



BLACKPOOL GATEWAY ACADEMY

BEHAVIOUR POLICY

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ACADEMY TRUST COMMITMENT

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

The school recognises that every member of the school community has a responsibility for promoting good behaviour in school. Staff are committed to working closely with parents, pupils and Governors to promote positive behaviour and to create a culture of respect. We will always take a considered and sensitive approach in order that we can support all of our pupils.

AIMS AND OBJECTIVES

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 foster 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 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.

Gateway's Golden Five

The school has five main rules and values which provide a consistent, fair calm environment and ensure the children are able to learn in the right working atmosphere. The rules are displayed in classrooms, the hall, the entrance area and will be known as **Gateway's Golden Five**:

- Follow instructions at the **first** time of asking.
- Show **respect** to all within Gateway, both people and school property.
- Always try our **best** and be positive and resilient in our work.
- Be **well-mannered**, honest and polite to all regardless of beliefs and religion.
- To have **kind hands and words** so we all feel safe to be ourselves.



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 impressed upon children from an early age that they have choice in how they behave. We use a positive approach in encouraging good attitudes by rewarding and praising appropriate behaviour.

REWARDS AND SANCTIONS

The school operates a behaviour management system involving traffic light colours (green, amber and red). These traffic lights are displayed in each classroom. See appendices on how the system operates:

-  **TROPHY** - A trophy is displayed above the traffic lights and is used to recognise behaviour, effort and attitude that is exceptional in relation to the normal expectations.
- **GREEN** - Children who demonstrate the expected behaviour and conduct will remain on the green traffic light. Only children on green can earn other rewards such as stickers, being raised to the trophy level to gain a visit to the Appreciation Station, Class Dojos, class marbles, teacher's chair, special seat, time out to show good work to other staff, certificates or postcards home etc.
- **GREEN PLAYTIME** All children who have been on green all day will earn 3 minutes each day, building upto 15 minutes, by the end of the week for an extra playtime 2:45-3:00 on a Friday. A member of staff from each classroom must be on duty.
- **WARNING** – If behaviour is not acceptable then a verbal warning must be given first and a reminder of the correct school rule/value to be followed.
- **AMBER** - Children who continue to disrupt their own learning or that of others after a warning will move to the amber traffic light. They will be encouraged to think about how their behaviour can improve. After a sustained period of improved behaviour the child can be moved back up to Green. If, however, children continue to be disruptive or demonstrate more serious misconduct, then a de-escalating strategy should be used. This calm down/time out to be initially within the classroom - this can be at a designated table, sit by an adult, reading area, calming space/cushion area or just at their desk, moving the child's partner if necessary. This can last up to five minutes maximum. Should the child be really unsettled or unsettling others then the time out can be outside the classroom. The classroom assistant will then take the child to have a 'time-out' outside the classroom or in the alternative year group class. N.B. If there is no classroom assistant in the classroom the teacher must ask the year group TA to assist. All of these strategies allow the child to calm, regulate and readjust, therefore avoiding moving to red. Any uncompleted work from time on amber needs to be caught up and completed with a member of staff from the year group at an agreed time within the day.
- **RED** - Children who continue to be disruptive or who demonstrate more serious misconduct will move to the red traffic light. Once on red, a detention is automatically given. If a red was gained from moving through the traffic light system they are to have a ten minute detention at the next available break - either playtime or lunchtime. The detention should be completed within the year group. In response to red behaviour, repeat any of the above strategies, as needed, to support in calming the situation. If a child continues being particularly disruptive then radio for SLT/Behaviour Team to support in the classroom, or a walk and talk, time out of the room, use of the Blue Pod room or removal from the lesson (following that order). One consequence should be given for the behaviour.

Incidents of a Serious Nature

All incidents that result in moving to red on the traffic light system will result in a detention. In addition to this, incidents of a more serious nature (physical, racial) or a persistent nature (e.g. bullying) - if a child is physical towards another a child, member of staff, swears, deliberately destroys school property, will also result in an automatic lunch-time detention. To highlight the severity of the behaviour, the detention will be with a member of SLT or behaviour team at lunchtime for thirty minutes. If a CPOM cannot be completed until later, for a serious incident, a detention slip should be completed so the member of staff on detention duty will understand the issue and be able to work through the reflective sheet. The child will need to be brought for the start of lunch to the creative/kitchen area and will have fifteen minutes working on a reflective sheet and the following fifteen minutes will eat their lunch away from their peers. Once the detention has been completed and the child is calm and settled, after eating lunch they will be able to return to the playground. The member of staff at lunch will work closely with the child and parents to address and resolve the inappropriate behaviour. If necessary, an Emotional Social Mental (ESM) Plan will be written to support the individual and this will involve specific rewards and sanctions, as governed by the plan. Parents must be informed of all detentions completed.

