



Blackpool Gateway Academy
Relationships, Nurture and Behaviour Policy
Academic Year 2026-2027

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OUR BELIEFS ABOUT BEHAVIOUR

At Blackpool Gateway Academy, we are committed to the emotional and mental health and wellbeing of our staff, pupils and parents/carers. We work towards this in all aspects of school life providing an ethos, environment and curriculum which promotes, teaches and supports emotional regulation and positive mental health of the whole school community. We believe that nurture and trauma informed practice should be at the heart of every child's education. The atmosphere of school and the classroom climate is facilitated by the adults within the room. We believe children respond better to support, encouragement and reward rather than punitive measures.

In our school we wholeheartedly believe that effective education and nurture begins with a trusting and nurturing relationship between staff and pupils. We implement this by ensuring every child has access to an emotionally available adult.

Key Principles to Gateway's 8 Key Approaches

We all have a responsibility to create a safe, caring and happy learning environment built upon strong relationships. The key principles below uphold the eight main aspects of the policy.

Being fair is not about everyone getting the same (equality) but about everyone getting what they need (equity).

All behaviour is a form of communication.

Taking a non-judgemental, curious and empathic attitude towards behaviour.

We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive a behaviour, rather than the behaviour itself. A child with difficulties needs to be regarded as vulnerable rather than troublesome and we all have a duty to explore this vulnerability and provide appropriate support.

Putting relationships first

Promoting strong relationships between staff, pupils, parents/carers and the wider community which are built on connection, inclusion, respect and value for all.

8 Key Aspects of our Relationship and Regulation Policy

1. Building and maintaining positive relationships
2. Three simple expectations
3. Consistent use of language
4. Positive recognition
5. Curriculum offer
6. Emotional Coaching
7. Restorative and problem solving approaches
8. Graduated Response

Maintaining clear boundaries and expectations around behaviour.

In order for children to feel secure, their environments need to be high in nurture and structure with predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately within the context of a safe and caring school environment. Natural consequences and rewards which can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise the young person from their peers, school community and family, leading to potentially more negative behaviour.

Understanding that all behaviours are not a matter of ‘choice’

Not all factors linked to behaviour of a pupil are within their control. Therefore, the language of choice (eg ‘good choice/bad choice’ is not always helpful).

Behaviour must always be viewed systematically and within the context of important relationships for example look at the relational damage or affect rather than an internal problem.

Encouraging parental involvement is crucial when addressing and planning support for a child’s social, emotional or mental health needs.

It is everyone’s responsibility to respond to and provide for the emotional well being of a child.

INTENT



“Learning today for a brighter tomorrow...”



AIMS

- ★ To encourage a calm, purposeful and happy learning environment within our
- ★ school.
- ★ To nurture positive, caring attitudes towards everyone, where achievements at all levels are
- ★ celebrated and valued.
- ★ To provide opportunities for children to develop their independence, self-regulation strategies
- ★ and a sense of responsibility towards themselves and others.
- ★ To develop a consistent approach for promoting communication throughout the school, as we
- ★ recognise that all behaviour is a form of communication.
- ★ To ensure that all children are clear of the expectations within our school.
- ★ To establish a coherent and fair reward system that acknowledges and celebrates
- ★ achievements.
- ★ To establish procedures which address any concerns regarding pupil’s wellbeing which may
- ★ be being demonstrated through disruptive behaviours.
- ★ To raise self-esteem and teach positive behaviour through the content and delivery of the
- ★ curriculum.
- ★ To effectively manage incidents of bullying, sexism, racism and any other prejudice if and
- ★ when they occur.

OTHER RELEVANT DOCUMENTATION:

- Safeguarding and child protection policy
- Anti-Bullying Policy
- SEND Policy
- Attendance Policy
- Marking Policy
- Teaching and Learning Policy
- Environment Policy
- Physical intervention 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 are 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 the 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

At Gateway we pride ourselves on developing strong and supportive relationships with parents and carers. We ensure our processes of communicating to parents are two-ways through being proactive and positive rather than reactionary and punitive approaches to building positive relationships in school. Building and maintaining trusting relationships with children and each other is an expectation for all staff at Gateway. Here are the non-negotiable systems we have in place to promote and uphold positive relationships in school.

