Behaviour Policy

Document Owner and Approval

The Director of Education is the owner of this document and is responsible for ensuring that this policy document is reviewed in line with Gateways' policy review schedule.

This policy was first approved by the Chair of Trustees and the CEO on 20/09/2024.

Version History Log

Version	Description of Change	Date policy reviewed	Author
1	Initial issue		S Sharpe
2	Review	26/09/2025	G McCombe
3	Review	02/02/2026	G McCombe

Behaviour policy version

This policy intends to promote a positive approach to behaviour, with an emphasis on praise, reward and encouragement, in order to foster a secure, supportive and enjoyable learning environment.

At Gateways, we recognise that many of our students have experienced significant barriers to education, including Social, Emotional and Mental Health (SEMH) needs, anxiety, emotionally based school avoidance, bullying, trauma or previous exclusion. As an alternative education provider, we understand that behaviour is often a form of communication.

Our approach is relational, restorative and trauma informed. We prioritise connection before correction and regulation before sanction. By creating routines, strong relationships and a culture of encouragement, we aim to build students' confidence, self-esteem and sense of belonging.

We believe that when students feel emotionally safe, understood and valued, they are far more able to engage positively with learning and develop the skills needed for long-term success.

Aims

To create a purposeful and happy atmosphere which will enable students to feel secure to develop as individuals we need to:

- acknowledge and value all achievements by students,
- encourage increasing independence and a sense of personal responsibility,
- consistently reinforce appropriate behaviour thus encouraging positive attitudes in students,
- take every opportunity to enhance self-esteem,
- encourage tolerance, kindness and respect for others as well as self-respect,
- work in partnership with visitors, parents/carers, school and other professionals who may be visiting Gateways,
- consistently apply the behaviour policy throughout Gateways.

Staff Expectations

All Gateways staff are expected to:

- have a good understanding of all the students in their care,
- plan to teach effective, relevant and stimulating sessions/activities which are well differentiated to meet the needs of all the students in their lessons,
- be a positive role model to students,
- support the development of self-esteem and confidence of the students within Gateways,
- positively reinforce good behaviour by leading example,
- deal sensitively with negative behaviour in the appropriate way to each student,
- liaise with parents and if appropriate the student's mainstream school about any behaviour concerns,
- keep records of behaviour issues and/or incidents up to date on CPOMs – information will be shared on a need-to-know basis.

Students Expectations

All Gateways students are expected to:

- be kind, respectful and caring towards one another, staff and visitors,
- show respect for Gateways' and other students 'property,
- work with staff to modify their own behaviour if required.

Parents/Carers expectations

All Parents / Carers are expected to:

- be informed and supportive of aspects of their child's behaviour at Gateways,
- be supportive of this Behaviour Policy,
- liaise with Gateways where needed to support in the improvement of their child's behaviour.

Strategies to encourage positive behaviour

At Gateways, the following strategies are adopted and utilised consistently by staff to encourage positive behaviour amongst our students:

- be positive and enthusiastic when working with students,
- communicate the expectations of behaviour to all students and expect them to be met,
- set clear boundaries and establish routines,
- use clear simple language, look for all opportunities to provide positive praise to students,
- work as a team - use individual strengths in all areas to support Gateways to develop,
- never talk about a student's behaviour in front of other students,
- never discuss any safeguarding concerns with anyone other than Gayle McCombe (DSL) or one of the Deputy DSL (Samantha Blendis, Ruth Heller, Laurence Field)
- Accommodate regular rest breaks to enable pupils to remain regulated
- all pupils have work scaffolded, broken down into small manageable steps and repeated; thereby reducing frustration and anxiety that can lead to negative behaviours
- support from HLTAs and staff in all lessons
- students given the opportunity to express their views freely
- all students are listened to

Responding to Negative Behaviour at Gateways

At Gateways, we recognise that negative behaviour is often a sign that a student is struggling. Our first response will always be to understand the underlying cause and provide appropriate support. As an alternative education provider, we prioritise de-escalation, regulation and restorative approaches before considering formal sanctions.
Depending on the situation and level of concern, the following graduated response will apply

Initial Response

- The student will be spoken to calmly by a member of staff.
- De-escalation strategies and regulation support will be offered.
- A restorative conversation will take place once the student is ready.
- Parents/carers may be informed where appropriate.

Escalated Concerns

If behaviour continues or is more serious in nature:

- A member of the Educational Leadership Team (ELT) will speak with the student.
- Parents/carers will be informed.
- A meeting may be arranged with parents/carers to discuss the incident and agree next steps.
- Additional support strategies may be implemented (e.g. key worker support, timetable adjustments, behaviour support plan).

Formal Behaviour Support

In some cases, a Behaviour Contract or Behaviour Support Plan will be drawn up and agreed by all parties (student, parents/carers and Gateways staff). This will:

- Clearly outline expectations,
- Identify agreed support strategies,
- Set review dates,
- Ensure consistent communication between home and Gateways.

The purpose of this agreement is to provide structure, clarity and support.

Placement Review

If the agreement is repeatedly not met, or if behaviour presents an ongoing risk to the safety or wellbeing of others, the student's placement at Gateways will be formally reviewed in partnership with parents/carers and, where appropriate, the referring mainstream school or Local Authority. If an individual incident is deemed sufficiently serious to require the involvement of the student's mainstream school or external agencies, a placement review may also be initiated.

Gateways will always aim to maintain placement wherever it is safe and appropriate to do so. However, if it is determined that Gateways is no longer a suitable setting to meet the student's needs, a transition plan will be discussed with relevant professionals.

Recording and Reporting Incidents

All behaviour incidents must be recorded promptly and accurately on CPOMs.

In the event of an incident:

- ELT (Educational Leadership Team) and SLT (Senior Leadership Team) must be notified immediately.
- All incidents must be recorded and reported back to the student's mainstream school if an external agency is involved i.e. the police or a referral is made, or if the student is sent home from Gateways.

In addition, Gateways staff are required to:

- Complete an Incident Report Form (kept with the COO) if there is any physical violence between a student and a member of staff or if physical restraint is used

- In the event of an injury to a student, complete an Accident Form and attach any evidence of first aid administered (kept with the COO).
- In the event of an injury to a member of staff, complete an Accident Report Form and attach any evidence of first aid administered (kept with the COO).
- Update the incident log on CPOMs, detailing the date, students involved and nature of the incident.