



BLACKPOOL GATEWAY ACADEMY

NURTURE AND BEHAVIOUR POLICY

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OUR BELIEFS ABOUT BEHAVIOUR

At Blackpool Gateway Academy, we are developing a nurturing school and we believe that nurture should be at the heart of every child's education. The atmosphere of school and classroom climate is controlled by the adults within it. We believe children respond better to support, encouragement and reward rather than punitive measures.

Pupils and parents are encouraged to discuss any problems with staff in school. We treat all children fairly and apply this policy in a consistent way. The school rewards good behaviour, as it believes that this will develop an ethos of nurture, kindness and cooperation. In addition this aligns with the school's core values of citizenship. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. However, the school does encourage pupils to understand that they have choices in behaviour and that inappropriate actions will have consequences.

The purpose of this policy is to give a clear code of conduct for the use of all at Gateway Academy, both adults and pupils. It has been written following discussion with staff and pupils and reflects the values and principles that we consider to be important for the school. This policy should not be seen as something static, but must be dynamic, proactive and responsive to school life. The school expects every member of the school community to behave in a considerate way towards each other. Children are nurtured and treated fairly at Gateway Academy. This policy is designed to be followed consistently by all members of staff.

INTENT

AIMS

The aims and objectives of our Behaviour Policy reflect and support the School Mission Statement;

1. To encourage a calm, purposeful and happy learning environment within our school.
2. To nurture positive, caring attitudes towards everyone, where achievements at all levels are celebrated and valued.
3. To provide opportunities for children to develop their independence, self-discipline and a sense of responsibility towards themselves and others.
4. To develop a consistent approach for promoting positive behaviour throughout the school.
5. To ensure that expectations of behaviour are clearly communicated to children.
6. To establish a coherent and fair reward system that acknowledges and celebrates good behaviour.
7. To establish procedures which determine a clear and consistent approach to unacceptable and disruptive behaviour.
8. To raise self-esteem and teach positive behaviour through the content and delivery of the curriculum.
9. To ensure the development and progress of pupils with behavioural needs are regularly reviewed with staff and parents.
10. To effectively manage incidents of bullying, sexism or racism if and when they occur.

OTHER RELEVANT DOCUMENTATION:-

- Anti-Bullying Policy
- SEND Policy
- Marking Policy
- Home/School Agreement

GATEWAY'S CORE VALUES

The school has six core values which ensure a consistent, fair, calm and productive environment to enable the children to learn in a nurturing and positive atmosphere. Our core values are displayed in every classroom and all communal areas around school. These will be known as **Gateway's Core Values**.

Excellence- Always trying to be the best you can be in all areas of school life.

Respect- This means having respect for yourself, others and school property. It also means being polite and using your manners throughout the school day.

Ambition- To have hopes and dreams for your future and knowing the strategies of how to get there.

Resilience- The ability to bounce back from challenges and to keep trying to achieve your goals.

Pride- To have a feeling of self-worth and to take pleasure in your appearance and the presentation of your work.

Integrity- To be treated and to treat others fairly and honestly.

In addition, class teachers may set appropriate and specific rules for individual classes. As a school we recognise the need to reward good choices in behaviour. It is instilled in our children from an early age, that they have a choice in how they behave. We use a positive approach in encouraging good attitudes by rewarding and praising appropriate behaviour.

IMPLEMENTATION

POSITIVE INCENTIVES, REWARDS AND SANCTIONS

Gateway Academy operates an individual points system (EYFS and KS1 – dojos, KS2 – Class Charts.) These are used to highlight children's own personal academic achievement and effort. Children will have the opportunity to spend their points on a weekly basis at the 'BGA Boutique.' Where children can trade their points for prizes. Prizes will be graded in line with monetary value. Children will be taught that if they save their points they will earn bigger prizes. For example a Prize worth 50 points would be a bouncy ball/pencil topper etc... Whereas a £10 X-Box/Amazon voucher would be worth 1,000 points.

In addition, we also operate a House Point behaviour management system which links to our core values. Children will earn 'gems' for exemplary behaviour and work together to collect gems for their house for rewards that will be awarded throughout the year.

