

The GLC Behaviour Policy [Secondary]

This Policy was ratified by the Board of Directors on:	Summer 2026
This Policy will be reviewed by the GLC Board on:	Summer 2027

GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

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Section 1: Introduction — Aims and Purpose

The GLC Behaviour Policy (Secondary) sets out strategies to ensure a calm, supportive environment that supports the GLC's Mission Statement and is conducive to student learning, including those with SEND, so that everyone feels like they can belong and high expectations are maintained for all students.

Quality first teaching remains the highest priority for all staff. Staff should have the highest expectations, constantly insisting that students 'improve upon their best' and take pride in themselves and their work. Students should be rewarded in accordance with the Behaviour Policy and successes praised and celebrated on a consistent basis.

Staff, parents and students will work together to ensure students understand and can uphold the GLC values and take responsibility for their actions and decisions, understanding the impact this can have on their lives and those around them. The Academy will continue to focus on celebrating the students who consistently adhere to the GLC values and who personify the attitudes and expectations of the Academy. Those who fail to meet these standards will be subject to a range of consequences outlined later in this Policy.

This Policy has been written in line with the legal duties under the Equality Act 2010, in respect of safeguarding and of students with special educational needs and disability.

Supporting Policies:

- GLC Teaching for Learning Policy [Secondary];
- GLC Positive Handling Policy;
- GLC Suspensions and Permanent Exclusions Policy;
- GLC Mobile Phones and Electronic Devices Policy;
- GLC Attendance Policy;
- GLC Anti-Bullying Policy;
- GLC Complaints Policy;
- GLC Curriculum Policy [Secondary];
- GLC Safeguarding Policy;
- GLC SEN and Disability Policy [Secondary];
- GLC Searching, Screening and Confiscation Policy;
- GLC Drugs Policy.

1.1. Aims

At every GLC Academy, we aim to create a safe, well-ordered, disciplined learning environment which will:

- Enable and encourage our students to develop as active and thriving citizens within a diverse, truly fair and equal community: to realise their full potential and develop their self-esteem;
- Develop each individual, taking into account specific needs, aspirations and talents, within a context of equality of opportunity for all;
- Create a positive culture that promotes our mission and GLC values, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment;
- Ensure a whole-Academy approach to maintaining high standards of behaviour that reflect the GLC values and provide a consistent approach to behaviour management;
- Outline the expectations and consequences of behaviour;

- Define what we consider to be unacceptable behaviour, including bullying and discrimination;
- Demand from all members of the GLC a sense of fairness, integrity, tolerance and respect for others and for the environment;
- Develop a sense of togetherness characterised by shared values and an enthusiasm for learning;
- Celebrate success across the full range of worthwhile endeavours.

1.2. Legislation, Statutory Requirements and Statutory Guidance

This Policy is based on legislation and advice from the Department for Education [DfE] on:

- Behaviour in Schools: Advice for headteachers and school staff (DfE, 2024);
- Searching, Screening and Confiscation: Advice for schools (DfE, 2023);
- Mobile Phones in Schools (DfE, February 2024);
- The Equality Act 2010;
- Keeping Children Safe in Education (current edition);
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (DfE, May 2026, in force from 26 July 2026);
- Use of Reasonable Force in Schools;
- Supporting Students with Medical Conditions at School;
- Special Educational Needs and Disability [SEND] Code of Practice.

1.3. The GLC Motto, Mission and Values

At the Gateway Learning Community, we believe that ‘making the weather’ and a positive learning environment gives students the best possible chances of achieving high outcomes and to consistently ‘improve upon our best’ in a diverse, truly fair and equal community. Our core values are expected to be adhered to by all members of our community.


GLC Gateway Academy
 All Different: All Equal: Together, Improving Upon Our Best

OUR GLC CORE VALUES

The GLC’s mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

Responsibility

We own our behaviour and actions. We recognise that we play a fundamental role in shaping our lives, the lives of others and every aspect of the world. We understand the importance of ‘making the weather.’

Resilience

We tackle challenges head-on. We approach people and situations with confidence and a positive mindset. We learn from our setbacks and failures.

Compassion

We care for ourselves and each other. We contribute to making the world a better place. We treat others with kindness, respect and dignity.

Aspiration

We aim high and work hard to fulfil our potential. We believe everybody can achieve something great and realise the importance of ‘improving upon our best.’

Learning is prized







GLC All Different: All Equal
 Together, Improving Upon Our Best

1.4. Rights and Responsibilities

To ensure this Policy has impact and achieves its aims, the GLC insists that all stakeholders adhere to the following rights and responsibilities on site, off site and online.

Each GLC Academy asserts its right to:

- Making clear the GLC's statutory power to discipline students;
- Enforce the GLC's Behaviour Policy – including rules and disciplinary measures;
- Not tolerate violence, threatening behaviour or abuse by students or parents. If a parent/carer does not conduct themselves appropriately, the GLC reserves the right to ban them from the premises and, if necessary, report them to external agencies, including the police.

Each GLC Academy is responsible for:

- Communicating clear measures to support good order, respect and discipline;
- Ensuring that the GLC's Behaviour Policy does not discriminate against any student;
- Providing appropriate training for all GLC staff [including SEN and disability and mental health] and identifying where further support is needed, including a clear induction for new staff regarding the Academy's culture;
- Building positive relationships with parents/carers and students, working together to celebrate positives and address behaviour that does not meet expectations;
- Ensuring that the Academy environment encourages positive behaviour;
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- Monitoring how staff implement this Policy to ensure rewards and consequences are applied consistently to all groups of students;
- Ensuring that behaviour data is reviewed regularly to make sure that no groups of students are being disproportionately impacted;
- Playing an active part in the life of the GLC and their Academy including acting as ambassadors;
- Supporting the admission and transition of students with parents, students and other agencies.

Every staff member at a GLC Academy is responsible for:

- Creating a calm and safe environment for students;
- Ensuring the Teaching and Learning Policy is implemented and the highest expectations are set for students in lessons and around the Academy;
- Establishing and maintaining clear boundaries of acceptable staff and student behaviour;
- Implementing the Behaviour Policy consistently;
- Modelling expected behaviour and positive relationships;
- Ensuring a considered approach which takes into account the needs of the student;
- Recording behaviour incidents promptly using the agreed systems;
- Playing an active part in the life of the GLC and their Academy including acting as ambassadors.

Every young person who attends a GLC Academy has the right to:

- Be taught in environments that are safe, conducive to learning and free from disruption;
- Expect appropriate action from their GLC Academy to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment;
- Complain to the appropriate member of staff if they believe that they have been subject to its disciplinary authority unreasonably.

Every young person who attends a GLC Academy is responsible for:

- Adhering to and promoting the GLC motto, mission and values;
- Following instructions by GLC staff, obeying GLC rules and accepting consequences in an appropriate way;
- Being in school, on time and equipped for learning;
- Doing classwork and home learning to at least the expected standard, attending additional learning periods if not making expected progress;
- Using electronic devices appropriately including ensuring what is accessed, posted and received is acceptable and follows the GLC motto, mission and values;
- Playing an active part in the life of the GLC and their Academy including acting as ambassadors.

Every parent who has a child at a GLC Academy has the right to:

- Be kept informed about their child's progress, including issues relating to their behaviour [subject to any GDPR restrictions];
- Expect their children to be safe, secure and respected in the GLC;
- Have the opportunity to play an active part in the life of the GLC and their Academy including acting as ambassadors;
- Have any complaint they make about their child taken seriously by their GLC Academy and investigated/resolved as necessary;
- Be supported with strategies and through referral to external agencies in order to manage their child's behaviour as necessary.