Building and maintaining positive relationships

- ★ Daily Meet and Greet for children and parents/carers
- ★ Corridor Kindness (being noticed)
- ★ Clear routines and expectations in class and school (including transitions & lining up)
- ★ Visual Timetables in class and individual (where required)
- ★ Comprehensive recruitment and induction process for new staff and pupils.
- ★ Thorough transition processes for new pupils year/start of the year
- ★ Use of consistent, positive language, actions and keeping calm.
- ★ Acknowledgement and validation of feelings through emotional coaching
- ★ An emphasis on relational repair through restorative approaches
- ★ An ethos where mutual respect for all is an expectation.
- ★ Use of Sign Supported Language

Consistent use of language

W.I.N.E Statements:



I wonder if... (e.g. it felt like no one understood you)



I imagine... (e.g. that was horrible when that happened)



I notice... (e.g. how you are sad when talking about...)



Empathise... (That sounds awful, will you help me understand / help you)

High Expectations

- ★ **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 the 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.

Positive Recognition

- ★ Positive praise
- ★ Dojo points
- ★ CARE award fortnightly
- ★ Core Values award
- ★ Attendance award
- ★ Individual reward: Star of the day-get prize from prize box and sit on cushion next day
- ★ Collective reward: class pom pom jar-can't take out, only add. Awarded for good choices and core values being shown

Emotional Coaching

- ★ Drawing and Talking
- ★ Sandtray play
- ★ Attachment play
- ★ Lego Therapy
- ★ Talking About Our Lives Cards
- ★ Clay

Curriculum Offer

- ★ Learn about themselves and recognise their own emotions.
- ★ Develop a wider understanding of emotional vocabulary to describe how they feel.
- ★ Recognise how their emotions can affect their own behaviour and that of others.
- ★ Recognise that their behaviour can impact on the feelings of others.
- ★ Express their emotions appropriately through socially 'expected' behaviours
- ★ Develop lifelong regulation skills through developing their own 'tool boxes'.
- ★ Take responsibility for their own actions and begin to independently problem solve when relationships need repair.

- ★ Recognise emotions in others, developing empathy, confidence and the skills to support others when they are emotionally dysregulated.
- ★ Understand how to build and maintain strong, healthy relationships
- ★ Although many of the points above are woven through our interactions every day, we also specifically teach them through:
- ★ Our PSHE lessons
- ★ Zones of Regulation
- ★ Emotional Coaching techniques

Restorative and Problem Solving Approaches

- ★ Tell, tell, tell
- ★ Restorative Justice
- ★ Conflict Resolution
- ★ Zones of regulation
- ★ Chimp Corner and My Hidden Chimp

Graduated Response

- ★ TISUK Approaches
- ★ Nurture Principles
- ★ Behaviour and Report Card System
- ★ CARES Meetings
- ★ Suspension

Identifying and supporting 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. Most low-level behaviours are managed consistently and informally by staff using the agreed rewards and sanctions. Level 3 and 4 behaviours are officially logged on our school's CPOMS system and monitored by the school's senior leadership team and in line with our report card system. This process monitors behaviours closely through SMART targets and parental engagement.

Behaviour Level 1	Behaviour Level 2
→ being off task → distracting others → disrupting learning → refusal → being untruthful → inappropriate language → targeted inappropriate language → being unsafe	→ persistent level one behaviours → persistent refusal → minor vandalism/graffiti → taking someone's property → physical behaviour towards property → name calling
<u>School Action:</u> Managed within the classroom by class adults	
Behaviour Level 3	Behaviour Level 4
→ persistent level two behaviours	→ persistent level three behaviour

→ destruction of property → halting learning → targeted behaviour towards others → physical behaviour towards others → threatening behaviour towards staff or peers → putting themselves or others in danger → leaving rooms or school without consent → inappropriate use of social media or online technology	→ repeated targeting behaviour (bullying) → physical assault against others → verbal abuse or threatening behaviour towards others → racist language or behaviour → LGBT phobic abuse or behaviour → abuse relating to disability → substance abuse (including vapes) → property damage → threatening or using offensive weapons → persistent inappropriate use of social media or online technology
<u>School Action:</u> Logged by the class teacher only and passed onto parents at the end of the day as initial concerns. 3 or more behaviour level 3 or 4 logged in a week will trigger a Report Card	

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

Behaviour Tracking Report Card System

Stage 1

- Teachers to meet with parents as partners and agree SMART targets
- Teachers to provide daily feedback to parents for children on report to celebrate successes of the day and to support general home school communication
- Parents to sign report card so children understand school and home are working collaboratively to support them
- if any incidents have occurred reflection time and restorative justice practices will be implemented.
- If targets are achieved children will step down to our universal trauma informed provisions.
- If targets have not been met. Teachers and parents will meet together and children will progress to stage 2.

