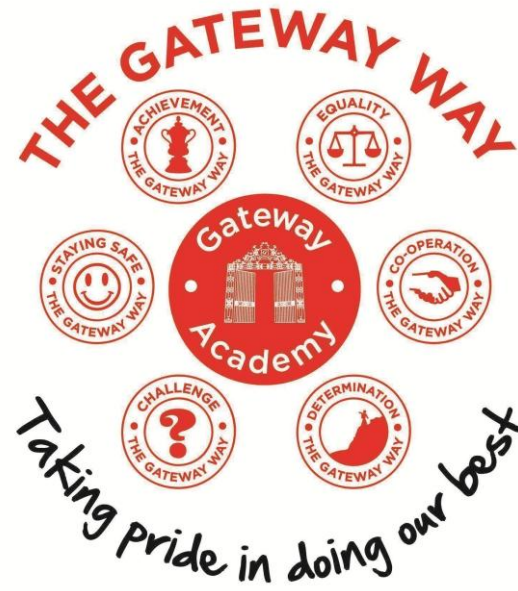


Gateway Academy



Behaviour policy

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Approved by:	FGB 22/9/26
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Next review due by:	September 2027

OUR VISION

To provide a high-quality learning and teaching environment where every child and adult has the opportunity to develop to their full potential.

‘Children learn best when they like their teacher and they think their teacher likes them.’

As Ofsted explains: “High expectations for behaviour and attitudes should include the development of core values such as respect for self and others, resilience and motivation to succeed.” Positive learning behaviour is about creating an environment where students are encouraged to take ownership of their learning.

AIMS

At Gateway, our aim is to promote an environment in which everyone feels safe, secure and able to achieve. Children have the right to learn in a safe environment conducive to learning. We recognise the rights of teachers to teach and children to learn. The understanding that children learn best within positive, trusting relationships informs our approach to managing behaviour and enabling learning.

In order to do this, we are committed to working in partnership with teaching staff, pupils and parents to ensure high standards of behaviour and learning for all.

Our three encompassing Gateway rules are:

We are kind and respectful

We are safe

We are learners

We expect that all stakeholders follow these rules.



This policy will ensure that at Gateway we have:

- encouraged children to take accountability for their behaviour. Parents and children will accept and support Gateway’s approach to addressing unacceptable behaviour.
- provided a safe environment, free from disruption, violence, bullying and any form of harassment where excellent behaviour can be seen and all pupils have the opportunity to reach their maximum potential.
- a consistent whole-school approach to maintaining high standards of behaviour that reflect the values of the school

- promoted early intervention and relationships with parents to ensure appropriate support can be provided for a child/children
- clear expectations and consequences of poor behaviour
- a consistent approach to both positive and poor behaviour choices that is applied equally to all pupils
- a clear vision for an open, inclusive and supportive partnership network. This includes all adults who work at Gateway, children, parents and carers and any external providers.

POLICY STATEMENTS

Links to other policies

- Written statement of behaviour principles
- Child protection and Safeguarding
- Suspensions and Permanent Exclusions
- Managing Allegations of Child-on-Child Abuse
- Child on child abuse Compliance Checklist
- Staff code of conduct
- Complaint
- Whistleblowing
- Grievance
- ELSA
- Reasonable Force
- EYFS Positive Handling
- Managing allegations against staff

MONITORING THIS POLICY

This behaviour policy will be reviewed by the Headteachers and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data and assess implementation and effectiveness. This policy will be fully promoted and implemented throughout the Academy and to all its stakeholders.

MONITORING AND EVALUATING SCHOOL BEHAVIOUR

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Anonymous surveys for stakeholders on their perceptions and experiences of the behaviour culture
- The data will be analysed termly by one of the Behaviour SLT team

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

PROCEDURES

The CoHeadteachers and senior leadership team, in consultation with staff, develop the procedures from this policy. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, pupils and parents/carers. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treating every member of the Academy equally. Each member of the Academy community has collective responsibility for this.