Every parent who has a child at a GLC Academy is responsible for:

- Respecting and supporting the GLC's Behaviour Policy, motto, mission and values;
- Informing the Academy of any change in circumstances which may impact on their child's progress and/or behaviour and actively engaging with the support offered;
- Playing an active part in the life of the GLC and their Academy including acting as ambassadors by always setting the best example possible for impressionable young people;
- Discussing any behavioural concerns with the appropriate member of staff promptly and taking the necessary action at home to support their child in making positive choices;
- Ensuring their child is in school, on time and equipped for learning;
- Ensuring their child does their home learning to the expected standard, attending additional learning periods if they are not making expected progress;
- Attending meetings with the Head of School or other Academy staff, if requested, to discuss their child's progress, attendance and/or behaviour;
- Adhering to the terms of any Parenting Contract, Support Plan, the GLC Home Academy Contract or order relating to their child's behaviour;
- Ensuring their child uses their electronic devices appropriately including actively monitoring what their child is accessing, posting and receiving.

1.5. Students with Special Educational Needs and/or Disability [SEND]

The GLC recognises that students' behaviour may be impacted by a special educational need or disability [SEND].

When incidents of a breach of GLC values arise, the Academy will consider the extent to which a student's special educational need or disability [SEND] may be relevant to that specific incident.

Decisions on whether SEND has contributed to or caused a particular incident are a professional

judgement, made on a case-by-case basis, drawing on knowledge of the student's assessed needs, their Student Support Plan or EHCP, and the specific circumstances of the incident.

It is important that staff, parents and students understand that having a special educational need or disability does not mean that a student's behaviour in any given situation is automatically caused by, or excused because of, that need. This is consistent with the SEND Code of Practice (2015), which maintains that schools should hold high ambitions and expectations for every pupil with SEND, and with the DfE's Behaviour in Schools guidance (2024), which states explicitly that although a pupil's SEND may impact on behaviour, it does not follow that every incident of misbehaviour will be related to their SEND. The GLC's expectation that all students conduct themselves in accordance with our values applies equally to students with SEND.

When dealing with breaches of GLC values from students with SEND, especially where their SEND affects their behaviour, the Academy will balance their legal duties when making decisions about enforcing the Behaviour Policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices [Equality Act 2010];
- Using our best endeavours to meet the needs of students with SEND [Children and Families Act 2014];
- If a student has an Education, Health and Care Plan [EHCP] the provisions set out in that plan must be secured and the academy must cooperate with the local authority and other bodies.

As part of meeting these duties, the Academy will anticipate, as far as possible likely triggers of breaches of GLC values and put in place support to prevent these from occurring. This may include:

- Short, planned regulation breaks for a student with SEND who finds it difficult to concentrate for long periods of time (Student Regulation Time [SRT]);
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher;
- Adjusting uniform requirements for a student with medical issues or who has severe eczema;
- Training for staff in understanding conditions such as autism and inclusive approaches including trauma/attachment awareness;

At The Gateway Academy, our Signature Strategies support students with SEND because they make teaching more consistent, inclusive and accessible in every classroom. The strategies are designed around high-quality first teaching, which is the foundation of effective SEND provision.

Students with an Education, Health and Care Plan [EHCP]

The provisions set out in the EHCP must be secured and the Academy will co-operate with the local authority and other bodies. If the academy has a concern about the behaviour of a student with an EHCP, it will contact the local authority to discuss the matter. If appropriate, the academy may request an emergency review of the EHCP.

The Governing Body and GLC Directors are responsible for monitoring this Policy's effectiveness and holding the Head of School to account for its implementation.

1.6. Creating Good Order in the Classroom – Teachers' Responsibilities

All staff are responsible for upholding the values and expectations of the GLC. There is a programme of professional development throughout the academic year that incorporates behaviour management training for existing and new staff. As such, we expect that all teachers and Cover Supervisors:

- Will meet the teachers' standards and embed the Teaching and Learning Policy;
- Will have consistently high expectations of all groups of all students in every lesson;
- Ensure that the Classroom Management Procedure [see below] is implemented fairly, consistently and without bias;
- Understand individual learners' needs and demonstrate a thorough understanding of the learning process including appropriate support and scaffolds;
- Will be informed by assessment information about what learners know and what needs to be done to achieve further improvements. [Please see the GLC Teaching for Learning Policy [Secondary] for further details];
- Will create a learning environment that fosters positive relationships;
- Not use any form of corporal punishment. Members of staff are forbidden to strike a student in any circumstances and must avoid physical intervention unless a student is in danger of injuring themselves or others or are damaging property. [See Positive Handling Policy for further details].

1.7. Creating Good Order in the Classroom – Equipment

So that lessons can start promptly and positively and learning time can be maximised, students are expected to attend school each day with the correct equipment. Every student should have as a minimum:

- 2 black pens;
- Red pen;
- 15cm clear ruler;
- Pencil case including pencil, eraser and sharpener;
- Yellow highlighter;
- Journal with their academy timetable (provided by Academy yearly);
- School books for timetabled lessons (provided by Academy yearly);
- Scientific calculator (Casio FX-85GT);
- Laptop and charger (provided to all students at the beginning of Year 7 and any new students joining the Academy).

Parents are expected to ensure that their child has the correct equipment for school every day. If a student does not have the required equipment, they will be expected to take responsibility and will be sanctioned accordingly.

1.8. Creating Good Order Around the Academy

To establish a conducive learning environment, all students are expected to follow a set of non-negotiable guidelines around the Academy:

- Walk on the left: All students are expected to walk on the left of corridors and stairwells.
- Respectful Conduct: Students are expected to display respectful behaviour towards their peers and staff members at all times.
- Timely Transitions: Students should make efficient transitions between classes, utilising the allotted time effectively and avoiding unnecessary delays.
- Environmental Care: Students should actively contribute to maintaining a clean and tidy environment by disposing of their rubbish in bins and reporting any concerns to the appropriate member of staff.

NB: Outside of the academic day, students are allowed to remain on the Academy site only for: additional study in allocated areas; Academy extra-curricular clubs; Academy events if

participating or invited to watch; under the specific direction of a member of staff; waiting in the library to collect a sibling from The Gateway Primary Free School; detentions; attending the library; other sanctioned activities.



Walk on the left in groups of no more than two

Take the quickest route to class and break/lunch

Display respectful behaviour towards others

No phones / electronic devices



1.9. Character and Fundamental British Values

We believe in fostering the holistic development of our students, not only academically but also in terms of character and values. Character plays a vital role in shaping the ethical, social and emotional growth of our students and contributes to our mission. We instil in students a strong sense of integrity, compassion, respect and responsibility, preparing them to become well-rounded individuals who positively contribute to society.

The “We Are Gateway” triangle represents the journey of student motivation and personal development at Gateway Academy. At the base of the triangle, students may initially make positive choices to avoid demerits or gain praise and recognition. As they grow in confidence and maturity, their motivation develops further — they begin to make positive choices to contribute to their community and to support their future success. Our ultimate aim is for every student to reach the top of the triangle, where positive behaviour and strong character are embedded because it reflects who they are as individuals. Through our focus on character, values and personal development, we support students in becoming responsible, compassionate and aspirational individuals who positively contribute to the Gateway community and wider society.

At Gateway Academy, the promotion of fundamental British values is not treated as a separate programme or bolt-on activity. It is woven into our behaviour framework, our daily expectations, our curriculum culture and the character model described above. The five fundamental British values are:

1) Democracy

Students at Gateway learn that their voices matter and that community’s function through representation, dialogue and collective decision-making. Through student leadership opportunities, our merit culture — which recognises contribution and service to others — and our expectation that students listen actively and consider the views of their peers and teachers, we develop young people who understand and respect democratic processes. Students are expected to express their own views respectfully, to engage in structured debate and discussion, and to accept

decisions made through agreed and transparent processes, even where those decisions do not favour them personally.

At the top of the “We Are Gateway” triangle, students make positive choices because they care about their community: this is democratic participation in its everyday form.

2) The rule of law

Our behaviour framework is itself a living expression of the rule of law: expectations are clear, apply equally to everyone, are communicated openly and are enforced consistently and fairly. Students develop an understanding that rules are not arbitrary — they exist to protect every member of the community, to enable learning and to create an environment in which all students can thrive. Staff model lawful and fair conduct in every interaction.