Recording of Detentions

All reds and detentions should be recorded through CPOMs, remembering to be factual to the point and professional. If support is required from outside of school, this evidence will be vital in gaining that support.

Each record to follow ABC layout:

- A - What was happening prior to the incident, which lesson/activity was being completed
- B - Description of the incident
- C - What consequence is to follow or which consequence has been completed. Also in the same CPOM or an additional if necessary, any issues that occurred afterwards and what happened when the parents were informed (preferably the same day but if not as close to the incident as possible).

An example of a CPOM record;

- A - During maths, the class were working in small groups
- B - _____ was not following instructions, needed several reminders. After time out in the reading area _____ returned and continued to disrupt and after a further warning their name was moved to red.
- C - Stayed in for ten minutes at lunch today. Mum and Dad were informed of the detention after school. They understood and accepted, no issues arose from this.

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.

Supporting Children

Throughout the process, children need to be aware that being on amber is a warning/reminder to comply with school rules and is not a permanent step, as some children when faced with amber instantly react and this can cause further issues. If they feel they have some control and are able to rectify the situation, a child is more likely to rebalance and resettle.

Once a child has rejoined the class and modified their behaviour - you must acknowledge their return and improved behaviour. This can be a simple - "Pleased to have you back", a nod, a "thank you for calming and turning your behaviour around". Allow the child a moment or two to settle and then check back in with the child to see if they have understanding of the task or fill them in on anything that was missed during time out.

When it is appropriate, have a restorative conversation about how things could have been different. This step is actually one of the most significant, it can highlight and help the child focus on what they did well or where they need to modify or focus next time. It can also allow the teacher an insight into the child's thoughts and feelings throughout the incident.

Ambers do not need be recorded as they are there to be a reminder to settle, however, they may be used if you feel recording would support in keeping a reference within the classroom or as a method of observing any patterns/problems that may occur. There is a form within the behaviour drive, which is also shown in the appendices below.

Persistent Behaviour

If behaviour continues to be disruptive for the child, other class members and the teacher. It is important to remember everyone has the right to a calm working atmosphere. Support can be provided, with the agreement of the principal, SLT, SEN and Behaviour teams in a range of ways;

- Behaviour charts in class / target sheets initially set up in conjunction with Behaviour Team/SEN and parents - completed by teachers and the pupils together.
- Behaviour support in class from a member of the behaviour team for trigger lessons.
- Home school agreement book set up - procedure as with target sheets but involving a member of SLT to review at the end of the week.
- Children can be asked to work in isolation in the Blue Pod for short periods.
- Internal exclusion for an agreed part of the day.

Recurring behaviour throughout the week will be highlighted in weekly conversations between SLT/SEN and the behaviour team. Concerns will be raised with parents as a matter of course and a course of action will be decided if necessary. Evidenced on CPOMS. Any target sheets, home school agreement booklets completed should be kept in the child's SEN folder or scanned in and logged on CPOMS as evidence.

INDIVIDUAL REWARDS

1. TROPHY LEVEL

At Blackpool Gateway Academy we encourage the children to be independent learners and strive to achieve the best that they can. We expect children to give their best effort across all areas of school life regardless of their ability; in the classroom, in the playground, during lessons and outside of lessons, in completing homework and in the contribution they make to the life of the school.

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

- Show curiosity: demonstrate a desire to extend learning beyond the classroom, ask questions
- Show commitment: work hard, take pride in their work, take actions to achieve their target, by being resilient
- Show collaboration: be enthusiastic and willing to be involved, show critical thinking, be reflective
- Show creativity: overcome problems, try new things and develop own ways to learn.

If a child achieves the Trophy Level they are sent to the Principal's office to visit the 'Appreciation Station' and a congratulatory message is sent to parents. The children then receive a special letter / ticket inviting them to a group reward such as a Tower visit at the end of the half term. It is expected that each class will send a maximum of two children to the Appreciation Station each half term.