MISDEMEANOURS

If a child is displaying undesirable behaviour, we believe that children are trying to solve a problem, not be a problem. We believe good behaviour and attendance needs to be taught and modelled by adults through positive reinforcement as children learn by example. We believe that parents asking for help with behaviour problems is a strength and we actively encourage all home school communication. We believe good behaviour should have positive reinforcement and we have several behaviour reward systems in place at Gateway Academy to promote desired outcomes and for children to feel successful.

At Gateway Academy we practise a consistent policy for dealing with seeming misdemeanours. In some cases a non-verbal signal may be sufficient, or a verbal rebuke. If it seems that there is a problem then the adult dealing with it will ask the child what he/she is

doing, establish if it is against the rules and, if it is, try to work out with the child how the problem is to be resolved. (Some children need to be given time to calm down before they are ready to talk.) At times it may be necessary to invoke some sort of sanction.

UNACCEPTABLE BEHAVIOUR

At Gateway Academy we believe there is no place for: -

- VIOLENCE
- BULLYING, INCLUDING HOMOPHOBIC BULLYING
- THREATENING BEHAVIOUR
- DISCRIMINATION
- LACK OF RESPECT FOR ADULTS AND PUPILS
- DELIBERATE DISOBEDIENCE
- DELIBERATE VANDALISM

At Gateway Academy we encourage good behaviour at all times but are aware that some children may find following the school rules a challenge in some situations. We have identified areas of unacceptable behaviour and placed them into three broad bands. The fourth band will be for incidents of extreme behaviour which will be dealt with through our pastoral support programme which will include external agencies.

SPECIAL EDUCATIONAL NEEDS

When a child is on the Special Educational Needs register for specific behavioural difficulties, the procedure for dealing with that child may differ from our regular procedure, for example, they may need an SEMH plan. Any alternative procedure will be formed in agreement with the child, their parents and the relevant school staff. The procedure will be clearly explained to all those who might have contact with the child in school. Records of this will be in the Child's SEN folder on Edukey. When the plans are reviewed this will also include a termly report on the behaviours demonstrated and logged.

BEHAVIOUR GUIDELINES FOR CHILDREN IN SCHOOL AND WHILST AT PLAY

LEVEL ONE	<p>Misbehaviour that can effectively be managed within a classroom environment by the class teacher and/or Teaching Assistant.</p> <p>Misbehaviour that can effectively be managed at play by the personnel on duty.</p> <p style="text-align: center;">~</p>
LEVEL TWO	<p>More serious/negative misbehaviour that is not easily managed within the classroom environment.</p> <p>More serious/negative misbehaviour that is not easily managed at play by the personnel on duty.</p> <p style="text-align: center;">This will be recorded on CPOMS</p> <p style="text-align: center;">~</p>
LEVEL THREE	<p style="text-align: center;">Continuous Misbehaviour</p> <p style="text-align: center;">This may require the intervention of an Individual Behaviour Programme (IBP). The class teacher will make a referral to the Behavioural Lead and parents will be involved.</p> <p style="text-align: center;">~</p>
LEVEL FOUR	<p style="text-align: center;">Extreme Behaviour</p> <p style="text-align: center;">Formal pastoral support programme actioned by a Child Concern Meeting that will involve parents, class teacher, the Headteacher, Behavioural Lead and external agencies.</p>

BEHAVIOUR GUIDANCE FOR LEVELS

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Not on task	PERSISTENCE OF LEVEL ONE	PERSISTENCE OF LEVEL ONE AND TWO	PERSISTENCE OF LEVEL TWO AND THREE Vicious kicking Biting Physical Verbal abuse Extortion Dangerous refusal to follow instructions putting themselves or others in danger.
Distraction, interruption	Refusal to work	Vandalism of school buildings/property	
Answering back	Defiance	Major disruption of class activity	
Not taking instruction	Minor vandalism	Stealing/intent to steal (persistent)	
Telling lies/getting others into trouble	Stealing/intent to steal	Repeated bullying	
Verbal abuse, minor bad language	Direct verbal abuse/racial abuse	Violent kicking, hitting, fighting	
Unsafe movement around the classroom/school	Isolated acts of violence – kicking, hitting, thumping etc.	Aggressive violent behaviour, causing deliberate injury	
Unsafe behaviour/careless damage	Persistent name calling	Abuse threatening behaviour towards staff/peers/parents	
Destruction of property (first time)		Dangerous refusal to obey instructions	
Playtime incident (first time)		Leaving school premises without consent	
Deliberate destruction of another child's work			