Students are taught that the rule of law underpins a free and safe society, and that they themselves will be both subject to and protected by the law throughout their adult lives. Where breaches of Academy expectations also engage criminal law — for example, in relation to assault, theft, the possession of weapons or drug-related offences — the Academy will respond in accordance with its statutory duties and will involve the police where appropriate.

3) Individual liberty

The “We Are Gateway” triangle and poem are explicit models of individual liberty: our aim is not compliance through fear of consequences, but students who exercise genuine freedom of choice grounded in strong character. We actively support students to understand the difference between freedom and licence; to develop the self-regulation and resilience that enable them to make positive choices; and to recognise that true liberty requires respect for the rights and freedoms of others.

Students are encouraged to express their identities, hold their own views and beliefs, develop their own ambitions and pursue their own interests within a framework of mutual respect. We protect students’ freedom from oppressive peer pressure, from bullying and from any coercive or radicalising influence.

4) Mutual respect

Respect is a core value of the GLC and one of the four pillars of our mission. Within the behaviour framework, mutual respect means treating every member of the school community — staff, students and visitors — with courtesy, dignity and consideration, regardless of background, identity or protected characteristic. Merits are explicitly awarded for acts of kindness, helpfulness and impeccable manners because we believe that the small acts of respect students practise daily become the habits of character they carry into adult life.

Our consequence framework responds robustly to any conduct that undermines the dignity and respect owed to others, including all forms of bullying, harassment, discriminatory language or behaviour, and sexual misconduct. There is no hierarchy of respect at Gateway: the same standard applies in every direction.

5) Tolerance of those of different faiths and beliefs

Gateway Academy serves a diverse community in Tilbury and across Thurrock, and we take our duty to foster genuine tolerance seriously. Students are expected to approach those of different backgrounds, faiths, cultures, beliefs and identities with curiosity and respect rather than suspicion

or hostility. Our curriculum, PSHE programme and enrichment activities provide structured opportunities to learn about diversity, to explore difference and to develop empathy.

Tolerance does not mean acceptance of all views or behaviours — it means the ability to live, learn and work alongside those who are different from us without prejudice or intimidation. Any conduct that constitutes intolerance — including racist, homophobic, biphobic, transphobic, antisemitic, Islamophobic or any other form of religiously or culturally discriminatory behaviour, whether on site, off site or online — is treated as a serious breach of the Gateway Student Values and will be responded to accordingly under Section 4.9 of this policy.

British Values and the Prevent Duty

The promotion of fundamental British values is a central element of Gateway Academy's approach to fulfilling the Prevent duty under the Counter-Terrorism and Security Act 2015. By fostering strong character, democratic awareness, respect for the rule of law and genuine tolerance, we equip students with the critical thinking skills and the sense of identity needed to recognise and resist extremist narratives.

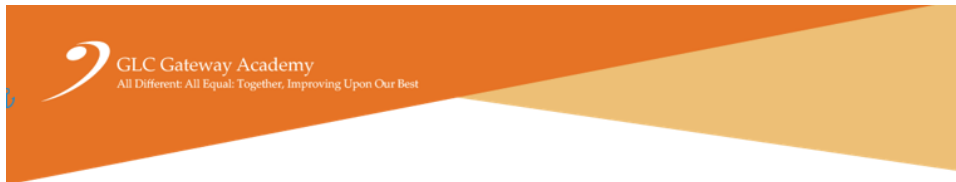
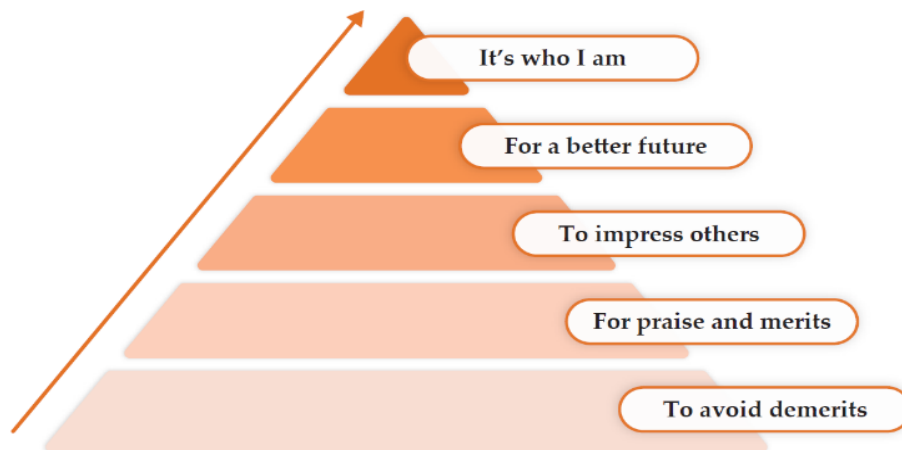
Where there is a concern that a student may be at risk of radicalisation or exposure to extremist influence, this will be referred without delay to the Designated Safeguarding Lead in accordance with the GLC Safeguarding and Child Protection Policy. Where appropriate, a referral will be made to the Channel programme through Thurrock Local Authority's Prevent co-ordinator.

British Values and the "We Are Gateway" Character Framework

The table below shows how the five fundamental British values map to the GLC's mission values and the Gateway character model.

British value	GLC mission value	How it shows at Gateway
Democracy	Responsibility; Aspiration	Student leadership; merit culture; contribution recognised and rewarded. Gateway poem, GLC Values and Gateway motto.
Rule of law	Responsibility; Resilience	Clear, consistent behaviour framework; fair and transparent consequences applied equally
Individual liberty	Resilience; Aspiration	The "We Are Gateway" triangle and poem; self-regulation; choices made from character not fear
Mutual respect	Compassion; Responsibility	Merits for kindness; robust response to any conduct that undermines dignity
Tolerance of faiths and beliefs	Compassion; Aspiration	Diverse community; curriculum and PSHE; zero tolerance of discriminatory conduct

We Are Gateway



We Are Gateway

We were not born to stay in the shadows,
or to tread where timid footsteps go.
Our aspirations take flight on wings of courage;
fearless, we soar towards unbounded skies.

Resilience is our sword and shield.
When trials emerge, we embrace the fight.
With hearts of compassion, bold and true,
nothing can stop us in all we pursue.

With unwavering purpose and an inner fire,
we are powerful in our knowledge, strength and desire.
It is our responsibility to rise above,
lifting ourselves and each other higher.

Each morning, we stand and forge our way,
born not for less but for something greater.
We are exceptional in all that we do.
We are Gateway — strong, proud and true.

1.10. Definitions

Breaches of GLC Motto, Mission and Values:

- Disruption in lessons, in corridors between lessons, at break, lunchtime, before and after school [including on site, off site and online];
- Non-completion of classwork, homework and additional learning periods;
- Not adhering to the GLC values [including on site, off site and online];
- Incorrect uniform/missing equipment;

- Possession of specific banned items. These are fizzy/energy drinks and large quantities of sweet/ 'junk' food;
- Use of mobile phones and other electronic devices including air pods. Students' use of mobile phones is prohibited at all places and times on the Academy site. Mobile phones should never be used, seen or heard at the Academy. [See GLC Mobile Phones and Electronic Devices Policy for full details].

Serious breaches of GLC Motto, Mission and Values are defined as:

- Repeated breach of expectations [as documented above];
- Any form of bullying [including on site, off site and online];
- Sexual violence, such as rape, assault by penetration, or sexual assault [intentional sexual touching without consent] [including on site and off site];
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: sexual comments, sexual jokes or taunting, physical behaviour such as interfering with clothes, online sexual harassment, such as unwanted sexual comments and messages [including on social media], sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content [including on site, off site and online];
- Racist, sexist, homophobic or discriminatory behaviour [including on site, off site and online];
- Vandalism, theft, fighting, smoking [including on site, off site and online];
- Possession of any prohibited items. These are: knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; e-cigarettes and vapes fireworks; pornographic images; and any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person [including the student] [including on site, off site and online];
- Possession of a mobile phone on the Academy premises, if a student has been prohibited from doing so.

