Blackpool Gateway Academy

Nurture and Behaviour Policy

Academic Year 2023-2024

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OUR BELIEFS ABOUT BEHAVIOUR

At Blackpool Gateway Academy, 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, as with the school's core values, 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 Nurture and 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
- Attendance Policy
- Marking Policy
- Teaching and Learning Policy
- (Environment Policy)
- (Physical intervention Policy)
- Home/School Agreement

<u>GATEWAY'S CORE VALUES</u>

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 are known as **<u>Gateway's Core Values.</u>**

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

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

<u>Ambition</u> - To have hopes and dreams for the future and knowing the strategies of how to get there.

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

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

<u>Integrity</u> - 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.

POSITIVE INCENTIVES, REWARDS AND SANCTIONS

IMPLEMENTATION

Gateway Academy operates a reward and sanction policy. Below are the most regular rewards and sanctions that are used within our school.

Rewards	Sanctions
Positive praise Dojo awards Head teacher award Core Value award Other certificates Pegged up using the classroom behaviour system Extra privileges Golden table	Verbal reprimand Detention Speak to parents Loss of privileges Placed on behaviour report School based community service Pegged down using the classroom behaviour system
Further sanctions that may be implemented from SLT	
Removal from class Suspension	

Although these are the most common rewards and sanctions used in school, we may choose to adapt these when considering the needs of individual children, particularly when considering pupils with Special Educational Needs.

Identifying Different Behaviours

At Blackpool Gateway Academy we identify different behaviours based on a level system from Level 1 - Level 4. Below is an outline of how we categorise different behaviours at each level.
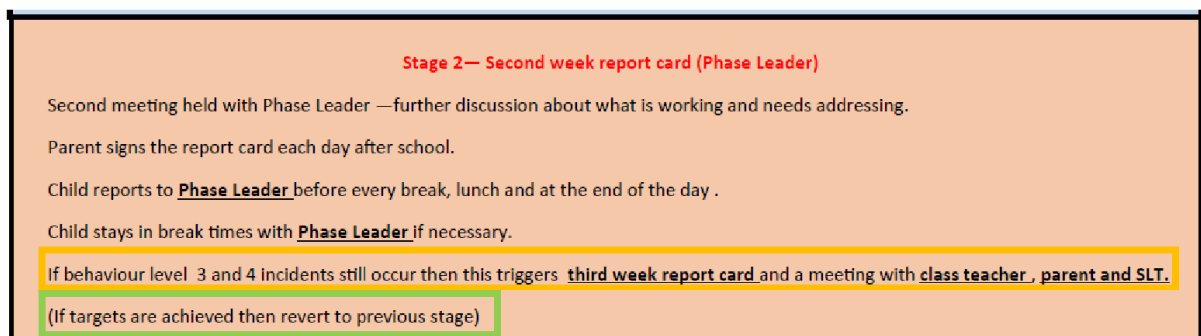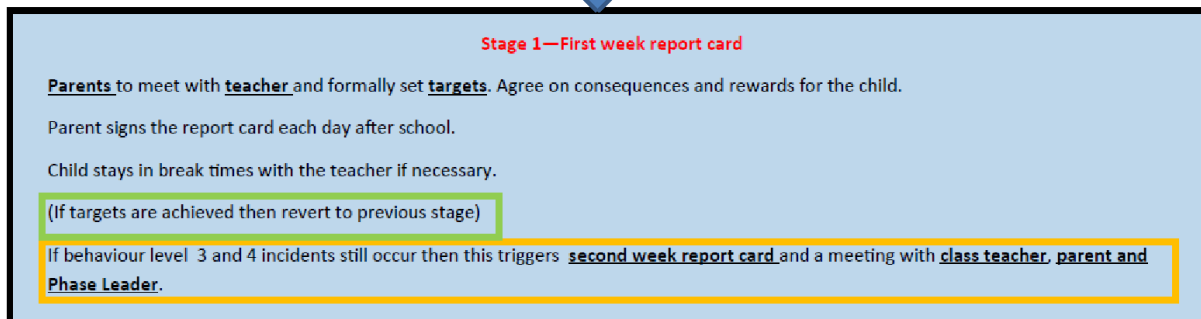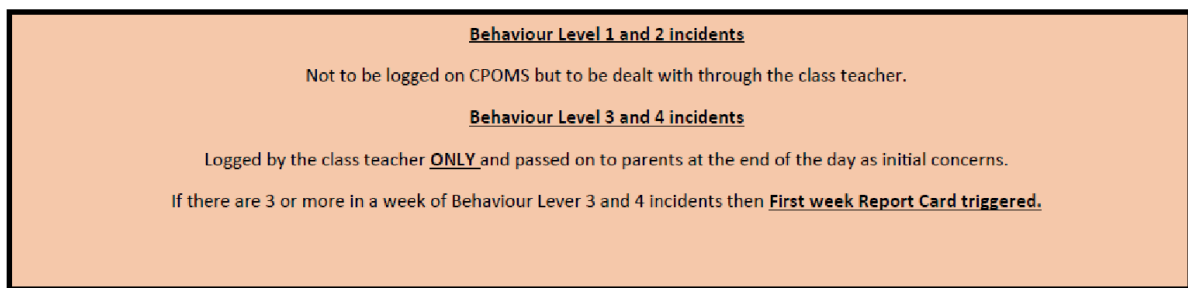
Behaviour Level 1	Behaviour Level 2
• Not on task • Distraction, interruption • Answering back • Not taking instruction • Telling lies/getting others into trouble • Verbal abuse, minor bad language • Unsafe movement around the classroom/school • Unsafe behaviour/careless damage • Destruction of property (first time) • Playtime incident (first time) • Deliberate destruction of another child's work	• **PERSISTENCE OF LEVEL ONE** • Refusal to work • Defiance • Minor vandalism • Stealing/intent to steal • Direct verbal abuse/racial abuse • Isolated acts of violence – kicking, hitting, thumping etc. • Persistent name calling