MOBILE PHONES AND PERSONAL ELECTRONIC DEVICES

To maintain a safe and distraction-free learning environment, primary pupils are not permitted to use mobile phones or smart devices on the school premises. Any pupil who brings a phone to school for safety on their journey home must hand it to their class teacher or the school office upon arrival. Devices will be stored securely until the end of the school day. Using a device without permission will result in confiscation until a parent/carer can collect it.

SEARCHING, SCREENING, AND CONFISCATION

In accordance with DfE guidance, authorized school staff (the CoHeadteachers and designated members of the Senior Leadership Team) have the right to search a pupil or their possessions if there are reasonable grounds to suspect they are in possession of a prohibited item.

- **Prohibited Items:** Knives or weapons, alcohol, illegal drugs, stolen items, tobacco/vapes, matches/lighters, fireworks, pornographic images, or any item that staff reasonably suspect has been or is likely to be used to commit an offence or cause personal injury/damage to property.
- **Search Safeguards:** Searches will be carried out by a designated staff member of the same sex as the pupil, with another staff member present as a witness, unless there is a risk of serious harm and it is not reasonably practicable to gather staff.
- **Confiscation and Disposal:** Staff can confiscate, retain, or dispose of a pupil's property where reasonable. Weapons, illegal drugs, and extreme pornographic images will always be handed to the police. Parents/carers will always be informed when a search has taken place.

INVOLVEMENT OF OUTSIDE AGENCIES

The Academy works positively with a range of external agencies (e.g. educational welfare, health services etc.). It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of support available. *We expect parents and carers to be supportive and open to extra help when it is offered.*

Legislation and statutory requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

This policy complies with our funding agreement and articles of association.

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

ROLES AND RESPONSIBILITIES

Pupils

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the Academy policy, procedures and expectations for the expected standard behaviour to be displayed at school. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported. At Gateway, we use our visions and values to support us in being accountable for our actions. There is an understanding that mistakes can happen but it is important to be honest and learn from the mistake so that it doesn't happen again. All pupils know they need to try their best every day. Pupils know the school's key rules and routines

Parents

Parents and carers must take responsibility for the behaviour of their child both inside and outside of Gateway Academy. They will be encouraged to work in partnership with the staff in maintaining high standards of behaviour. Parents can have an appropriate opportunity to raise with the Senior Leadership Team any issues that arise from this. This provides an opportunity for the procedures and systems to be explained clearly. Actions will always be taken for the benefit of the pupils attending the Academy.

Parents will be informed of the Academy's Behaviour policy on their child's admission and they agree to the ethos of the policy and to reinforce it at home where needed. They agree to support their child in adhering to the Academy's Behaviour policy and work in partnership with the school. The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues. Gateway Academy understand the importance of building solid relationships between adults and children and every decision is made after consideration of the most impactful and positive outcome for the child.

Misbehaviour Beyond the School Gate

The CoHeadteachers and staff have the statutory power to discipline pupils for misbehaviour that occurs outside of school, including:

- Taking part in any school-organised or school-related activity, or travelling to and from school.
- Wearing school uniform or being in some other way identifiable as a pupil of Gateway Academy.
- Misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, or adversely affects the reputation of the Academy (including online misbehaviour or cyberbullying).

All staff (including teachers, support staff, meal time supervisors and student teachers)

All adults will support high standards of behaviour and achievement staff by undertaking the following in their daily practise:

- Be organised and prepared for all lessons and interactions with children throughout the day