LEVELS OF BEHAVIOUR AND RESPONSES

LEVEL	BEHAVIOUR	RESPONSE/CONSEQUENCES
ONE Low level. Part of general classroom management.	Being noisy, teasing, pushing in, running inside, interrupting the teacher, attention seeking, being cheeky, arguing back, telling tales, clowning around, squabbling, play fighting, avoiding work, wasting time.	Re-direction, a 'look', warnings, teacher moves near to the child, refocusing/diversions, simplify directions, rule reminders, talk to the child – discuss what has happened. Discuss in groups or whole class. Move the child from group to work on his/her own. Repeat work/discuss appropriate behaviour. APPROPRIATE SANCTIONS APPLIED Loss of dojo/class chart point, 'moving down' the behaviour system, miss playtime.
TWO Persistent low level. Requires a consequence because of its intensity or frequency.	Persistent teasing, rudeness, graffiti on books or elsewhere, spoiling others' games, name calling, lying, hindering others from working, swearing at other pupils, in trouble at dinner time.	APPROPRIATE SANCTIONS APPLIED The class teacher and or Teaching Assistant record details on CPOMs and the Behaviour Lead will be informed. Parents should be informed.
THREE Severe Behaviour. Requires formal involvement of senior staff because of intensity or frequency.	Graffiti/vandalism, racial abuse, rudeness to staff/pupils, kicking, hitting back, stealing, refusal to follow instructions, swearing, fighting, being uncooperative, running out of school.	APPROPRIATE SANCTIONS APPLIED Report daily to Behaviour Lead, Deputy Headteacher or Headteacher, loss of privileges (to be determined by teacher/Teaching Assistant), referral to Behaviour Lead meeting with parents and Behaviour Lead, meeting with child and parents, behaviour targets for weekly behaviour report, involvement targeted intervention, IBP, internal exclusion/isolation during dinner time, possible involvement in the Gateway Garden Program
FOUR Extreme behaviour.	Vicious kicking, biting, continued physical and verbal	APPROPRIATE SANCTIONS APPLIED

<p>Requires immediate removal from the classroom and dealt with immediately by the Deputy Headteacher or Headteacher.</p>	<p>abuse to staff/pupils, extortion, dangerous refusal to follow instructions.</p>	<p>Remove immediately from the classroom and other children, may need to use physical restraint. Restraint would only be used in circumstances defined in government guidance and by staff authorised to use restraint by the Head teacher and have the required training. Set up an interim review pastoral support programme with external agencies. Removal to SLT or Headteacher. Contact parents immediately. Possible fixed term exclusion depending on severity. The severity could lead to temporary or permanent exclusion. DfES and LA guidelines on exclusion would be followed and this course of action would only be taken in very serious circumstances and when all other courses of action have been exhausted beyond reasonable measures.</p>
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At Gateway Academy we discourage the punishment of a whole group of pupils and encourage flexibility in the application of sanctions to suit individual circumstances. It is important for adults to be careful not to damage relationships and self-esteem by the use of sanctions. At Gateway we therefore believe **every child is given a 'fresh start' each session/half day/each day, based on the individual needs** of the child.

It is important that all staff are aware of their own responsibilities in a variety of situations/circumstances. In general, any member of staff who is on duty or taking assembly should have a lead role with other members of staff providing unobtrusive support and being mindful of the importance of their function as a role model. All staff at all times should be alert to aspects of behaviour, praising as appropriate but equally remedying where necessary.

IMPACT

INDIVIDUAL REWARDS

At Gateway Academy we encourage children to be independent learners and strive to achieve their best. We expect children to give their best efforts across all areas of school life regardless of their ability. This includes conduct both inside and outside the classroom, on the playground, during lessons, in completing homework and in their contribution to the wider life of school.

If a child's effort is to be judged as exceptional in relation to normal expectations we would expect them to:

- Show curiosity: Use their manners and demonstrate a desire to extend their learning beyond the classroom and participate in class discussions by asking and answering questions.
- Show commitment: work hard, take pride in their work and take actions to achieve their target, by being resilient.
- Show collaboration: By engaging in their lessons, being enthusiastic and willing to be involved and to show critical thinking and reflect on their own learning.
- Show creativity: overcome problems, try new things and develop their own ways to learn.