Section 2: Merits

At The Gateway Academy, we believe that consistent recognition of excellent behaviour and effort builds strong habits and high expectations. Our approach prioritises positive reinforcement through a visible, merit-based system that values personal responsibility, effort and contribution to the academy community.

We do not rely on arbitrary or excessive praise. Instead, we ensure that recognition is meaningful, earned and consistently applied by all staff.

2.1. Merits and Recognition

Staff award Merits for specific, high-quality actions that go beyond the minimum expectation. We do not give Merits for doing what is expected — we give them for actions that show students are striving to be their best. This might include:

- Outstanding effort or perseverance in class;
- Thoughtful contributions to discussions;
- Acts of kindness, helpfulness and/or leadership;
- Impeccable manners or respect shown to others;
- Taking responsibility without being asked.

Merits are tracked centrally, publicly celebrated and contribute to a student's standing in the academy community. Over time, they may lead to:

- Letters and certificates of recognition;

- End-of-term merit celebrations for top scorers;
- Invitations to special events;
- Public mentions in assemblies;

Head of School Award

Every week, staff may nominate students who have shown outstanding excellence either within, or beyond, the Academy. The Head of School carefully chooses the recipient of the weekly award, who is then announced over the public address system. The student receives a certificate, badge and is awarded a Merit.

Golden Ticket

Each member of staff is invited to award 3 Golden Tickets during the course of the academic year [one per term]. The criteria are that the student must be consistently 'improving upon their best', or do something that is exceptional. Students exchange part of the ticket with the Head of School for an award and place part in the golden box in the canteen for the chance to win a prize.

Demonstrating Excellence in Academic Attainment and/or Progress

During each academic term, every Faculty/Department will have the opportunity to nominate two students from each year group: one for academic excellence, one for academic progress. These students will be awarded Faculty badges/trophies during year group assemblies.

Community Contribution

Students who 'go over and above', demonstrating care and supporting others, will be awarded a Merit.

Badges

In recognition of students who demonstrate the GLC values and/or exceptional academic performance, they have the opportunity to receive badges. Staff members nominate these deserving students and they are presented with a badge and certificate during their year group assembly. A positive message is also sent home.

2.2. Celebrating Success Across the Academy – Prize Draw

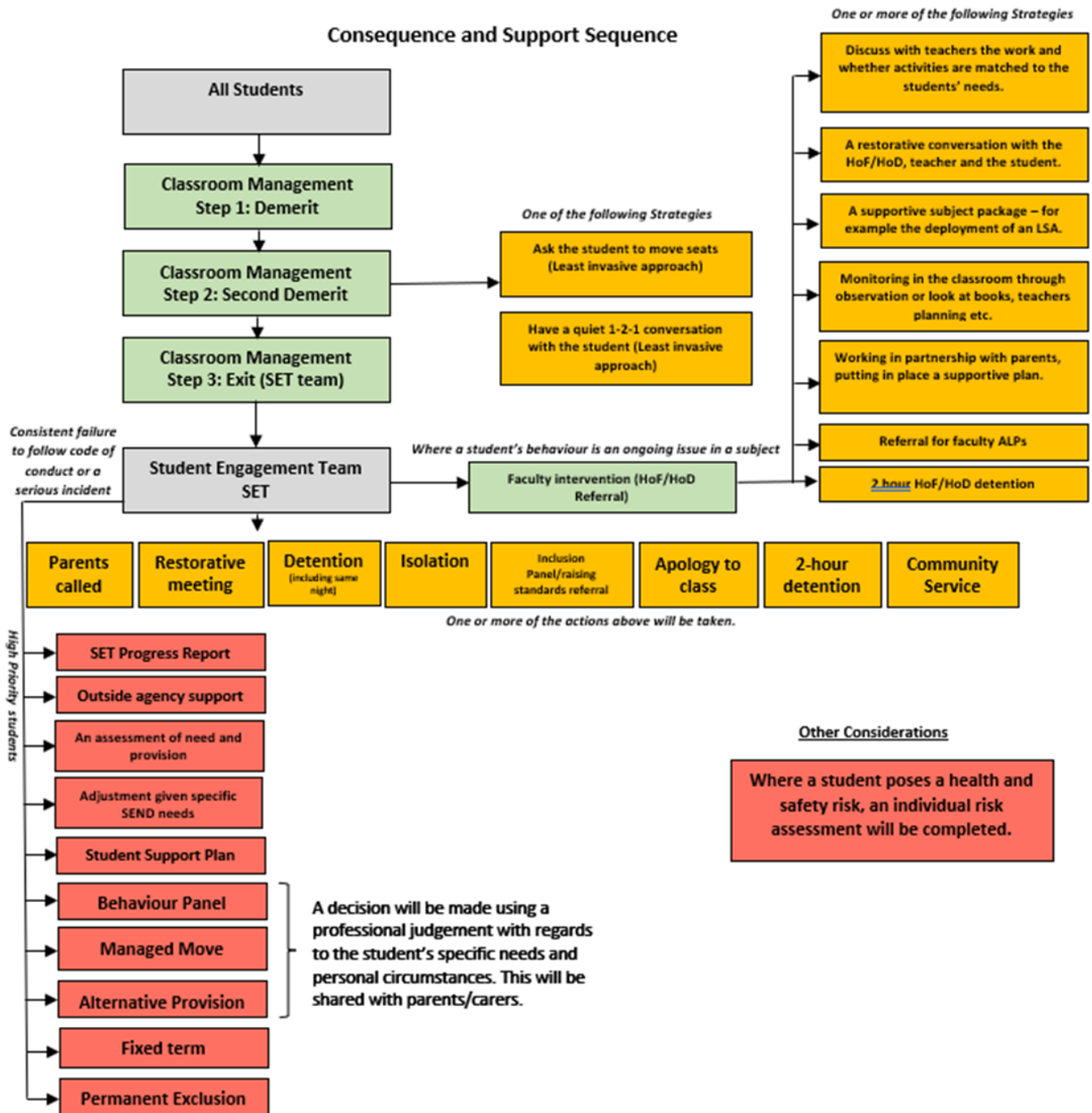
All staff are expected to take every opportunity to praise student achievements and celebrate success through the Merit system. On a regular basis during Period 1 (PAD) tutors will share with their students the number of Merits they have earned. Students also have the opportunity to earn Prize Draw Vouchers, which are distributed by staff in lessons each term and entered into an end-of-term prize draw.

Section 3: Consequences for Breaching the Gateway Student Values and Behaviour Expectations

3.1. Consequences

When responding to breaches of the values and behaviour expectations, staff will respond fairly, promptly and assertively. The first priority will be to ensure the safety of students and staff and to restore a calm environment in which all students can learn and the GLC mission can be achieved. The consequences will include deterrence, protection and improvement.

Where there are breaches of the GLC values and behaviour expectations, the Academy will adopt an escalation procedure. Note: In all incidents, we will take the context of the student's individual circumstances into account, as well as their individual needs [including those with SEND], before applying a consequence and make reasonable adjustments when appropriate.



3.2. Student Engagement Team [SET]

The Student Engagement Team [SET] consists primarily of members from the Leadership Team and Progress Team. Their collective responsibility is to observe behavioural patterns within the Academy and take appropriate measures to address students who repeatedly fail to adhere to our GLC Values and behaviour expectations.

The SET is entrusted with the task of implementing and coordinating detentions for students who persistently disrupt the learning environment across various subjects — focusing specifically on those students identified as SET Priority Students. By doing so, it enables teaching staff to dedicate their efforts towards consistently delivering high-quality education in every classroom.