- Set up, teach and maintain classroom routines that are familiar and clear to all pupils
- Refer constantly to being 'Safe, Kind and a Learner'
- Setting up and maintain a calm classroom that enables pupil voice and regulation
- All classrooms have access to a calm corner
- Teach 'The Gateway Way Behaviour Curriculum' and revisit throughout the year.
- Understand the link between correct school uniform and how it affects pupils' behaviour. Speak to parents to ensure these guidelines are followed
- Model appropriate language when discussing behaviour using Trauma Informed language.
- Challenge unacceptable behaviour when it is disrupting learning and make professional and consistent judgements on how behaviour is dealt with
- Never ignore, or walk past, behaviour that falls below the standard expected. The management of behaviour is everyone's responsibility. All staff will engage, use positive reinforcement and support where appropriate.
- Record behaviour consistently on Class Charts in an objective and professional manner
- Understand and promote the importance of a tidy and appealing learning environment. Model to the children how to take care of resources and store belongings.
- Promote a mutually respectful relationship between adults and children.
- Provide consistent and specific praise as a motivating tool.
- Understand the importance of nurturing relationships and how this can inspire children in their learning.

Staff will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. They will establish and maintain clear boundaries of acceptable behaviour and create a safe and calm environment. Mutual support amongst all staff in the implementation of the policy is essential so that a high-quality learning environment is created in which pupils develop self-discipline and personal responsibility. They will model the expected behaviour and positive relationships with pupils, and adults. Staff know they can ask for help, support or advice if needed. Staff understand that providing a personalised approach to the specific behavioural needs of particular pupils is sometimes required.

Staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Any visitors to the Academy or external providers working with the pupils will be given a Gateway induction. This includes our behaviour rewards and sanctions system and promoting the same clear message as Gateway staff to pupils, parents and carers. It is expected that this will be carried out consistently. It is the responsibility of the SLT working with the adult to ensure this happens.

The CoHeadteachers and relevant SLT members will provide clear leadership to ensure the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. They will also offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy. All members of the Senior Leadership Team will provide support in tackling challenging behaviour and supporting staff members in holding difficult conversations with parents and carers. Relationships begin at the ground level with the teachers and if low level disruptions can be dealt with at the least intrusive point, then a clearer focus can be had on behaviour for learning choices.

Governors

- The Governing body will establish, in consultation with the Co-Headteachers, staff and parents/carers the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents/carers, is non-discriminatory and the expectations are clear. They are responsible for monitoring this behaviour policy's effectiveness and holding the co-headteachers to account for its implementation.
- Governors will support the Academy in maintaining high standards of behaviour.
- The governing body will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

GATEWAY ACADEMY'S APPROACH TO BEHAVIOUR MANAGEMENT

Approach to promoting positive behaviour

Mission statement

All stakeholders are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Establish and maintain clear routines including class rules and codes of conduct
- Make lessons enjoyable and accessible for every pupil
- Promote and enforce a positive relationship with pupils
- Provide opportunities to overcome mistakes and to be supportive in helping them 'start again'
- Provide specific praise and rewards consistently and fairly to the children in their care

Praise and Rewards

These will be used to motivate pupils and celebrate what the pupils are doing well. It also allows other children to have a role model of what is expected during the school day at the Academy. This builds a culture of achievement and success. *Where possible, these link and reinforce our Gateway visions and values.*



The ratio of acknowledgments and praise to correction or criticism is also carefully considered by all staff at Gateway Academy. We know that ‘children do the best they can with what they’ve got’ and measure the impact their words will have on a pupil or group of pupils.

All staff use a range of classroom, playground, individual and group rewards to celebrate children’s excellent choices. *Some of these are listed below – this is not an exhaustive list and changes dependent on the cohort of the pupils.*

- Positive verbal praise
- Extra play
- Helping Hands
- Stamps in workbook
- Photocopied work with a message from the teacher
- Notes home
- Stickers
- ‘Golden Awards’ or ‘Lottery cards’
- Special assemblies
- ‘Parade of joy’ to another class to celebrate wonderful work
- Class reward systems - *Class charters and Year Group Codes of Conduct*
- Positions of responsibility/monitors around the school. E.g Playground Champions

At Gateway, all stakeholders – adults and children alike are expected to be:

Kind and respectful

Safe

Help everyone to learn

This means that we all:

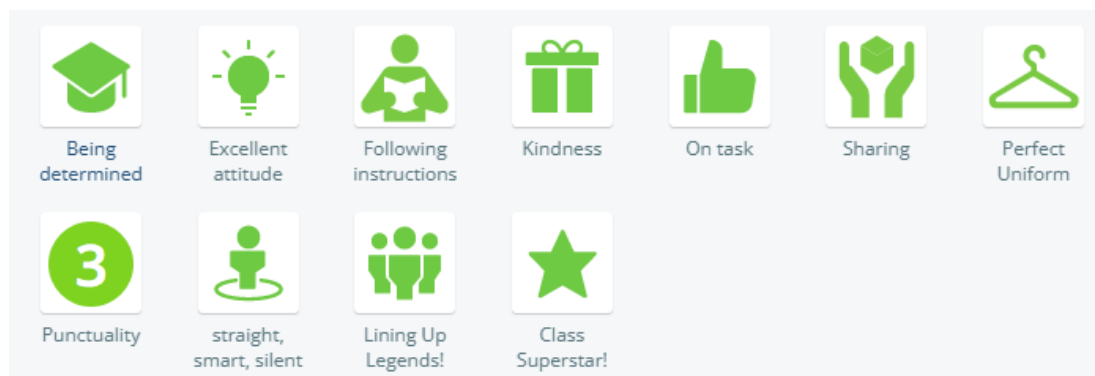
- Behave in an orderly and self-controlled way
- Show respect to everyone regardless of status
- Be part of a classroom environment where all pupils can learn
- Show 'Smart, Straight, Silent' lines moving in and around school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Understand that sanctions happen and be honest when something has gone wrong
- Know we are always part of the Gateway family in our uniform; inside and outside of the Academy.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum. *(It may be appropriate to cross reference our SEND policy for some pupils at this point.)*

Stepped approach for rewarding positive behaviour choices

To support pupils in following the expectations and reward those who are making good choices, we have adopted a positive behaviour management strategy using Class Charts to log behaviour incidents and add rewards.





The system is designed so:

- All children have the opportunity to make positive choices about their behaviour and influence outcomes.
- Children who make the right choices are recognised and celebrated.
- Teachers integrate a consistent system within daily teaching in order to promote positive behaviours.
- A record of all incidents can be kept online and teachers can monitor reports and analyse patterns of behaviour.
- Teachers can be supported to develop effective behaviour management skills.

Examples of how behaviours can link to our school rules are shown below:

Being Safe	Being Kind	Being a Learner
* Moving around the school sensibly	* Sharing	* Trying their best
* Consistent following of rules	* Supporting their friends	* Excellent work
* Following instructions	* Making someone smile	* Being an active learner
* Lining up quickly	* Working collaboratively / team player	* Being enthusiastic about tasks

Being Safe	Being Kind	Being a Learner
* Focusing in assembly	* Gateway manners	* Enjoying their learning
* Looking after resources	* Gateway role model	* Asking questions
* Tidying the classroom	* Promoting Gateway values	* Imaginative ideas
* Representing the school positively		* Creative work

Each week, the Positive Point totals will be reset.

Number of Points	Milestone Rewards
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Gold 50+ Points	Record in the Golden Book Golden Certificate Mention on the School App Class Privileges set by teacher
Silver 36 – 49 Points	Silver Certificate Stickers Class Privileges set by teacher
Bronze 26 – 35 Points	Bronze Certificate Stickers
Examples of Additional Rewards: Weekly Golden Award/Green Card winners in assemblies Class awards of the week Sharing good news to another teacher Proud Posts/Notes Home Agreed in-class recognition	

At Gateway, we expect all staff to reward children when they make the right choices.

These are positive rewards and should not be taken off children as a sanction. They are separate actions and the behaviours must be separated.

RESPONDING TO UNACCEPTABLE OR INAPPROPRIATE BEHAVIOUR

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. De-escalation techniques will be used to help prevent further behaviour issues arising. Staff at Gateway believe in 'Connection before Correction' and the power of relationship building, helping children feel seen and heard.