Behaviour Level 3	Behaviour Level 4
PERSISTENCE OF LEVEL ONE AND TWO • Vandalism of school buildings/ property • Major disruption of class activity • Stealing/intent to steal (persistent) • Repeated bullying • Violent kicking, hitting, fighting • Aggressive violent behaviour, causing deliberate injury • Abuse threatening behaviour towards staff/peers/parents • Dangerous refusal to obey instructions • Leaving school premises without consent	**PERSISTENCE OF LEVEL TWO AND THREE** • Vicious kicking • Biting • Physical • Verbal abuse • Extortion • Dangerous refusal to follow Instructions putting themselves or others in danger.

We acknowledge that the above does not contain every behaviour but it does act a guide for parents and staff when deciding on the category of behaviours.

Behaviour Tracking Report Card System

Most low-level behaviours are managed consistently and informally by staff using the agreed rewards and sanctions but Level 3 and 4 behaviours are officially logged on our school's CPOMS system and monitored by the school's senior leadership team.

If a child continues displaying Level 3 and Level 4 behaviours then this is picked up by our weekly behaviour monitoring and triggers the report card process. The overall aim of the report card process is to monitor and improve behaviour through SMART targets and parental engagement. The information below outlines the different stages of the report card process.

Behaviour Level 1 and 2 incidents

Not to be logged on CPOMS but to be dealt with through the class teacher.

Behaviour Level 3 and 4 incidents

Logged by the class teacher **ONLY** and passed on to parents at the end of the day as initial concerns.

If there are 3 or more in a week of Behaviour Lever 3 and 4 incidents then **First week Report Card triggered.**

Stage 1—First week report card

Parents to meet with **teacher** and formally set **targets**. Agree on consequences and rewards for the child.

Parent signs the report card each day after school.

Child stays in break times with the teacher if necessary.

(If targets are achieved then revert to previous stage)

If behaviour level 3 and 4 incidents still occur then this triggers **second week report card** and a meeting with **class teacher, parent and Phase Leader**.

Stage 2— Second week report card (Phase Leader)

Second meeting held with Phase Leader —further discussion about what is working and needs addressing.

Parent signs the report card each day after school.

Child reports to **Phase Leader** before every break, lunch and at the end of the day .

Child stays in break times with **Phase Leader** if necessary.

If behaviour level 3 and 4 incidents still occur then this triggers **third week report card** and a meeting with **class teacher , parent and SLT.**

(If targets are achieved then revert to previous stage)

Stage 3—Third week report card (SLT)

Third meeting held with SLT —further discussion about what is working and needs addressing. A choice may be made for the child to be removed from class for a sustained period of time.

Parent signs the report card each day after school.

Child reports to **SLT** before every break, lunch and at the end of the day .

If behaviour level 3 and 4 incidents still occur then this triggers fourth week report card and a meeting with **class teacher , parent and Headteacher.**

(If targets are achieved then revert to previous stage)

Stage 4—Fourth week report card (Headteacher)

Fourth meeting held with Headteacher —further discussion about what is working and needs addressing.

Parent signs the report card each day after school.

Child reports to SLT before every break, lunch and at the end of the day .

Child stays in at break times with SLT if necessary.

(If targets are achieved then revert to previous stage)

If behaviour level 3 and 4 incidents still occur then may trigger further actions to be decided by the Headteacher.

IMPACT

Class Dojo Points

The school operates the Class Dojo system in positive behaviours and attitudes. Dojo points are awarded for a range of things. Each child may be awarded 1 Dojo point for modelling one of our core values. Each child also has the opportunity to earn 5 Dojos at the end of the day for being "On Fire" as part of the classroom behaviour system. Every class dojo is worth:

Ambition	Excellence	Integrity	On fire
1	1	1	5

Pride	Resilience	Respect	Add skill
1	1	1	
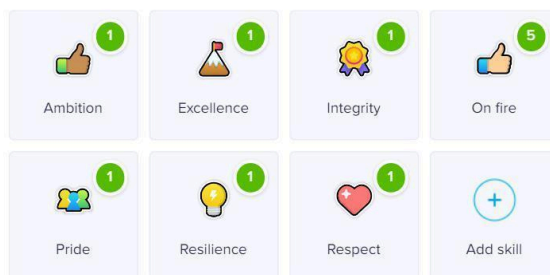
Children have the opportunity to redeem their points throughout the year for a range of different awards.