3.3. SET Room

If placed in the SET Room, the SET lead will decide the appropriate course of action and the duration of the stay. As a guide, a placement in the SET Room should not normally exceed one full school day without a review by a member of the Senior Leadership Team. Where a placement extends beyond one school day, or is likely to do so, the SET lead will: notify the student's parent of the extended placement and the reason; review whether the placement remains appropriate, with particular consideration given to the needs of students with SEND; and record the extended placement on SIMS/CPOMS. The SET administration will inform parents of any actions being taken. Whilst in the SET Room, students will be set appropriate work that must be completed. If the work is not completed to an acceptable standard, the consequences will be escalated.

3.4. Restorative Practice

Where applicable, a restorative approach to resolving conflict and preventing harm will be adopted. This will hold students who have caused conflict or disruption accountable for their actions and support them to build positive relationships with staff and/or other students.

3.5. Inclusion Panel / Raising Standards Meeting

The Panel/Raising Standards Team meets regularly to discuss any concerns such as behaviour, progress and safeguarding regarding students from Year 7 to Year 11. It is made up of staff from SET, SEN and Disability, Student Support Team, Curriculum Team, Teaching Team and Progress Leaders. The Panel/Raising Standards Team will work together to support students in the Academy, as well as referring to outside agencies when relevant. All actions are recorded, monitored and reviewed.

3.6. Classroom Behaviour Management Procedure

If a student's behaviour is in breach of the GLC values and/or behaviour expectations, the following will be implemented in the first instance:

Step 1. Demerit

- The member of staff will make the student aware they are receiving a Demerit;
- The student is expected to rectify the issue.

Step 2. Second Demerit

If the student continues to breach the values, the member of staff will give the student a Second Demerit. The teacher will use one of the following strategies:

- Ask the student to move to a different area within the classroom;
- Have a quiet 1-2-1 conversation with the student;

Consider the distinct needs of students, including those with SEND, when implementing strategies. Any approach should use the least invasive method possible.

Step 3. Exit

If the student continues to breach the GLC values and behaviour expectations, the member of staff will issue the student with a third Demerit and SET will be informed. The member of staff will decide how best to deal with the student before the SET member arrives: either allowing the student to remain in the classroom or as a last resort directing them to wait outside.

The SET will take the student immediately to the Student Engagement Room/ another classroom or office and decide which of the following is the most appropriate action:

- Call parents, explain the situation and ask them to speak to their child;
- Restorative Meeting with member of staff at appropriate time;
- Loss of break and/or lunch;
- Detention [including same day];
- Isolation for that lesson or a period of time, it is expected that the child will complete work linked to the Values and reason for removal;
- Referral to the Progress Team, Inclusion Team and/or HoF / HoD;
- Formal apology to class;
- Community Service;
- 2-hour detention;
- Move the student to another classroom to learn if appropriate;
- Work in the inclusion area with a member of the Inclusion Team or Progress Team.

3.7. Homework Behaviour Management Procedure

If a student does not do homework within the allocated time, the teacher will decide the most appropriate action:

- Log behaviour point on SIMs;
- Detain student for a period of time at break or lunch [maximum 20 minutes];
- Set same day after school detention [for persistent failure to complete homework];
- Work in partnership with parents to put a supportive plan in place.

For continuous failure to complete homework, class teacher to refer student to Head of Faculty/Department.

3.8. Faculty/Department Intervention

Students who constantly fail to follow the GLC values and behaviour expectations within a specific subject area will be referred to the HoF / HoD and one or more of the following strategies implemented:

- A review of the student's curriculum, including ensuring that adaptive teaching is in place if the student is failing to access the learning;
- A restorative conversation with the HoF / HoD, teacher and the student;
- A supportive subject package;
- Monitoring student in the classroom through observation;
- Faculty/Department Progress Report Card;
- Working in partnership with parents;
- Referral for Faculty/Department ALPS [Additional Learning Periods];
- HoF / HoD detention [maximum 2 hours].

If a student is not making expected progress in a subject area or in reading, they will be expected to attend compulsory intervention activities such as catch-up classes, same day ALPs, 1-2-1 intervention classes, holiday classes, academic mentoring or attendance monitoring. It is expected that parents support with this and ensure their child completes relevant work at home.

3.9. High Priority Students [SET Priority]

When a student persistently breaches the GLC values and behaviour expectations across a number of subjects and/or the Academy, the student is likely to become a SET Priority. Some, or all of the actions identified below may be used to support students:

- SET progress report;
- SLT/Progress Leader report;
- Outside agency referrals;
- An assessment of need and provision;
- Student Support Plan;
- Behaviour Panel;
- Alternative provision;
- Managed Move;
- Suspension;
- Permanent exclusion.

3.10. Detentions

The SET may impose break, lunchtime and after school detentions as appropriate. The detentions can happen the same day (for a maximum of 60 minutes unless parent/carer agrees for detention to be longer) and parents/carers will be notified within the day if their child is to stay after school the same day. The aim of a detention is to support a student to reflect upon the choices they make and to encourage them to make better choices in the future and to adhere to the GLC values and behaviour expectations. It is also an opportunity for students to catch up on the learning they have missed.

The SET will inform the student verbally of the time and place for the detention. A phone call or a text will be sent home. Where a student refuses to complete a detention, the consequence will be escalated. It is expected that parents support with the sanctions put in place and work with the Academy to support their child to make the right choices.

3.11. Leadership 2-Hour Detention [Every Evening]

A list of students who have been set a 2-hour detention will be agreed and produced by SET. SET admin will send a text or make a phone call to the parent one day before the detention or on the day of the detention (if agreed by parent for the detention to happen on the same day). If a student fails to attend the detention, their parent will be immediately contacted and sanctions escalated.

3.12. HoF / HoD / Progress Leader Detentions

HoF /HoD /Progress Leader admin will:

- Send a text to the parent for a same day after school detention [maximum 1 hour];
- Send a text to the parent 48 hours before the detention if 2 hours;
- Enter the names of detained students onto SIMS/CPOMS;
- Produce the list of students to be detained for that specific day.

If a student fails to attend the HoF /HoD / Progress Leader detention, their parent will be informed by the HoF / HoD/ Progress Leader to inform them that their child will have a follow up detention set and a parental meeting requested if deemed necessary.

3.13. Working with Students who are Underperforming in the Classroom

Behaviour detentions are managed by the Student Engagement Team, Heads of Faculty/Department and Progress Leaders in accordance with Sections 3.10–3.12. However, where a student is not making expected academic progress within a lesson and/or failed to complete homework, teachers can direct a student to attend an academic session at break, lunchtime or afterschool to address learning gaps. If these sessions are held at break or lunchtime, teachers must leave sufficient time for students to eat and use the toilet. Teachers may also set break, lunchtime or afterschool detentions for failure to complete homework in accordance with Section 3.7.

3.14. Progress Report Cards

A student may be placed on a Progress Report if they constantly fail to meet the expectations of the Academy. The report is an intervention that allows staff to monitor a student's performance across one subject or their whole curriculum. Parents will be notified when their child has been placed on a report. When a student is on report, they will be required to complete a same-day detention if they receive a SET call-out.

Head of Faculty [HoF] / Head of Department [HoD] / Progress Leader Progress Report

- The HoF / HoD / Progress Leader and the student's teacher will discuss with the student and their parent the concerns;
- The duration of the report and a set of targets will be agreed and monitored at the end of each day;
- The parent will be informed of the progress of their child on an agreed basis;
- If the student fails to respond, a referral will be made to the SET. The HoF /HoD / Progress Leader and SET team will agree on further actions to be taken.

Tutor Report

- The student's tutor will place the student on report and discuss with parents the targets set;
- The duration of the report and a set of targets will be agreed and monitored at the end of each day;
- The parent will be informed of the progress of their child on an agreed basis;
- If the student fails to respond, the report could be escalated.

Academic Report

- Decisions regarding the recipients of the report will be made during raising standards meetings;
- The duration of the report and a set of targets will be agreed and monitored at the end of each day;
- The parent will be informed of the progress of their child on an agreed basis;
- Students will be monitored until their next data drop and discussed during the raising standards meetings.

