



Behaviour and Anti-Bullying Policy

Policy owner:	Director
Named DSL:	Carly Mason
Deputy DSL:	Suzanna Qamar
Date approved:	25/03/2026
Review date:	25/03/2027
Applies to:	All staff, tutors, volunteers, learners, contractors, parents/carers and visitors

1. Statement of intent

Gateways Education and Wellbeing Limited is committed to providing a safe, nurturing, respectful and emotionally secure environment in which children and young people can engage in learning, build confidence, develop self-regulation and experience success.

At Gateways, we understand that behaviour is communication. Many of the children and young people we support may have special educational needs and disabilities, social, emotional or mental health needs, trauma experiences, anxiety, sensory differences, communication needs, or barriers which affect how they respond in education environments. We therefore take a relational, trauma-informed, neuro-affirmative and SEND-informed approach to behaviour support.

Our aim is not simply to manage behaviour, but to understand it, respond to it safely and consistently, and help each learner develop the skills, trust, confidence and regulation they need to thrive.

We expect all members of the Gateways community to treat one another with dignity and respect. Bullying, intimidation, discriminatory behaviour, harassment and child-on-child abuse are never acceptable and will always be taken seriously. Current government guidance expects settings to create calm, safe and supportive environments, and to address bullying and safeguarding concerns effectively.

2. About Gateways

Gateways Education and Wellbeing Limited is an Ofsted-registered education provider offering:

- Daytime alternative provision
- Evening tuition
- Online learning sessions
- Home-based education sessions where commissioned

SEND-informed and wellbeing-centred support for children and young people who may not currently be able to access full-time mainstream education

Provision may take place:

- In the main annexe at Steeton Primary School
- In the adjacent sensory space where appropriate
- Online
- In the learner's home where agreed and risk assessed
- In other agreed settings as part of commissioned provision

3. Aims of this policy

This policy aims to:

Create a calm, safe and supportive environment for learning;

Promote positive, respectful and socially responsible behaviour;

Support learners to feel emotionally and physically safe;

Recognise behaviour as a form of communication;

Ensure responses are fair, consistent, proportionate and supportive;

Ensure reasonable adjustments are made for learners with SEND and additional vulnerabilities;

Prevent bullying, discrimination, harassment and child-on-child abuse;

Ensure behaviour concerns are considered alongside safeguarding and wellbeing;

Support learners to repair, reflect and move forward;

Set out clear procedures for staff, families and learners.

4. Principles underpinning our approach

At Gateways, behaviour support is based on the following principles:

- Relationships come first
- Safety is always the priority
- Behaviour is often linked to need, stress, dysregulation or communication
- Children do well when they can
- Co-regulation often comes before self-regulation
- Consistency matters
- All children should be treated with dignity
- Consequences should be proportionate, reasonable and educational
- Support should be matched to the learner's needs

We recognise that some learners may:

- Mask distress until they become overwhelmed
- Struggle to verbalise needs

Need sensory breaks, movement, low-demand approaches or transitional support

React strongly to perceived pressure, unpredictability, noise, social demands or change

Need adapted expectations during periods of fatigue, anxiety or dysregulation

5. Legal and guidance framework

This policy should be read alongside Gateways:

- Safeguarding Policy
- E-Safety Policy
- Staff Code of Conduct
- SEND Policy
- Health and Safety Policy
- Complaints Policy
- Risk assessments
- Individual support plans / behaviour plans where relevant

This policy reflects current guidance including Behaviour in Schools and Keeping Children Safe in Education 2025. DfE behaviour guidance says behaviour policies should help create a calm, safe and supportive environment, while KCSIE makes clear that child-on-child abuse, including bullying and online abuse, must be taken seriously and not dismissed as banter or part of growing up.