2. CLASS DOJO

The school operates the Class Dojo system to reward positive behaviours and attitudes. Dojo points are awarded for a range of things. Children collect the points when working towards school wide awards at Bronze Level (50), Silver (150) and Gold (250). They are awarded with a certificate and 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.

3. TEXTS/POSTCARDS

Parents may receive positive text or postcard home for positive behaviours/attitude or good work.

4. Weekly Certificates

Every week, at least two children from all classes will be identified and celebrated in assembly for demonstrating achievement and a positive attitude throughout the week. The children will be photographed and celebrated on the schools website (if permission has been granted).

5. Class Behaviour System

Each teacher should follow the behaviour policy using the traffic lights and use of class dojo's as the main reward/consequence system are free to devise their own personal reward system to support upholding the class rules and encouraging positive behaviour.

ROLES AND RESPONSIBILITIES

The role of the class teacher

- The class teacher discusses **Gateway's Golden Five** with each class. In addition to the school rules, each class also supplement these rules, if desired, with additional classroom rules, which are agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.
- The class teachers are often supported by classroom assistants and both have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding. The class teacher and teaching assistants will remind pupils of the consequences of their actions. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Behaviour Lead, Family Engagement Officer, SENCO, or Head of School and may ask for an appointment with parents to discuss the behaviour.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or local authority behaviour support service.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher should also contact a parent if there are concerns about the behaviour or welfare of a child. The class teacher may seek the advice of the Special Needs Co-ordinator regarding any pupil they believe may have emotional and behavioural difficulties and consideration may be given to developing an Individual Education plan.

Lunchtime Supervision

- Each class is supervised at lunchtime by a member of staff who follows our school behaviour policy.
- Pupils are encouraged to behave well and lunchtime staff have a variety of stickers and a weekly merit certificate in addition to the Traffic Light System.
- Serious incidents are recorded on internal electronic system and the Principal will be informed. If pupils misbehave on more than one occasion at lunchtime the senior leadership team may wish to speak to parents. If there is no improvement in behaviour a child may be sent home at lunchtime for a fixed period.

The role of the Principal

- 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 head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The headteacher keeps records of all reported serious incidents of misbehaviour.
- 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 Golden Five** 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 punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of School. If these discussions cannot resolve the problem, parents can contact the governors (please refer to the Complaints Policy and Procedures on the school website).

The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in following these guidelines.
- The Principal has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Principal about particular disciplinary issues and the Principal must take this into consideration when making decisions about matters of behaviour.

Pupils and parents are encouraged to discuss any problems with staff in school. We treat all children fairly and apply this behaviour policy in a consistent way. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. 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. We apply each sanction appropriately to each individual situation.

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 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 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

Exclusion:

The Principal 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 Principal (or the acting Principal) has the power to exclude a child from school. The Principal 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.

Permanent exclusion -

A decision to exclude a pupil permanently should only be taken: "In response to serious or persistent breaches of the school's behaviour policy;

Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school". (DfE: Exclusion from maintained schools, Academies and pupil referral units in England 2012)

The following are examples of serious breaches:

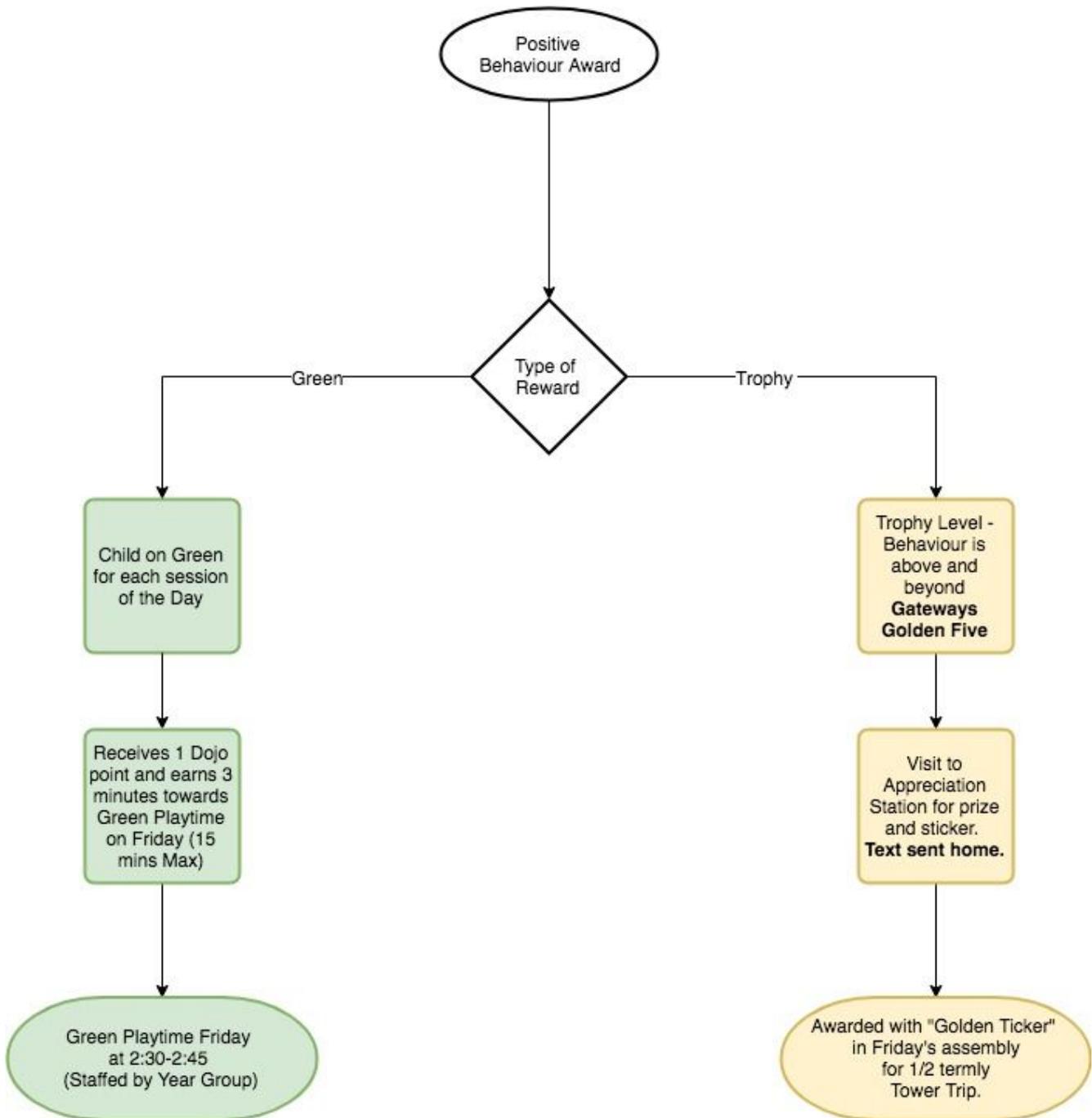
- Failure to comply with a reasonable request from a member of staff,
- Breaches of health and safety rules,
- Verbal abuse of staff, other adults or students,
- Bullying,
- Homophobic or racist bullying,
- Sexual misconduct,
- Theft,
- Making a false allegation against a member of staff,
- Behaviour which calls into question the good name of the Academy, including when this takes place off the school premises.
- Persistent defiance or disruption
- Minor assaults or fighting that is not premeditated or planned
- Other serious breaches of Academy rules

In extreme and exceptional circumstances the Principal may exclude a child permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Principal excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Principal makes it 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 Principal informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Principal. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Principal must comply with this ruling.

APPENDICES



Amber/Red Recording Sheet

	Assembly	Lesson 1	Playtime	Lesson 2	Lunch	Afternoon
Mon						
Tue						
Wed						
Thu						
Fri						

	Assembly	Lesson 1	Playtime	Lesson 2	Lunch	Afternoon
Mon						
Tue						
Wed						
Thu						
Fri						

TROPHY



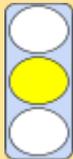
Exceptional behaviour/effort in relation to normal school expectations. One child per class each week should be awarded a trophy level. Child is then awarded a golden ticket within assembly for the end of half term treat.

GREEN



Complying with 'Golden Rules', 'School Values' and classroom rules. Every lesson each child starts on the green traffic light. Regardless of events prior to the lesson to enable every child to have a fresh start.