Stage 2

- Second meeting to be held with an additional designated person in the phase, parents and class teacher.
- SMART targets to be reviewed
- Teachers to provide daily feedback to parents for children on report to celebrate successes of the day and to support general home school communication
- Children will report to a designated person before each break, lunch and home time for praise, feedback and reflection (if appropriate) in relation to their targets.
- If targets are achieved children will step down to a Stage 1 report card
- If targets have not been met. Teachers, parents and a member of SLT will meet together and children will progress to stage 3.

Stage 3

- Third meeting to be held with a member of SLT, parents and class teacher.
- SMART targets to be reviewed
- Discussion to be held about placement of child, potential internal suspension as a supportive measure.
- Children will report to SLT before each break, lunch and home time for praise, feedback and reflection (if appropriate) in relation to their targets.
- If targets are achieved children will step down to a Stage 2 report card
- If targets have not been met. Teachers, parents and a member of SLT will meet together and children will progress to stage 4

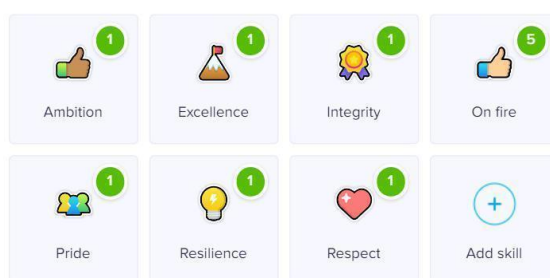
Stage 4

- Fourth meeting to be held with the Deputy Headteacher/Headteacher, parents and class teacher.
- SMART targets to be reviewed
- Discussion to be held about placement of child, internal suspension as a supportive measure. This could be for a more sustained period of time/
- Children will report to Deputy Headteacher/Headteacher before each break, lunch and home time for praise, feedback and reflection (if appropriate) in relation to their targets.
- If targets are achieved children will step down to a Stage 3 report card
- If targets have not been met there will be an additional meeting with parents, class teacher and Deputy Headteacher/Headteacher. Fixed-term suspension will be discussed.

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 and these are allocated to their school house.



Star of the day system

A different child is selected to be the star of the day within each class based on their behaviour choices and effort with their learning. The child is able to get a prize from our class prize boxes and sit on a special cushion the next day.

Collective reward- class pom pom jar

Pom poms are added by the classroom staff when children are modelling our CORE or CARE values. Pom poms cannot be taken out for any poor behaviour choices, only added. Class teachers will discuss why pom poms haven't been added when this is the case and use it as a teaching tool to reinforce positive behaviours. There is a collective responsibility developed to try to fill the jar. The jar can be filled a maximum of 3 times per term (to ensure teacher consistency in allocation of pom poms) and rewards are determined by the class and their classroom staff- eg pyjama day, movie night, class trip (spending cap in place).

Positive praise

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/Carers

Parents/Carers 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

Children are identified by class teachers and support staff to receive award certificates for their achievements including academics, behaviour, effort and attitude. We celebrate in our achievers assembly fortnightly.

Chimp Corner

Each classroom has a 'Chimp Corner' this is a break out space 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 to support with co-regulation.

Restorative Justice

At Gateway we practise restorative justice and conflict resolution. This is taught through the PSHE curriculum when looking at relationships. We also encourage restorative justice with any 1:1 fallings out and these meetings are facilitated by an available adult. We practise restorative justice in quiet spaces so this may take place during break and lunchtimes so children have time to reflect and process the event and receive nurture and support for any behaviour.

School based community service

Depending on the behaviour, 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 or litter picking 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 in the school's welcome pack.

SUSPENSION

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.

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 best interests of the pupil against those of the school community.

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 supporting that child may differ from our regular procedure, for example, they may need an SEMH plan or self regulation 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

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 nurture relationships and support self-esteem by the use of nurture, empathy and rewards. 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 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 our school environment should be

- Warm and welcoming

- Calm
- Purposeful
- Friendly
- Nurturing
- Respectful
- Safe

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.

DISCRIMINATION

At Gateway, any racial or LGBT phobia and discrimination is recorded on CPOMS, our online safeguarding platform. Reports are made for actioning issues that arise in our school.

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 delivered by Team Teach.

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 the 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 in:

- Safeguarding
- Keeping children safe in Education
- Trauma Informed Training
- Nurture
- Reporting
- ensuring that children are taught about safeguarding risks, including online risks
- support pupils to understand what constitutes a healthy relationship (online and offline)