6. Roles and responsibilities

6.1 Director

The Director has overall responsibility for:

- Ensuring this policy is implemented consistently
- Ensuring behaviour and anti-bullying practice are aligned with safeguarding
- Monitoring incidents, patterns and trends
- Ensuring staff are trained and supported
- Ensuring the environment is safe, supportive and appropriate to the needs of learners

6.2 Designated Safeguarding Lead

The DSL will:

- Oversee behaviour concerns where safeguarding may be relevant
- Ensure bullying, child-on-child abuse and serious incidents are responded to appropriately
- Support staff with safeguarding-linked behaviour concerns
- Liaise with parents/carers, schools, local authorities and other agencies where needed
- Ensure records are accurate and securely maintained

6.3 Staff and tutors

All staff must:

- Model calm, respectful behaviour
- Build positive relationships with learners
- Use de-escalation and supportive strategies
- Maintain appropriate boundaries
- Make reasonable adjustments for SEND and additional needs
- Report and record significant incidents
- Respond consistently and without humiliation or shaming
- Take all bullying and safeguarding concerns seriously

6.4 Learners

Learners will be supported to:

- Treat others with respect

- Engage in learning as far as they are able
Follow reasonable instructions
- Use safe language and safe behaviour
- Tell a trusted adult if they are upset, worried or feel unsafe
- Respect resources, equipment and the learning environment

6.5 Parents and carers

Parents and carers are expected to:

- Work in partnership with Gateways
- Share relevant information that may affect behaviour or wellbeing
- Support agreed strategies where possible
- Report concerns, including bullying concerns, as soon as possible

7. Promoting positive behaviour

Gateways promotes positive behaviour through:

- Calm, predictable routines
- Warm and respectful relationships
- Clear expectations
- Low-arousal and supportive responses
- Praise and encouragement
- Differentiated learning
- Flexible approaches where needed
- Sensory and movement opportunities
- Emotionally attuned adult support
- Helping learners to repair and reconnect after difficulties
- Working closely with families and professionals

Positive behaviour support at Gateways may include:

- Verbal praise
- Recognition of effort and progress
- Personalised encouragement
- Celebrating small steps
- Visual supports and reminders
Regular check-ins
- Breaks or sensory regulation opportunities
- Adapted timetables or session structures where needed

8. Behaviour expectations at Gateways

We expect all learners, with support matched to need, to:

- Be kind and respectful to others
- Use safe hands, safe feet and safe language
Follow staff instructions where possible
- Look after the learning environment and resources
- Try their best in sessions
- Ask for help when needed
- Respect personal space and boundaries

- Use devices and online platforms appropriately
- Tell an adult if something is wrong

We recognise that some learners may need these expectations:

Broken down into smaller steps;

Presented visually;

Revisited regularly;

Taught explicitly over time;

Adapted in line with SEND and emotional regulation needs.

9. Understanding behaviour as communication

At Gateways, we understand that behaviour may reflect as:

- Anxiety
- Sensory overload
- Dysregulation
- Frustration
- Fatigue
- Communication difficulty
- Social misunderstanding
- Trauma responses
- Neurodivergent differences
- Low self-esteem
- Unmet need
- External stressors
- Safeguarding concerns

Because of this, staff should always consider:

- What the behaviour may be communicating
- Whether the learner feels safe
- Whether adjustments are needed
- Whether there are known triggers or patterns
- Whether this may indicate a safeguarding issue

KCSIE is clear that children with SEND can face additional safeguarding challenges, including barriers to communication and increased vulnerability to abuse and bullying.

10. Early support and de-escalation

Where a learner begins to show signs of distress, anxiety or dysregulation, staff should respond early using supportive strategies such as:

- Calm verbal reassurance
- Reducing demands temporarily
- Offering choice
- Changing seating or environment
 - Allowing time and space
- Using visuals or written prompts
- Sensory support

- Movement breaks
- Access to the sensory room where appropriate
- A trusted adult check-in
- Adapting the activity
- Using low-arousal communication

Staff should avoid:

- Confrontation
- Raised voices
- Public shaming
- Power struggles
- Sarcasm
- Forcing eye contact
- Excessive verbal demands during dysregulation

11. Responding to inappropriate behaviour

When behaviour falls below expectations, staff will respond in a calm, proportionate and consistent way.