SLT Report

- A member of SLT will discuss with the student and their parent the concerns;
- The duration of the report and a set of targets will be agreed and monitored at the end of each day;
- The parent will be informed of the progress of their child on an agreed basis;
- If the student fails to respond, the SLT will apply further consequences which could include a isolation, suspension, permanent exclusion.

3.15. Student Support Plan [LP]

For students where they continue to fail to adhere to our GLC values and behaviour expectations, it may be necessary to implement/adjust a Support Plan. This will outline key targets for improvement and the support that will be necessary to give the student the best possible chance of success. This will also include support parents are expected to put in place. This plan will also take into consideration the views of the parent and student.

3.16. Alternative Curriculum

The GLC acknowledges that some children need to revisit some key building blocks of childhood development before they can move forward socially, emotionally and academically to function in a 'mainstream' classroom setting. The Gateway Academy currently has the capacity for a small number of young people to work within some alternative curriculum classes led by skilled and trained teachers and support staff. The Academy does not offer a full-time alternative provision for students over an extended period of time. In addition, the Academy may judge that external alternative provision may be an appropriate strategy to apply if available and compliant with DfE regulations.

3.17. Community Service

The Academy operates a programme of community service as part of its range of consequences. Students are likely to be given community service as a consequence for a number of reasons, including: littering; defacing the building with graffiti; or causing damage to the building or to the general learning environment. A student may be asked to complete a number of different tasks including: litter picking, tidying, sanding, painting or working alongside the site team. Students will be provided with the appropriate protective equipment. In some circumstances, a student may need to leave the Academy site in order to complete the community service. If so, the student will be accompanied by an appropriate adult at all times and parents will be contacted in advance.

3.18. Suspensions and Permanent Exclusions

Only the Head of School can issue a suspension or permanently exclude a student. A subcommittee of the GLC Board of Directors will be called to review the decision to permanently exclude a student, either ratifying or overturning the decision. The GLC follows the DfE statutory guidance 'Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement' (May 2026, in force from 26 July 2026).

Please see the GLC Suspensions and Permanent Exclusions Policy for further information.

3.19. Managed Move

Where a student's behaviour has not improved over time and is significantly impacting on the educational experience of themselves and/or other students/staff at the Academy, senior colleagues at The Gateway Academy will use their professional judgment to consider whether a managed move to another school would be possible or appropriate, to provide the student with a fresh start.

A managed move is a permanent transfer and is not a trial arrangement. It requires the agreement of the parent, the receiving school and the local authority. A managed move cannot normally be used for pupils with an EHCP without LA agreement and formal amendment of the EHCP. The GLC has a zero-tolerance approach to off-rolling and will not use managed moves as a mechanism to circumvent the formal exclusion process. Please see the GLC Suspensions and Permanent Exclusions Policy for further details.

3.20. Students' Conduct Outside the School Gates

All GLC students are expected to be ambassadors for the GLC and should follow the GLC values and behaviour expectations at all times. Teachers and other adults have the power to discipline students for misbehaving outside of the school premises 'to such an extent as is reasonable'.

GLC staff may discipline students for breach of expectations when the student is:

- Taking part in any Academy-organised or Academy related activity;
- Travelling to or from their GLC Academy, or wearing the Academy uniform or in some other way identifiable as a student of the GLC;
- Misbehaving at any time whether or not the conditions above apply, that could have repercussions for the orderly running of the GLC, or poses a threat to another student or member of the public or could adversely affect the reputation of the GLC.

3.21. Confiscation of Property

The DfE guidance 'Behaviour in Schools: Advice for headteachers and school staff' (2024) highlights two sets of legal provisions which enable school staff to confiscate items from students:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property, so long as it is reasonable in the circumstance; and
- Power to search without consent for prohibited items including: knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; vapes and e-cigarettes; fireworks; pornographic images; any article that has been or is likely to be used to commit an offence, cause personal injury or damage property. Mobile phones can also be searched for as they are prohibited from being used, seen or heard in the Academy.

If a student is in possession of any prohibited items or there is strong evidence to indicate that they are distributing any of the items above, this could result in a suspension or permanent exclusion. Please refer to the GLC Suspensions and Permanent Exclusions Policy for further information.

The criteria for confiscation used at the GLC are [the following is not exhaustive]:

- An item that poses a threat. For example, a multi-tool item which may contain some form of blade or a laser pen is being used to distract or possibly harm other students or staff;
- An item that poses a threat to good order for learning. For example, a person using a personal music player or a mobile phone on the Academy premises [should not be used, seen or heard];
- An item that poses a health or safety threat. For example, a student wearing a large ornate ring in PE may represent a safety threat to other students;
- An item that students are found to be selling/trading in school. For example, sweets and energy drinks.

3.22. Confiscated Items

Staff must confiscate the following if found in the possession of a young person: any weapons or items which could be used as weapons; illegal drugs and alcohol or tobacco products.

All staff have the power to confiscate other items of property [for example, mobile phones, jewellery that is not permitted as outlined in the Uniform Policy].

- Knives, controlled drugs, harmful substances and other offensive weapons will be handed to the police or disposed of;
- Tobacco, cigarette papers, fireworks and alcohol items will be destroyed under orders from the

Head of School;

- Pornography [dependent on the nature and details, including on electronic devices] will be handed to the police or destroyed;
- Stolen Items [dependent on the nature and details] will be handed to the police, the owner, retained or disposed of;
- Fizzy drinks/energy drinks will be disposed of;
- Mobile phones: if used, seen or heard or used inappropriately including off site, they will normally be returned to the young person at the end of the day. If the student does not display appropriate behaviour, the incident is deemed serious, or if it is a repeat offence, a parent/carers will need to collect the item. [See GLC Mobile Phones and Electronic Devices Policy for the full escalation procedure];
- Other items will normally be returned to the young person at the end of the day. If the student does not display appropriate behaviour or if it is a repeat offence, a parent/carers will need to collect the item;
- Confiscated items which have not been collected after six months will be disposed of under direction of the Head of School.

The GLC Academies' general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

NB. Any student who refuses to be searched could be suspended or permanently excluded. If necessary, the Academy will refer the matter to the police and other appropriate agencies. For further details, please see the GLC Searching, Screening and Confiscation Policy.

Section 4: Specific Behaviour Issues

4.1. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Please refer to the GLC Anti-Bullying Policy for further information. Bullying is therefore: deliberately hurtful; repeated, often over a period of time; and difficult to defend against.

If a student incites others to fight or bully, or is engaged in bullying [including online], students will be isolated and take part in a restorative justice process that, in some circumstances [particularly for racist incidents], will be referred to the police or other appropriate agencies. Students may be referred to off-site provision if deemed necessary. Please note that repeat incidents or severe circumstances could result in the student being suspended or permanently excluded.

4.2. Mobile Phones and Other Electronic Devices

The Gateway Academy is a 'Mobile Free' Academy. Student mobile phones must not be used, seen or heard anywhere on the Academy premises at any time during the school day, including before school, during lessons, break times and lunch. This applies equally to headphones, earbuds, smart watches and any other personal electronic device.

If a student's mobile phone is used, seen or heard anywhere in the Academy, it will be confiscated by a member of staff and passed to the Student Engagement Team [SET]. All staff are responsible for challenging students who are not following this policy. Refusal to surrender a device to a

member of staff is treated as an act of defiance and will be sanctioned accordingly. Students who are prohibited from having a phone on the premises and are found in possession of one may be suspended.

Parents must not contact students via mobile phone during the Academy Day. Urgent messages should be directed to the Academy office on 01375 489000. In an emergency, students may use an Academy telephone.

For the full escalation procedure, confiscation arrangements, exceptions [including medical need and SEND] and details on smart watches and headphones, please refer to the GLC Mobile Phones and Electronic Devices Policy.