Staff use script strategies when talking to children – moving behaviour forward whilst still supporting the child. One example is CALM scripts as explained by Jen Foster from TGMC.

C – Connection

A – Acknowledge how they are feeling

L – Limit the behaviour

M – Move into what they can do.

Another example is Boundary scripts

Can/ Can't - You can't call out but you can write your answer on the whiteboard.

We do / We don't - We don't talk over each other but we do take turns. Who's going first?

I won't allow - I won't allow talking in the corridor but if you need help with something put your hand up.

Adults understand the children's behaviour is a way of communication and are trained to spot whether pupils are in 'survival brain' or 'thinking brain'. We strive to support children in a calm way that limits an escalation of unsafe behaviour. At Gateway, we understand the importance of being consistent and expect parents to fully support the staff in their decision making. *It is important to note that perceived low-level behaviours can mean high level sanctions if the behaviour is repeated or dangerous.*

We aim to be proactive in our behaviour management and always use the least invasive techniques to manage behaviour, we look at what we need to do as practitioners to change in order to support our children. We adapt planning, the environment and ourselves in order to plan for supporting our children's behaviour. If these techniques have not worked thus far then we move to our steps in dealing with behaviour.

Examples of Least Invasive Behaviour Techniques

Technique	Example
Non-verbal interventions	Thumbs up Smile with a nod Team Stop Signal Open book sign with hands
Using 'thank you' instead of please to show that we believe children will comply	"Pop your coats on thank you" "Pick up that ruler on the floor thank you"
Anonymous Individual Correction	"I'm waiting for 3. I'm now waiting for 1. Thank you everyone"

Examples of Increasingly Invasive Behaviour Techniques

Technique	Example
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Remind pupils about the values and which ones they should be demonstrating.	"I'm looking for children who are taking responsibility by putting all the resources back in the container"
Use a simple direction emphasising the behaviour you expect	"I expect you to look at the board and listen," "To show me you're ready to learn, turn your body and talk to your learning partner." In our class we expect everyone to be ready to learn."

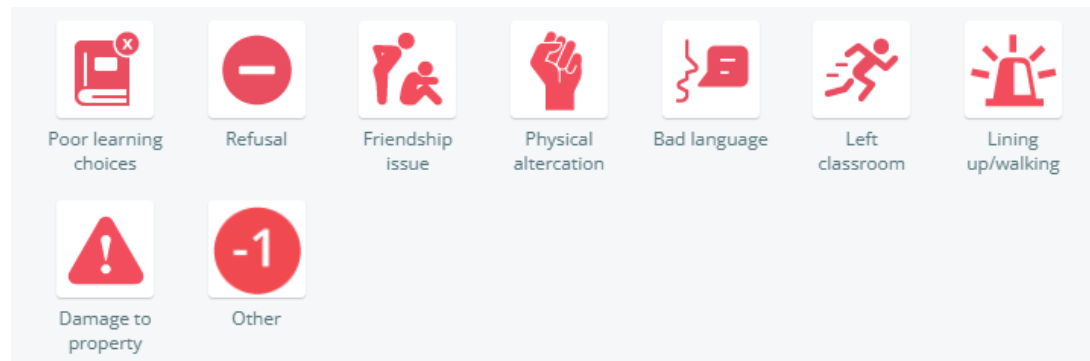
If these techniques have not made a difference to a child's behaviour, then we use the steps below. These are displayed in classrooms as part of our Class Code of Conduct. Each year group works collaboratively to create a code of conduct for each class to help the children understand what is expected of them. This is created as part of The Gateway Behaviour Curriculum using our 3 rules: We are kind; safe and learners.

If a pupil does not adhere to our routines and values, there are logical consequences.