Responses may include:

- A quiet reminder
- Redirection
- Restating expectations
- Supported reflection
- Temporary change of activity
- Time with a trusted adult
- Short regulation break
- Restorative conversation
- Making amends where appropriate
- Parent/carer communication

Review of support strategies

Any consequence should be:

- Proportionate
- Reasonable
- Linked to the behaviour
- Appropriate to the learner's age and needs
- Delivered without humiliation

Gateways does not use:

- Degrading sanctions
- Shouting at children as a behaviour strategy
- Public humiliation
- Punitive approaches that ignore SEND or trauma
- Corporal punishment

DfE guidance continues to support clear and proportionate consequences within a wider system of support and high expectations.

12. Serious incidents

Serious incidents may include:

- Physical aggression
- Attempts to hurt self or others
- Serious verbal abuse
- Discriminatory abuse
- Bullying
- Serious damage to property
- Absconding or attempted absconding
- Sexualised behaviour
- Behaviour that presents a safeguarding risk
- Repeated dangerous behaviour despite support

In the event of a serious incident, staff must:

- Prioritise immediate safety
- Seek support if needed
- Remove others from risk where appropriate
- Use de-escalation first wherever possible
- Inform the DSL / Director
- Record the incident factually
- Inform parents/carers where appropriate
- Review risk assessments, behaviour support and next steps

Where the behaviour may amount to child-on-child abuse, sexual harassment, sexual violence, discriminatory abuse or another safeguarding concern, it must be managed through safeguarding procedures as well as behaviour procedures.

13. Physical intervention

Gateways' first approach is always prevention, de-escalation and regulation support.

Physical intervention should only ever be used:

- As a last resort
- When necessary to prevent immediate harm to the learner or others
- When reasonable, proportionate and lawful
- For the shortest time necessary

Any use of physical intervention must be:

Recorded promptly;

Reported to senior leaders and parents/carers;

Followed by debrief and review.

Anti-Bullying Policy

14. Statement on bullying

Gateways is committed to creating an environment where all children and young people feel safe, accepted and respected. Bullying is not tolerated in any form.

We recognise that many children supported by Gateways may already have experienced relational difficulties, exclusion, poor self-esteem, anxiety or vulnerability in previous settings. This makes it

especially important that Gateways remain a place where learners feel emotionally safe and protected from harm.

Bullying, including online bullying, discriminatory bullying and child-on-child abuse, will always be taken seriously and acted on promptly.

15. Definition of bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another person physically or emotionally. It often involves an imbalance of power.

Bullying may include:

- Name-calling
- Threats
- Intimidation
- Teasing intended to hurt
- Humiliation
- Exclusion
- Physical aggression
- Spreading rumours
- Taking or damaging belongings
- Mocking difference
- Discriminatory abuse
- Repeated online harassment

KCSIE requires settings to take bullying and child-on-child abuse seriously, including online abuse.

16. Types of bullying

Bullying may be:

- Physical
- Hitting
- Pushing
- Kicking
- Damaging belongings
- Verbal
- Insulting
- Threatening
- Offensive comments
- Repeated teasing
- Emotional / relational
- Humiliation
- Exclusion
- Manipulation
- Spreading rumours
- Intimidation
- Discriminatory
- Racism
- Sexism

- Homophobia
- Biphobia
- Transphobia
- Ableism
- Faith-based prejudice
- Bullying linked to SEND, autism, ADHD or difference
- Cyberbullying
- Abusive messages
 - Fake accounts
- Humiliating posts
- Exclusion from group chats
- Sharing images or comments without consent
- Repeated harassment online

17. Child-on-child abuse

Some bullying behaviour may also be child-on-child abuse. This includes serious harassment, coercion, sexual harassment, abuse in relationships, discriminatory abuse, threatening behaviour and sustained intimidation.

These concerns must never be dismissed as "banter", "just joking" or "falling out". Current safeguarding guidance is clear on this point.

