



Written Statement of Behaviour Principles

September 2026

Rationale and Purpose This Statement is drawn up in accordance with the Education and Inspections Act (2006) and current DfE statutory guidance (*Behaviour in Schools*, 2022/2024; *Suspensions and Permanent Exclusions*, 2023).

Its purpose is to guide the Co-Headteachers in producing Gateway Academy's Behaviour Policy, ensuring it reflects our shared community values. We recognize that behaviour is a form of communication and that a trauma-informed, relational approach is essential to achieving our vision.

The CoHeadteachers are responsible for drafting the Behaviour Policy based on these principles. The policy will be published on the Gateway Academy website, provided annually to staff, shared with parents, and used in formal support discussions with families.



OUR GOLDEN RULES & CORE PRINCIPLES

At Gateway Academy, everything we do is anchored in our three Golden Rules: **Kind**, **Safe**, and **Learning**.

1. KIND: INCLUSIVITY, EQUITY, AND RELATIONAL PRACTICE

- Kindness guides all interactions across our school community.
- We understand behaviour as a communication of unmet emotional needs, neurodivergence, Special Educational Needs (SEND), or trauma (ACEs).
- The Academy is committed to equality under the Equality Act (2010). Reasonable adjustments will always be made to support vulnerable pupils.
- A robust Anti-Bullying Policy is maintained to protect every child, ensuring an environment free from discrimination, where empathy and belonging are actively nurtured.

2. SAFE: ENVIRONMENT, REGULATION, AND SAFEGUARDING

- All pupils and staff have the right to feel physically and emotionally safe.
- Predictable routines, visual prompts, and calm adult co-regulation build the security pupils need to feel safe.
- Physical intervention is strictly a last resort to maintain safety, governed by clear safeguards and followed by de-escalation, debriefing, and emotional support.
- Searching and screening procedures strictly follow DfE guidance, prioritizing pupil dignity, trauma-aware practices, and safeguarding.

3. LEARNING: ENGAGEMENT, GROWTH, AND CO-REGULATION

- We support children to understand their emotions, teaching self-regulation skills over time so they can engage fully in learning.
- Classrooms and shared spaces maintain calm, structured environments that promote focus and active participation.
- Staff model positive behaviour and actively listen, ensuring pupil voice is respected during reflections and problem-solving.

Partnership with Parents and Carers

- Parents and carers are vital partners in upholding the Gateway Academy vision.
- We build trust through transparent communication, celebrating successes, and collaborating early when support is needed.
- The 'Home-School Agreement' outlines our shared commitment to helping every child flourish.

EXPECTATIONS AND PRACTICE

Recognition and Celebration

- Governors expect staff to focus heavily on positive reinforcement—noticing and celebrating effort, kindness, regulation, and prosocial choices.
- Recognition will be broad, inclusive, and directly linked to our core values.

Responses to Distress, Consequences, and Repair

- Responses to misbehaviour or emotional distress are proportionate, fair, developmental, and trauma-informed.
- Traditional punitive sanctions are replaced with logical consequences, reflective problem-solving, and restorative repair tied back to being Kind, Safe, and Learning.
- Staff prioritize understanding the root cause of distress while holding firm, safe boundaries.
- Suspensions and permanent exclusions remain measures of absolute last resort. Unofficial suspensions are unlawful and strictly prohibited.
- The Academy works proactively with families and external agencies to support pupils at risk of suspension.

Behaviour Beyond the School Gates

- The policy applies outside school premises where conduct impacts pupil safety, well-being, or the wider school community.

Staff Support and Well-Being

- The policy outlines clear procedures for addressing malicious allegations against staff under DfE guidelines.
- Governors ensure staff receive regular training in trauma-informed practice, de-escalation, and relational approaches, alongside dedicated well-being support.

REVIEW

This Statement of Principles will be reviewed every 3 years. Gateway Academy's Behaviour Policy will be approved by the Governing Body annually.