4.3. Behaviour Related to Touching

At The Gateway Academy, we are committed to providing a safe, respectful and inclusive environment for all students and staff. Unwanted or inappropriate physical contact between students, or between students and staff, is strictly prohibited. Any form of physical aggression — whether intended as play or otherwise — is not permitted. Physical contact that constitutes or is reasonably assessed to constitute bullying, harassment or intimidation is prohibited and will be sanctioned accordingly. Students found in breach of these guidelines will receive a same day, one-hour detention. Please note that repeat incidents or severe circumstances could result in the student being isolated, suspended or permanently excluded.

4.4. Breaches of Uniform

Students who are found in breach of the school Uniform Policy will be required to attend a same-day, one-hour detention. This includes but is not limited to wearing non-approved clothing, inappropriate footwear, a skirt that is not of the appropriate length, or accessories that are not part of the school uniform. [Please see the Uniform Policy for further details.] Please note that repeat incidents or severe circumstances could result in the student being isolated, suspended or permanently excluded.

4.5. Behaviour Related to Drinks Brought into a GLC Academy

At the GLC, all students are encouraged to carry a bottle of water with them which they are allowed to drink during lessons [except for those where there may be a safety concern: ICT and Science for example]. Students are not allowed to bring fizzy/energy drinks such as Coke, Prime, Lucozade and Red Bull to any GLC Academy. If they do, these will be confiscated and not returned to the student.

4.6. Punctuality

Where a student arrives late to school, they will receive a same-day detention of 60 minutes. If the detention is not attended, it will be rescheduled and parents/carers will be contacted. Where a student has two or more lates to school in a week, the individual detentions will be replaced by a single two-hour detention. Where a student is persistently late, a parental discussion will be arranged and a punctuality report initiated to monitor and support improvement.

Where a student arrives late to a lesson without a credible reason, a same-day detention of 60 minutes will also apply. Persistent lateness to lessons will be addressed through the same escalation pathway as above. Where punctuality does not improve following a report and parental contact, further consequences may be applied in line with the school's escalation procedure.

4.7. Malicious and/or False Allegations Against Staff and/or Students

GLC takes its role of safeguarding staff and students very seriously. All allegations will be taken seriously and investigated in accordance with the GLC Safeguarding Policy and, where applicable, KCSiE procedures. Where an allegation is demonstrated, following a full investigation, to have been deliberately and maliciously fabricated — as distinct from an allegation that is unsubstantiated or not proven — the Academy will deal with such acts in the strongest possible manner. Unless there are exceptional mitigating circumstances, this may result in one or a number of the following consequences: isolation, a formal apology to the member of staff/student, a managed move, a suspension or permanent exclusion. The Head of School will consider the pastoral needs of any member of staff subject to an allegation and of any student involved, regardless of the outcome of the investigation. Please refer to the GLC Safeguarding Policy for more information on responding to allegations of abuse.

The Head of School will also consider the pastoral needs of staff accused of misconduct and of the student who has made the accusation.

4.8. Gang Related Activity

For the purposes of this Policy, a ‘gang’ is any group of two or more persons of associates, friends or members of a family with a defined leadership and internal organisation that identifies with or claims control over territory in a community and engages, either individually or collectively, in illegal and possibly violent behaviour.

It is expected that no student on site or at any Academy event will: wear, possess, use, distribute, display or sell any clothing, jewellery, badge, symbol, sign or other items that evidences or reflects membership in or affiliation with any gang; engage in any act, either verbal or non-verbal [including on social networking sites], including gestures, handshakes, showing membership or affiliation with any gang; or engage in any act in furtherance of the interests of any gang or gang activity.

Unless there are exceptional mitigating circumstances, gang-related activity may result in: detention, isolation, community service, participation in a supportive pastoral plan, managed move, suspension or permanent exclusion.

4.9. Behaviour Relating to Hate Crime

A hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person’s race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability; and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.

At the GLC, hate crime is taken very seriously. Parents will be informed of the incident and, where appropriate, the student will be referred to an internal/external educational programme and issued with a sanction. If the incident is of a more serious nature or there is a repeated incident, isolation, suspension or permanent exclusion may be the consequence and the police and relevant authorities would also be contacted.

4.10. Sexual Conduct

Students that are found to be involved in illegal, or what the Academy deems to be inappropriate, sexual conduct - which also includes the criminal act of 'upskirting' and/or sexual harassment - will be referred for the appropriate support as well as their parents being informed. The Academy will consider what consequences and internal support will be necessary on a case-by-case basis. If a student commits sexual assault, the police and other relevant agencies will be informed immediately. Unless there are exceptional mitigating circumstances, acts of this nature may result in isolation, suspension or permanent exclusion.

4.11. Drugs and Alcohol

If a student or students bring drugs or alcohol onto the site of a GLC Academy, or they are under the influence of alcohol and/or drugs, a member of the SLT team will refer to the GLC Drugs Policy for guidance.

Drugs

- If there is evidence, or a strong suspicion, that drugs have been brought onto a GLC site, the student will be searched and the Police will be informed immediately;
- If a student is found in possession of drugs on a GLC site, the drugs will be confiscated and locked in the Academy safe until the police collect them; parents and the relevant authorities will be informed;
- Any student caught with or strongly suspected to be in possession/using drugs will be referred to the relevant external agencies;
- A student is liable for a permanent exclusion if there is evidence that they are in possession of or dealing drugs at a GLC site.

Alcohol

- If there is evidence, or a strong suspicion, that alcohol has been brought onto a GLC site, the student will be searched;
- If a student is found in possession of alcohol on a GLC site, the alcohol will be confiscated and destroyed;
- Communication home will occur; the student will be isolated and could be referred to an outside agency;
- A repeat case or serious case will result in a meeting with parents and a series of consequences including but not exclusive of: isolation, detentions, community service, a ban from certain areas on the Academy site, suspension or permanent exclusion.

4.12. Violence and Aggression

The GLC will not tolerate acts of physical violence and aggression on or off the Academy site. Any such acts will be dealt with in the strongest possible manner by the Academy. Unless there are exceptional mitigating circumstances, acts of this nature may result in detention, isolation, suspension or permanent exclusion. The consequence will reflect the level of aggression used and whether the incident was premeditated.

- Following any such act, the Academy will consider the implementation of a Restorative Justice programme to enable a resolution to the conflict;
- The GLC supports national attempts to eradicate criminal offences involving the carrying and use of weapons. Any person found to be in possession of an offensive weapon on any GLC site, or who makes a threat to use an offensive weapon, will be reported to the police. The Academy

will enforce the highest level of consequences available under current legislation which could result in permanent exclusion.

4.13. If a Student Swears Directly at a Member of Staff

Depending on the circumstance, a referral will be made to SET and the student will be isolated for the remainder of the day. A phone call will be made to the parent to explain the situation. A restorative justice meeting will be convened before the student returns to normal lessons. Please note that repeated incidents or a serious incident could result in isolation, suspension or permanent exclusion for the student. Also, if the student fails to take responsibility for their actions, the sanction could be escalated.

4.14. If a Student Misuses Academy IT Equipment and Personal Electronic Devices

They may lose their IT privileges such as internet access for a specified period of time and have their use of computers and other equipment closely monitored. They may also be isolated for a period of time, suspended or excluded depending on the situation. In some circumstances a referral may be completed to social services, police or other appropriate agencies depending on the nature of the situation.

Section 5: Training and Monitoring

5.1. The Powers to Use Reasonable Force

The legal provisions regarding school discipline provide members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the Academy.

The physical intervention used will be proportionate and necessary and would only become necessary when other de-escalation techniques have been employed to diffuse any poor behaviour. Any incident which requires a physical intervention will be recorded on the day of the incident and reported to parents.

Safer handling training is completed by identified staff on a regular basis. Please see the GLC Positive Handling Policy and Searching, Screening and Confiscation Policy for further details.

5.2. Monitoring Arrangements

Data will be analysed from a variety of perspectives including:

- At Academy and across The GLC;
- At year group;
- At the level of individual members of staff;
- By time of day/week/term;
- By protected characteristic.

The Academies and The GLC will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them.

