Step 1 - Step 4, they are for reference only).

**Imposing appropriate sanctions/consequences for "Fast-Track" or "Step 4" Incidents**

It is important that children are taught to understand that inappropriate behaviours will have consequences, as this will help them manage their behaviour and make "good choices".

**Sanctions may include**

- Detention/Reflection will be issued
- Missing part of a playtime/lunchtime during which they will be required to reflect on the choice they made and the impact of this on their learning and/or other members of our community
- Being required to write a letter of apology/complete a self-reflection
- An internal exclusion – where a pupil is required to work in another class for a period of time.
- For extremely serious incidents, the headteacher also has the authority to exclude a child on a fixed-term or permanent basis
- The sanction imposed will reflect the age of the child and the seriousness of the incident. These are at the discretion of the headteacher or senior leadership team dealing with the incident.

- If a child is Fast Tracked by an adult other than the class teacher, that adult is responsible for ensuring the class teacher is aware and logging the incident on CPOMs.

**Additional Strategies**

The school has processes in place to support pupil's behaviour where the usual rewards and sanctions strategies are not working.

The school has processes in place to support pupil's behaviour where the usual rewards and sanctions strategies are not working.

**Positive Behaviour Plan:** Positive Behaviour Plans are an educational consequence that give children the chance to make a positive change to their behaviour, receive appropriate regular feedback and opportunities for conversations about their behaviour on a regular basis. A Positive Behaviour Plan will give them targets to achieve and allow teachers and parents to support them in achieving these and to closely monitor what they do. All Plans must be established in consultation with parents and pupils and:

- State clearly, reasons why the pupil is on report.
- Be clear about the duration of the report.
- Be discussed regularly with the pupil including a daily conversation about why any successes occurred and what could be done to help improve behaviour if necessary.
- Be signed by the teacher for each lesson and at the end of the day.
- Be signed by the Phase Leader at the end of a week.
- Be communicated about regularly to parents during the duration of the time on plan.
- Pupils should be congratulated on a successful report if criteria have been met.
- Parents should be informed of whether or not the report was successful.
- Action should be taken for poor plans and lost reports e.g.appropriate consequence; extension of time on plans.

**Well-being catch-up:** Some pupils may need an informal conversation with a trusted member of staff. This allows for the pupils to have time to reflect on their behaviour and discuss how to manage challenging situations.

At Gateway School we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect.

We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and wellbeing of others.

On occasion, staff may refer to the Bellevue 'Modifying Pupil Behaviour – Guidance' which has been designed to inform teachers, parents and volunteers about why children behave in the way they do. The guidance also offers strategies to enable children's behaviour to be effectively transformed so that they can reach their full potential in education and for the future.

**Managing Pupils' Transition**

The school is aware that points of transition can lead to increased anxiety and stress which, in turn can result in behaviour which does not meet expected levels. The school has a number of strategies and approaches in place to manage transition into, through and from the school and thus reduce the likelihood of transition leading to behavioural issues. These include:

- Transition/ induction and visit days for new pupils
- 'Moving up' days for current pupils
- Handover meetings attended by all members of staff
- 'Meet the teacher' evenings
- New parents and pupils' buddy system
- Year ahead meetings for all year groups and a separate event for new parents
- Liaison with secondary schools
- PSHE lessons aimed at talking about transition concerns
- Visiting Year 7 teachers
- Visiting Nursery setting
- Assemblies
- Pastoral meetings to raise and address concerns
- Transition Evening for Year 6 pupils and parents with staff, past pupils and their parents

Cross-references

This policy takes account of the guidance offered to staff in the following policies

- the section regarding the use of reasonable force and other physical contact in the Employment Manual
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and exclusion policies,
- dealing with malicious allegations against staff in the safeguarding policy
- dealing with incidents of stereotyping and prejudice in the Equal Opportunities Policy

# Example Positive Behaviour Card

Name: _____ Start date:_____

Target1_____Target2_____ Target3_____

| | Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 6 | Teacher Signature |
|---|---|---|---|---|---|---|---|
| Monday | | | | | | | |
| Tuesday | | | | | | | |
| Wednesday | | | | | | | |
| Thusday | | | | | | | |
| Friday | | | | | | | |