Positive praise/Verbal reprimand

Within our school we use positive praise to acknowledge good behaviour, to encourage repetition, and communicate the school community's expectations and values to all pupils. Using positive recognition provides an opportunity for all staff to reinforce the school's culture and ethos. This may take the form of public and individual praise or speaking with parents. The same process may also be used for verbal reprimand to remind children of the expectations of behaviour.

Speaking with Parents

Parents may receive texts or postcards home for positive behaviours/attitude or good work. They may also be contacted via Class Dojo, telephone or in person at the end of the day to discuss their child's behaviour.

Certificates/Golden Table

Children are identified by class teachers and support staff to receive award certificates for their achievements including academics, behaviour, effort and attitude. One child from each class is also chosen to receive the Headteacher's award and is allocated a place on our "Golden Table" at lunch time.

Class behaviour system

Each classroom has a pegging up and down system that is used to support children in class.

If the child reaches 'on fire' by the end of the day then they will earn 5 dojo points.

Chimp Corner

Each classroom has a chimp corner where the children can choose to go when they are not ready to learn. By going to the chimp corner, this lets the staff know that the child needs to talk to an adult. A child may also be asked to go to chimp corner to take a minute if pegged down to enable them to reflect on their behaviour.

Extra Privileges

Staff may give and take away special privileges to children based on behaviour. This may include responsibility, extra jobs or individual roles within the school.

Detention

A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go out for play time. In some circumstances, school may decide to issue an after school detention after consultation with a parent.

School based community service

Children may be asked to perform tasks around school as a sanction for their behaviour. This may include tidying the classroom, sorting books or sorting stationary etc.

ROLES AND RESPONSIBILITIES

Each child and parent signs a copy of our Home school agreement which outlines the roles and responsibilities of the child, parent and the school. A copy of this can be found on the school's website.

SUSPENSION

The Headteacher decides whether to suspend a pupil for a fixed term or permanently, considering 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 suspend a child from school. Decisions may suspend a child for one or more fixed periods, for up to 45 days in any one school

year. All decisions to suspend are serious and only taken as a last resort or where the breach of the Academy rules is serious or persistent.

If the Headteacher suspends a child, they will inform the parents immediately, giving reasons for the suspension. 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.

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.

UNACCEPTABLE BEHAVIOUR

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. Punishments will not be carried over to the next day.

It is important that all staff are aware of their 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.

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
- HARMFUL SEXUAL BEHAVIOUR, ONLINE SEXUAL ABUSE, SEXUAL VIOLENCE (INCLUDING SEXUALISED LANGUAGE)

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 by our pastoral support programme which will include external agencies.

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 in our schools. Our school has adopted the following Government and other guidance:

- The Department for Education, Good Behaviour in Schools, July 2022
- Behaviour and Discipline in Schools - A Guide for Schools, January 2016.
- Improving Behaviour in Schools - Education Endowment Fund guidance 2019
- Creating a Culture: Tom Bennett Independent Review March 2017
- Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2018

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 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.

Harmful Sexual Behaviour:

Blackpool Gateway Academy has appropriate school-wide policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable and the academy behaviour policy outlines appropriate potential sanctions.

These policies are reflected in the academy curriculum, Relationships, Sex and Health Education Policy and procedures, which specifically address sexual harassment, online abuse, sexual violence and issues of consent, ensuring that:

- academy staff have appropriate knowledge of part 5 of the 'Keeping Children Safe in Education' statutory guidance
- all pupils are supported to report concerns about harmful sexual behaviour freely
- all (such) concerns are taken seriously and dealt with swiftly and appropriately and that pupils are confident that this is case
- comprehensive records of all allegations are kept
- work to prevent sexual harassment, online sexual abuse and sexual violence operates through a culture-led, whole-school approach that includes an effective behaviour policy, pastoral support and a carefully planned relationships, sex and health education curriculum

Academy staff will remain alert to factors that increase vulnerability or potential vulnerability such as mental ill health, domestic abuse, children with additional needs, and children from groups at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children).

Academy staff are aware of the very high local incidence of multiple combinations of such potentially adverse childhood experiences and the needs this could present.

Academy staff will also seek to understand and minimise any barriers that could prevent a pupil from making a disclosure, for example communication needs, are identified and addressed.

Academy staff will assume that sexual harassment, online sexual abuse and sexual violence are happening in and around the school, even when there are no specific reports, and deliver a whole-school approach to address them.

Academy staff will be regularly trained to:

- have good awareness of the signs that a child is being neglected or abused, as described in 'What to do if you're worried a child is being abused'
- understand how to handle reports of sexual violence and harassment between children, both on and outside school premises (in line with DfE guidance)
- be confident about what to do if a child reports that they have been sexually abused by another child

- ensure that children are taught about safeguarding risks, including online risks
- support pupils to understand what constitutes a healthy relationship (online and offline)