Summary of Academy's Approach

Academy's Approach

All members of the Gateway Learning Community commit to working together to support the GLC mission and to uphold the GLC values at all times, including online. This agreement sets out what will happen in a range of circumstances so that students and parents are clear about the Academy's approach. This sanctions framework serves as a guide and does not cover every possible circumstance. In cases involving serious misconduct, repeated breaches of expectations, or aggravating factors, the Head of School may apply more severe sanctions than those outlined below.

If...	Then...
LEARNING AND PROGRESS	
A student is underachieving or not completing classwork/homework	The student will be expected to attend compulsory intervention activities, which may include: catch-up classes; same-day ALPs (Additional Learning Periods); 1-2-1 intervention; holiday classes; academic mentoring; or attendance monitoring. Persistent non-completion will result in escalating consequences through the Faculty/Department and SET procedures.
BEHAVIOUR AND CONDUCT	
A student breaches the GLC values in class (receives Demerits)	Step 1: Demerit issued — student must rectify the issue immediately. Step 2: Second Demerit — member of staff uses least-invasive strategy (seat move, quiet conversation). Step 3: Third Demerit — SET called; student removed to the SET Room. Consequences may include: parent call; restorative meeting; detention; isolation; suspension; or referral to Progress/Inclusion Team.
A student refuses to follow GLC values persistently and behaviour expectations	The student may lose privileges, be placed in the SET Room, receive community service or be placed on a report. Parents will be expected to attend meetings and support the Academy. Repeat incidents may result in isolation, suspension or permanent exclusion.
A student is rude, swears directly at or verbally abuses a member of staff	A referral will be made to SET and the student isolated for the remainder of the day and/or next school day. A phone call will be made home. A restorative justice meeting will be convened before the student returns to lessons. Repeat or serious incidents may result in suspension or permanent exclusion.

If...	Then...
A student is involved in bullying, inciting others to fight, or cyber-bullying	The student will be isolated and take part in a restorative justice process. Incidents involving racist, discriminatory or hate-based motivation may be referred to the police or other appropriate agencies. Students may be referred to off-site provision. Repeat or severe incidents may result in detention, isolation, suspension or permanent exclusion.
A student is physically violent or aggressive toward another person	The student will be isolated whilst the incident is investigated. The sanction will reflect the level of aggression and whether the incident was premeditated. The Academy may involve the police. Unless there are exceptional mitigating circumstances, acts of this nature may result in isolation, suspension or permanent exclusion.
A student engages in sexual harassment or inappropriate sexual conduct	Parents will be informed. The Academy will determine appropriate internal support and consequences on a case-by-case basis. Where sexual assault has occurred, the police will be informed immediately. Acts of this nature may result in isolation, suspension or permanent exclusion.
A student is involved in gang-related activity or hate crime	Depending on the nature and severity: isolation, community service, pastoral support plan, referral to external agencies, managed move, suspension or permanent exclusion. Incidents of hate crime will be reported to the police and/or relevant authorities.
UNIFORM AND EQUIPMENT	
A student breaches the Uniform Policy	The student will receive a same-day, one-hour detention. Continual non-compliance will result in escalating sanctions. Students with SEND or medical conditions requiring uniform adjustment will be issued with a uniform pass.
A student arrives without the correct equipment	The student will be expected to take responsibility and a same-day detention of 60 minutes will be issued. Parents are expected to ensure their child has the correct equipment for school every day. When failure to bring correct equipment persists, detention time will be escalated.
ATTENDANCE AND PUNCTUALITY	
A student is late to school	A same-day detention of 60 minutes will be issued. Persistent lateness will result in a punctuality report

If...	Then...
	and parental discussion. When lateness persists, detention time will be escalated.
MOBILE PHONES AND ELECTRONIC DEVICES	
A student's mobile phone is used, seen or heard on the Academy premises	The phone will be confiscated immediately by any member of staff and passed to SET. First offence in the academic year: returned to student at end of day. Repeat offence: parent must collect after 15:00. Refusal to surrender the device is treated as defiance and will be sanctioned accordingly (detention, isolation, suspension may be issued). Students prohibited from bringing a phone and found in possession may be suspended. [See GLC Mobile Phones and Electronic Devices Policy for full escalation procedure.]
SMOKING, VAPING AND SUBSTANCES	
A student is found smoking or vaping on or near the Academy site	Communication home will occur; the student will be isolated and may be referred to an outside agency. Repeat offences: meeting with parents and a range of escalating sanctions including isolation, detentions, community service, site restrictions, suspension or permanent exclusion.
A student is found in possession of, or under the influence of, drugs or alcohol	A member of SLT will be contacted immediately and the GLC Drugs Policy will be followed. Where there is evidence or reasonable suspicion that a student is in possession of drugs, a search will be conducted in accordance with the GLC Searching, Screening and Confiscation Policy. The Head of School will determine whether police involvement is required. Any drugs or paraphernalia found will be confiscated and secured in the Academy safe pending police advice; parents and relevant authorities will be informed. Drug paraphernalia will be destroyed. The student will be referred to the Safeguarding Team, who will consider referral to relevant external agencies and put in place a pastoral support plan. A student found to be in possession of drugs/alcohol on a GLC site will be considered for suspension or permanent exclusion having regard to statutory guidance and individual circumstances. A student found to be dealing drugs is liable for permanent exclusion.

If...	Then...
TECHNOLOGY AND IT	
A student misuses Academy IT equipment or personal electronic devices	The student may lose IT privileges (including internet access) for a specified period and have use of devices closely monitored. They may also be isolated, suspended or permanently excluded depending on the situation. In some circumstances a referral may be made to social services, police or other appropriate agencies.

All members of the Gateway Learning Community commit to working together to support the GLC mission and to uphold the GLC values at all times [including online].

Each GLC Academy is responsible for:

- Communicating clear measures to support good order, respect and discipline;
- Ensuring that the GLC's Behaviour Policy does not discriminate against any student;
- Providing appropriate training for all GLC staff [including SEN and disability and mental health] and identifying where further support is needed;
- Building positive relationships with parents/carers and students, working together to celebrate positives and address behaviour that does not meet expectations;
- Ensuring that the Academy environment encourages positive behaviour;
- Monitoring how staff implement this Policy to ensure rewards and consequences are applied consistently to all groups of students;
- Ensuring that the behaviour data is reviewed regularly, to make sure that no groups of students are being disproportionately impacted;
- Playing an active part in the life of the GLC and their Academy including acting as ambassadors;
- Supporting the admission and transition of students with parents, students and other agencies.

Every young person who attends a GLC Academy is responsible for:

- Adhering to and promoting the GLC motto, mission and values;
- Following instructions by GLC staff, obeying GLC rules and accepting consequences in an appropriate way;
- Being in school, on time and equipped for learning;
- Doing classwork and home learning to at least the expected standard, attending additional learning periods if not making expected progress;
- Using electronic devices appropriately including ensuring what is accessed, posted and received is acceptable and follows the GLC motto, mission and values;
- Playing an active part in the life of the GLC and their Academy including acting as ambassadors.

Every parent/carer who has a child at a GLC Academy is responsible for:

- Respecting and supporting the GLC's Behaviour Policy, motto, mission and values;

- Informing the Academy of any change in circumstances which may impact on their child's progress and/or behaviour and actively engaging with the support offered;
- Playing an active part in the life of the GLC and their Academy including acting as ambassadors by always setting the best example possible for impressionable young people;
- Discussing any behavioural concerns with the appropriate member of staff promptly and taking the necessary action at home to support their child in making positive choices;
- Ensuring their child is in school, on time and equipped for learning;
- Ensuring their child does their home learning to the expected standard, attending additional learning periods if they are not making expected progress;
- Attending meetings with the Head of School or other Academy staff, if requested, to discuss their child's progress, attendance and/or behaviour;
- Adhering to the terms of any Parenting Contract, Support Plan, the GLC Home-Academy Contract or order relating to their child's behaviour;
- Ensuring their child uses their electronic devices appropriately including actively monitoring what their child is accessing, posting and receiving.