Notes to support

# Example Positive Intervention Plan

| Pupil Name: | Year | Date: | Review dates: |
|---|---|---|---|
| **Brief description of presenting difficult/dangerous behaviours:**<br>• | | **Positive behaviour(s) we wish to see / have:**<br>• | |
| **Differentiated measures to promote / support positive behaviours:** | | | |

**Signature of plan co-ordinator :**

| | | |
|---|---|---|
| **POSITIVE behaviours you will see:**<br>• | **What you will say:**<br>• | **What you will do:**<br>• |
| **DIFFICULT behaviours you will see:**<br>• | **What you will say:**<br>• | **What you will do:**<br>• |
| **DANGEROUS behaviours you will see:**<br>• | **What you will say:**<br>• | **What you will do:**<br>• |
| **Post incident recovery and debrief measures:** | | |

**Date**
**Signature of parent / carer:**

# Behaviour reflection sheet Upper Prep

Name: _____ Class:_____ Date:_____

What happened?

_____

_____

_____

_____

_____

How were you feeling at the time?

How were other people affected by your actions?

_____

_____

_____

_____

_____

What can you do to improve the situation/make things right?

_____

_____

_____

_____

_____

What will you do differently next time?

_____

_____

_____

_____

Pupil Signature _____ Teacher signature_____

# Behaviour reflection sheet Lower Prep

Name: _____ Class:_____ Date:_____

What happened?

_____

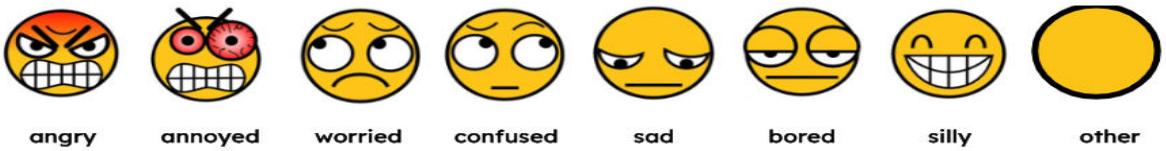
_____

_____

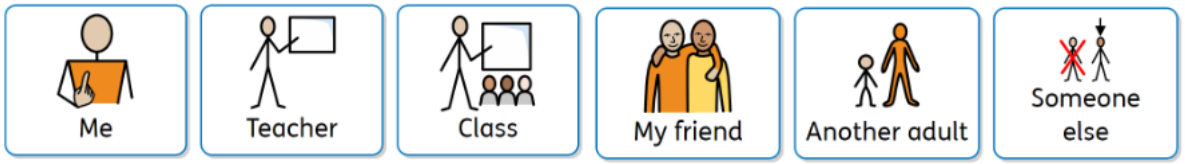
_____

_____

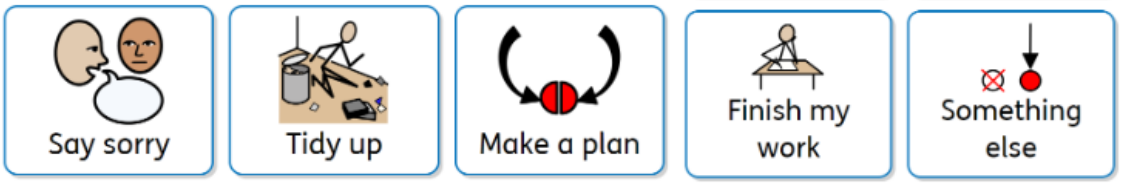
How were you feeling at the time?



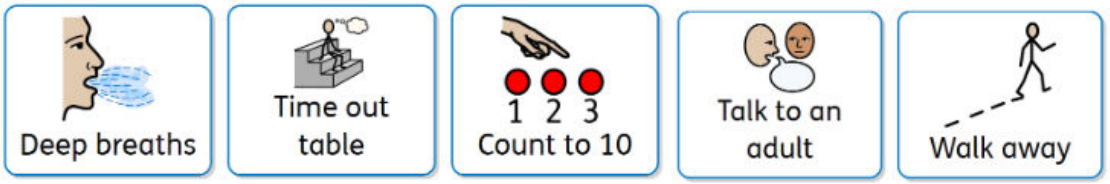

Who was affected?




How can I make it right?




What will I do next time?




Other: _____

Pupil Signature _____ Teacher signature_____