Step 1: Verbal Reminder	
Step 2: Verbal Warning	
Step 3: Written Warning	
Step 4: Moved within our classroom	Recorded on Class Charts Reflection Form Completed
Step 5: Break or Lunch reflection or restorative conversation with adults	Recorded on Class Charts
Step 6: Formal Removal from Classroom to Partner Class / SLT Removal is defined as the formal placement of a pupil outside the main classroom for a limited period due to severe disruption or unsafe behaviour. • Educational Provision: Pupils who are removed will be given meaningful educational work to complete during the isolation period. • Supervision: Pupils will remain appropriately supervised by an adult at all times. • Reintegration Strategy: Following a period of removal, a structured reintegration conversation/meeting will take place between the pupil, staff member, and (where necessary) parents before the pupil returns to their standard class, ensuring a fresh start and appropriate support.	Recorded on Class Charts Reflection Form Completed Parents Informed
Step 7: Sent to SLT	Recorded on Class Charts Parents Informed

Sometimes steps may be skipped if a serious incident has occurred.

Although Gateway promotes a positive behaviour management policy, we recognise there may be times where sanctions or consequences will need to be applied. Behaviour Incidents are recorded and analysed using Class Charts under the following categories:



Example of reasons the children could have a Negative Point recorded are:

		Staff/Parental Actions
Calling out Making noises Distracting others Incompletion of or not enough work in a lesson Drawing on books Loitering in corridors/toilets Rough play	Unsafe or dangerous behaviour Swearing and offensive language (including discrimination) Refusal Defiance Refusal Fighting Bullying Online safety incidents Rumour spreading Touching/showing private parts Damage to school property <i>(teachers may need to refer to the SEND policy for dealing with behaviour where appropriate)</i>	Staff May: Removal from class to a member of SLT. Phone call home from SLT leading to a behaviour meeting with the relevant teacher and senior SLT member. Parental collaboration – speaking to parents regularly. Stepped approach between school and home Individual Targets Behaviour Contract Behaviour Support Plan Consideration of support from SLT/external providers Removal from the playground/trips <i>to be agreed by AHT or CHT only</i>

		Referral to an external provider Suspension Fixed-term exclusion
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Following any interactions, it is important to have a follow up conversation with the child and for there to be a period of restoration

Communication with parents

At Gateway Academy, we wholeheartedly believe in an open and effective line of communication with parents. We prioritise collaborative partnerships between home and school as we know this is when the children perform best.

There are a number of ways parents and carers can receive communication of how well their child is doing. These include:

- Notes home (linked to Gateway visions and values)
- Reward certificates
- Text messages
- Phone calls home
- Notifications via 'My School App'
- Face to face communication at the start and end of the day.

Responding to misbehaviour and working with external providers

When a pupil's behaviour is unacceptable, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. They will always challenge behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising. All pupils will be treated equitably under the policy, and staff will consider relevant factors that may have contributed. *This does not make the behaviour acceptable and will only affect the consequence given.*

When discussing behavioural events with parents, staff will always offer relevant support or refer to a member of SLT to work with the pupil/family. The Academy will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Referral to in-school ELSA
- Referral to School Navigator

- Formal behaviour review meetings
- Behaviour support plans/contracts/report card
- Switching of classes for a fresh start
- Referral to mentor - Chance UK/AllKind
- School Inclusion Team outreach
- Multi-agency assessment including Early Help and Social Services

The Academy do not take the approach of blame and punishment. The focus is always on collaborative partnerships and bringing out the best in every child.

USE OF REASONABLE FORCE

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

Definition: "Reasonable force" means using no more force than is needed in the circumstances. It ranges from guiding a pupil by the arm to restraint in extreme circumstances.

Application: Physical restraint is used only as a last resort when all de-escalation strategies have been exhausted or when immediate danger exists.

Recording and Notification: Any use of physical intervention or restraint must be formally recorded on Class Charts/CPOMS on the same day, and parents/carers will be notified as soon as reasonably practicable.