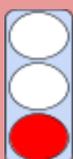
AMBER



After a verbal warning and reminder:

- Shouting out in class / interrupting
- Distracting others, interfering with their learning
- Not complying with Gateway's Golden Five
- Name calling
- Wandering around the room
- Making silly noises
- Disrespectful behaviour towards others
- Cheeky responses - muttering under breath, answering back, rolling eyes, shrugging shoulders etc
- Disrespecting property - doodling on books, not tidying up, walking on equipment etc
- Avoiding work / Refusal of work/ wasting time
- Inappropriate conversations
- Ignoring staff instructions

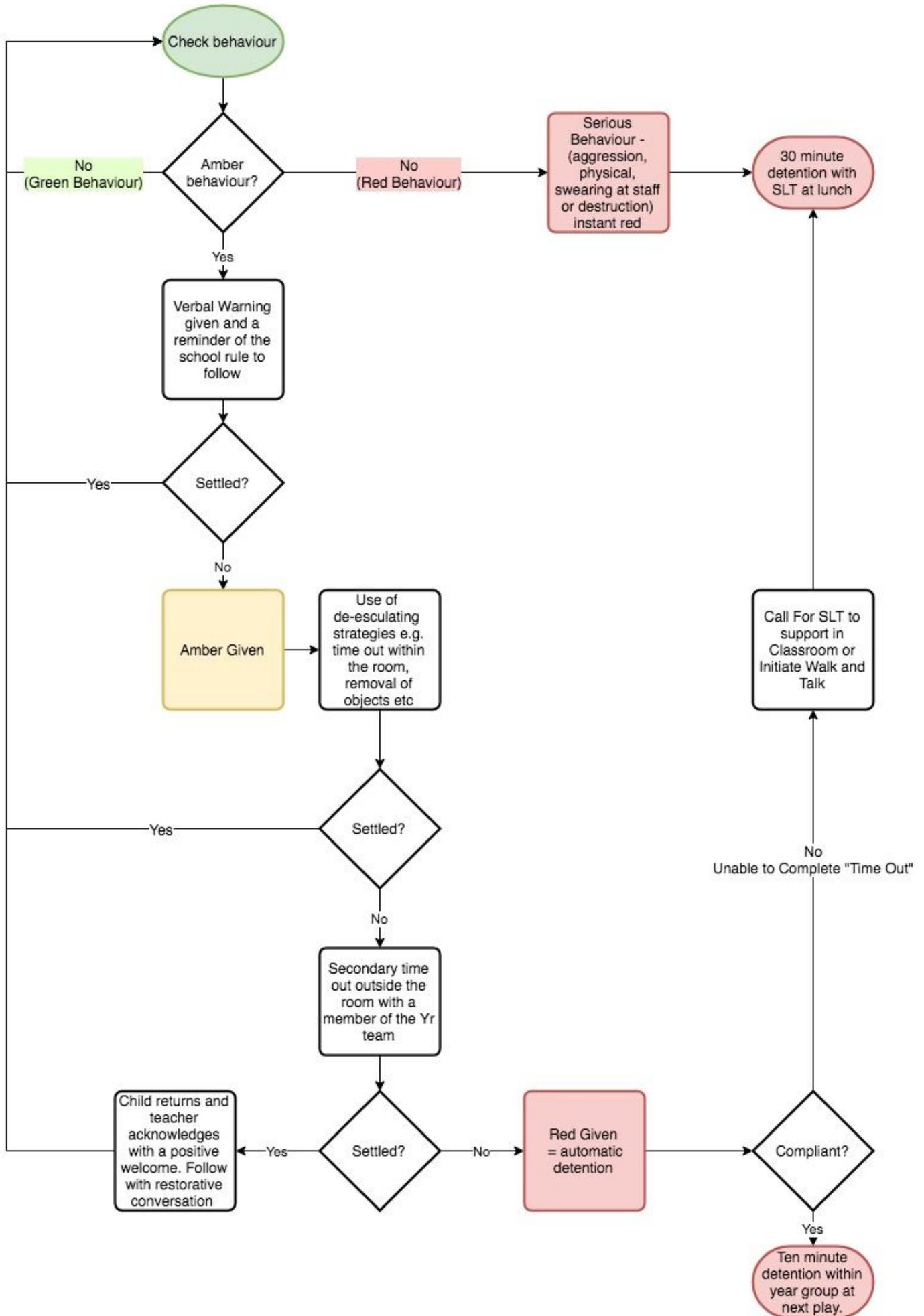
RED



- Repeated amber behaviours after use of sanctions
- Verbal abuse

- Running out of class
- Fighting
- Aggressive/Physical behaviour towards others, including staff
- Racist abuse
- Deliberate harm or damage to school property
- Leaving the room without permission
- Spitting
- Stealing
- Throwing of equipment

Classroom Behaviour Checklist



Lunchtime Behaviour Checklist