CLASS DOJO/ CLASS CHARTS REWARD POINTS

The school operates the Class Dojo system in KS1 and a Class Charts points system in KS2 to reward positive behaviours and attitudes. Dojo points are awarded for a range of positive behaviours. Children collect the points when working towards school-wide awards. There are 7 levels of DoJo points and children will be able to 'cash in' their points in return for a reward at the 'BGA Boutique'. Children can choose to spend their DoJo's weekly or save their DoJo's to collate more points for bigger prizes.

In addition Children will be awarded with a certificate at Bronze Level (50), Silver (150), Gold (250) and Platinum (500) and a star badge of the appropriate colour to wear on their uniform. Class Dojo is also used to inform parents of their child's progress through the class story and messaging features. This is a two way process.

TEXTS/POSTCARDS

Parents may receive positive texts or postcards home for positive behaviours/attitude or good work.

WEEKLY CERTIFICATES

Every week, at least two children from all classes will be identified as 'Stars of the Week' and celebrated in assembly for demonstrating achievement and a positive attitude throughout the week as decided and linked to class work wherever possible. The children will be photographed and celebrated on the school's website (if permission has been granted).

CLASS BEHAVIOUR SYSTEM

Each teacher should follow the behaviour policy using the class behaviour system and use of class dojo's (KS1) and Class Charts (KS2) as the main reward/consequence system. Class teacher are free to devise their own personal reward system to support upholding the class rules and encouraging positive behaviour within class.

ROLES AND RESPONSIBILITIES

THE ROLE OF ADULTS

Adults need to establish consistent levels of acceptable behaviour with the support of parents and senior leaders. Positive expectations, praise, regard and being a role model are the key to successful behaviour management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as a means of motivation. They need to be taught to manage their own behaviour through the fundamental British Values and Core Values. Adults need to recognise that effective conditions for learning will impact positively on general classroom behaviour.

LUNCHTIME SUPERVISION

Each class is supervised at lunchtime by a member of staff who follows our school behaviour policy. Pupils are expected, and encouraged, to behave well in line with school expectations. Lunchtime staff follow the House Point Rewards system to encourage high expectations of behaviour in unstructured time. Serious incidents are recorded on CPOMs and the Headteacher will be informed. If pupils misbehave on more than one occasion at lunchtime the Senior Leadership Team may wish to speak to parents.

THE ROLE OF THE HEADTEACHER

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy and anti-bullying strategy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

Records of all reported serious incidents of misbehaviour are kept and scrutinised. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a child.

THE ROLE OF PARENTS

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain **Gateway's Core Values** on our website information for parents, we expect parents to read these and support them.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to help develop a child's behaviour, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If concern remains, they should contact the Behaviour Lead. If these discussions cannot resolve the problem, parents can contact the Headteacher.

EXCLUSION:

The Headteacher decides whether to exclude a pupil for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the school community.

Only the Headteacher has the power to exclude a child from school. Decisions may exclude a child for one or more fixed periods, for up to 45 days in any one school year. All decisions to exclude are serious and only taken as a last resort or where the breach of the Academy rules is serious or persistent.

If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, it is made clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

GOVERNMENT GUIDANCE ON ENSURING GOOD BEHAVIOUR IN SCHOOL

Our school believes that staff, parents and the children themselves must share responsibility for the maintenance of high standards of behaviour. Our school has adopted the following Government guidance;

- The Department for Education, Ensuring Good Behaviour in Schools, April 2012
- Behaviour and Discipline in Schools - A Guide for Schools, January 2016.

Powers to Discipline:

“Teachers, Teaching Assistants and other paid staff with responsibility for children have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Their power to discipline applies to pupil behaviour in school and outside school in certain circumstances.”

“Teachers, Teaching Assistants and other paid staff with responsibility for children can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties include: confiscation, retention or disposal of a pupil’s property. Headteachers can also decide to suspend or to permanently exclude a pupil.”

Searching Pupils:

“School staff can search pupils with their consent for any item which is banned by the school rules. Headteachers and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupils to have weapons, alcohol, illegal drugs and/or stolen items.”

Use of Reasonable Force:

“All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, in order to maintain good order and discipline in the classroom.”

Several members of staff have undertaken the ‘Positive Handling and Restraint’ training.