ALTERNATIVE PROVISION

Children may need highly specialised support to regulate in school. In these cases we would work with our local alternative provision (AP) which is Ormiston Beachcroft Academy. Initially, the AP would support the school with an outreach service which would aim to create a plan and training for staff so that the staff at the Academy can effectively minimise unsafe behaviour and manage the child's SEMH and behavioural needs. This includes both classroom observations and work with the class teachers as decided by the Senior Leadership Team or individual work and observations with pupils which is agreed with the parent/carer. Occasionally, it is appropriate for a child to go the Ormiston Beachcroft Academy for a management intervention placement. This placement aims to support children in developing positive learning behaviours so that they can be successfully reintegrated back into the mainstream class environment at Gateway and prevent further sanctions being issued.

We also work with the Pears Family School where a pupil will be dual registered and work in both settings to support them in achieving independent learning and behaviour strategies. A parent or carer will also attend this setting. Clear communication and regular meetings happens between the pupil's class teacher and the PFS teacher to set and track measurable targets.

REFERENCES TO OTHER RELEVANT POLICIES

Suspensions and Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the CoHeadteachers and only as a last resort.

Please refer to the Suspensions and Exclusions policy for more information.

Bullying

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Complaints

It may be appropriate for parents/carers to refer to the Complaints policy if unhappy with how a situation is being dealt with.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and our policy for dealing with allegations against staff for more information on responding to allegations of abuse against staff or other pupils.

RESPONDING TO MISBEHAVIOUR FROM PUPILS WITH SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support, including Behaviour Support Plans / Wellness Plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual pupils with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Westminster Special Educational Needs (SEN) Service - Telephone 020 7361 3311 E-mail SEN@rbkc.gov.uk

Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. Pupils will be assigned an SLT point of contact. Please see the New Arrivals Policy for further information.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

The Senior Leadership also collaborate closely with other schools to share relevant information when a child transfers in/out of the Academy.

Training

All new staff are given an induction, led by a Behavioural Lead. The purpose of the induction is to ensure staff are aware and confident with the school's code of conduct for staff, Child Protection and Safeguarding Policy, Child on Child Abuse Policy and Behaviour Policy. Key procedures involving safeguarding and behaviour are explained and key members of staff are identified.

The Academy is committed to regular staff INSET to review and support behaviour management strategies to ensure maximum learning opportunities are taking place for every child. The Behaviour Team are strategic in their approach to respond to the particular needs the Academy may be facing.

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of positive handling
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Intervening at the earliest point

WORKING WITH EXTERNAL PROVIDERS AND OTHER PROFESSIONALS

Targeted SEMH Support

Occasionally it may be decided that the school needs more specialised support for a child. If this is the case, the Inclusion Manager and Behaviour Team will discuss with parents and identify the best level of targeted support and support from external agencies where appropriate.

At Gateway Academy we also offer:

- The School Inclusion Programme: under the supervision of Early Help, a systemic family practitioner will work closely with the child, family and school. A focus is given to empowering the child to develop regulation strategies and an understanding of their triggers. Regular TAF meetings are held as an opportunity for the child to discuss their progress and give their ideas about what needs to happen next. This intervention often supports with transition to secondary school and can continue to support the child into Y7 and beyond.

- AllKind: Gateway Academy has a team of practitioners who liaises with the Behaviour and Well-Being Lead on a regular basis.

Support focuses on three areas. First, psycho-education, the CWP comes into school and leads whole class sessions on mental health, wellbeing and managing emotions and challenging negative or unhelpful thinking patterns. Secondly, the CWP can offer more targeted group support for children who the school identifies as having potential low mood, anxiety and difficulty regulating in school. This group support is similar to cognitive behavioural therapy, an effective evidenced based approach which enables individuals to challenge unhelpful thoughts and behaviours. Finally, the CWP can offer support to parents of children who raise concerns about their child's behaviour, wellbeing or mental health. The CWP can offer over-the-phone or face-to-face support and work with the parent to help enable them to positively manage their child's needs, at home. This is a holistic approach which would involve the school, so staff can work to support the child and family as well.

Local Partnerships

Claire Cleary, sits on the Behaviour Panel, with a number of local Headteachers to work in partnership to share resources and expertise in managing children with extreme behaviours. This includes local respite placements ahead of managed moves and sharing staff across cluster schools.