18. Preventing bullying at Gateways

Gateways seeks to prevent bullying by:

- Promoting a culture of kindness and respect
- Building strong, trusting adult-child relationships
- Creating small, supportive learning environments
- Teaching boundaries, empathy and respectful communication
- Challenging unkindness early
- Making reasonable adjustments for SEND and communication needs
 - Supervising appropriately
- Supporting vulnerable learners
 - Responding quickly to concerns
 - Promoting online safety
- Working in close partnership with parents/carers and professionals

19. Reporting bullying

Children, families and staff are encouraged to report bullying concerns as soon as possible.

Reports may be made to:

- Any trusted member of staff
- Carly Mason as DSL
- Suzanna Qamar as Deputy DSL
- The learner's tutor or key adult

All reports will be:

- Listened to carefully

- Taken seriously
- Recorded
- Responded to appropriately

20. Responding to bullying

When bullying is identified or reported, Gateways will:

- Listen to the child who has been harmed
- Ensure their immediate safety and wellbeing
- Investigate proportionately
- Speak to relevant staff and other children as appropriate
- Record what has happened
- Contact parents/carers where appropriate
- Put support in place for the child affected
- Address the behaviour of the child displaying bullying behaviour
- Use restorative work where appropriate and safe
- Review supervision, grouping, environment or plans where needed
- Treat the matter as safeguarding if required

Support for the child being bullied may include:

- Reassurance and emotional support
- Increased monitoring
- A named trusted adult
- Changes to seating, groupings or routines
- Safety planning
- Work on confidence and self-advocacy

Responses for the child displaying bullying behaviour may include:

- Clear challenge
- Restorative reflection
- Re-teaching expectations
- Consequences
- Closer supervision
- Individual support
- Review of unmet need or regulation difficulties
- Parent/carer involvement

21. Discriminatory bullying

Gateways takes particularly seriously any bullying linked to:

- Disability or additional needs
- Autism, ADHD or neurodivergence
- Race or ethnicity
- Religion or belief
- Sex
- Sexual orientation
- Gender identity

Discriminatory language or prejudice-based behaviour will always be challenged, recorded and addressed.

22. Online bullying

Cyberbullying will be treated as seriously as face-to-face bullying.

This includes:

- Hurtful messages
- Repeated harassment
- Threatening content
- Humiliation through social media
- Fake profiles
- Sharing images or videos without consent
- Harmful group chat behaviour

Where online behaviour affects a learner's safety or wellbeing in Gateways provision, it will be addressed through this policy and, where relevant, the safeguarding and online safety policies. KCSIE treats online abuse as part of the safeguarding framework.

23. Recording behaviour and bullying concerns

Gateways will record:

- Significant behaviour incidents
- Serious concerns
- Bullying concerns
- Discriminatory incidents
- Safeguarding-linked behaviour matters
- Physical intervention, where used

Records should include:

- Date, time and location
- Who was involved
- What happened
- Known triggers or context
- Action taken
- Who was informed
- Follow-up required

Patterns will be reviewed so that support can be strengthened where needed.

24. Working with parents, carers and professionals

Gateways values close partnership working. Where appropriate, we will work with:

- Parents/carers
- Commissioning schools
- Local authorities
- Social workers
- SEND teams
- Therapists
- Other involved professionals

This helps ensure behaviour support is joined up, consistent and responsive to the learner's wider needs.

25. Staff Training

All staff will receive induction and ongoing updates in:

- Behaviour support
- De-escalation
- Trauma-informed practice
- SEND-informed approaches
- Bullying prevention
- Safeguarding
- Child-on-child abuse
- Online safety
- Recording and reporting procedures

KCSIE 2025 says staff should receive appropriate safeguarding and child protection training at induction and regular updates thereafter.

26. Monitoring and review

This policy will be reviewed:

- Annually
- After any significant incident
- When guidance changes
- When provision changes
- Where monitoring identifies a need for revision

28. Policy approval

Approved by: CARLY MASON

Role: Director

Date: 26/03/2026

Next review due: 26/03/2027