

Local Behaviour Protocol

This protocol is written in conjunction with the Beckfoot Trust Behaviour Policy which is available on the Trust website: **Beckfoot Trust - Policies and Documents**

At Beckfoot Heaton, **we work together to ensure that every child achieves a great life; succeeding in an ambitious career and making a positive difference to the world.** We live our school values of growth, commitment and integrity and our Trust values of enjoy, learn and succeed.

Our local behaviour protocol reflects that we want all students to be successful. We also understand that some students will need support and guidance to ensure that they make the correct choices.

We believe that students should be encouraged to adopt behaviour that supports learning and promotes positive relationships. Poor behaviour and low-level disruption undermines the rights of all young people to an effective education and can lead to people feeling unsafe, bullied, intimidated or threatened.

One Trust Contract

We align to the One Trust Contract which covers a range of expectations relating to behaviour for learning in our schools, including but not limited to;

- Schools where everyone's dignity is central; leaders can lead, teachers can teach, learners can learn
- Crafting an inclusive culture where we expect the best and care for all whilst being mindful of the importance of calm and consistency to support the most vulnerable learner (and indeed teacher)
- No shouting as a default with clear and fair rules
- Consistently high expectations (100%) that reflect our mission and supports our values
- Clear social norms/rules with predictable consequences (certainty not severity) driven by purpose, not power so that students can develop self-regulation
- Simple learning habits that are integral to all lessons and driven by our values
- Strong and trusting relationships as an outcome not any aim through building consistency, fairness and demonstrating unconditional positive regard yet clarity of expectation

Habits of Attention - STARS

At Beckfoot Heaton we expect all students to follow our Habits of Attention so that all students can learn and make progress in lessons. Heaton Habits of Attention are used to remind learners to focus on the speaker, show that they are listening and interested and to make sure they do not distract themselves or others.

The following visible habits of attention will be taught and expected across school.

Children are reminded to 'Everyone show STARS.'

S - Sit up (No slouching or head down.)

T - Track the speaker (Looking at the person who is speaking.)

A - Active body (Turning your body to face the person who is speaking.)

R - Respond appropriately (Ask or answer appropriate questions at appropriate times. Do the right thing.)

S - Silent hands (Fidget supports may be in hands but no tapping or noise.)

Our Habits of Attention Protocol can be found here: [Habits of Attention protocol.docx](#)

Rewards

We want students to be intrinsically motivated and work hard because it is the right thing to do. However, we understand that some students require more extrinsic motivation at times. Therefore, we have a range of rewards available to students who meet and exceed our expectations.

These rewards include:

Community events – acknowledging class achievements and Forest achievements.

Golden Sticker – One child from each class is chosen weekly for demonstrating our values of Growth, Commitment and Integrity; these children are announced in the Golden Assembly and their parents are invited to attend.

Golden Merit badge - One child from each class is chosen at the end of each half-term for demonstrating our values of Growth, Commitment and Integrity; these children are announced in the Golden Merit Assembly and their parents are invited to attend.

Class Leaves – leaves are given to classes for collectively demonstrating our values of Growth, Commitment and Integrity. A leaf is also given to classes daily for whole class attendance.

Behaviour in Lessons

Our aim is for us to help all children to be Great Heaton Learners. We expect all students to be ready to learn and engage in all learning activities. Teachers will plan lessons to support all children's learning and allow them to make great progress. However, at times some students will not meet those expectations and will need to be reminded of our expectations, so that they can be successful; we refer to these as difficult behaviours. When necessary, the Climate for Learning Protocol will be followed for a quick return to highly successful learning.

Difficult behaviours

Difficult behaviour is defined as:

Not following Heaton Routines.

Disruption in lessons, in corridors and at break and lunchtimes

Refusal to respond or engage (refusal to follow reasonable instruction)

Non-completion of classwork

Poor attitude to learning – not on task.

The Climate for Learning Protocol shows the process that staff will follow if students are not meeting our expectations of being a great learner (difficult behaviour), staff will respond using the Quality first Teaching list of positive, least intrusive behaviour management strategies to help the child to refocus. If the least intrusive strategies do not refocus the child, staff will work through these steps in the order that will best support the child to be successful.

MCC – Mini corrective conversations

Clear red card warning

Self-regulation practice in the class

Move in class

The Climate for Learning Protocol can be found here: [Climate for Learning Protocol BHPS.docx](#)

Mobile Phones

Mobile devices are not common use in our school. If a mobile phone is brought into school by a child, this will be removed from the child and kept in the office until collection by a parent/carer.

Uniform

We expect all students to be in full uniform every day. School uniform helps our great community culture at Beckfoot Heaton.

Our uniform is:

Logoed school sweatshirt or cardigan

White shirt or polo shirt

Grey or black skirt, pinafore or trousers.

All black shoes or black trainers with a black sole (we will accept a very small design on the side of the shoe - see the image for examples)

Children in Y1 - Y6 should come to school in their PE uniform on PE days. This PE uniform can be worn every day if preferred as lots of active learning is built in throughout the school day.

Plain black joggers or leggings (a pair of grey, black or blue PE shorts can be worn over leggings)

White polo shirt

Logoed school sweatshirt or cardigan

Black trainers with a black sole

Students who arrive at school not wearing the correct uniform will be required to borrow the correct uniform from school, including black pumps. If a student refuses to wear borrowed clothing, then they will be a phone call made to parents.

Dangerous and Serious Behaviours

Any dangerous and serious behaviours will be dealt with in an appropriate manner and will be investigated promptly by the Year Leader or a member of SLT.

Serious behaviours include but are not limited to:

- Repeated breaches of the school rules
- Any form of bullying
- Verbal abuse including swearing
- Physical aggression
- Destructive behaviour, damage, and vandalism
- Sexual bullying, harassment, abuse, or assault
- Any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation, including online behaviour
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items

These dangerous and serious behaviours will receive an appropriate sanction after the incident has been investigated. This could include time in isolation focussing on reflective empathy work, a Correction meeting with parent and child, a placement at another school, a suspension or in very serious cases a permanent exclusion. All suspensions are at the discretion of the Headteacher.

Sanctions

The Sanctions grid below demonstrates how difficult and dangerous/serious behaviours are managed at Beckfoot Heaton. We expect all students to behave in a manner that allows everyone to achieve our values of growth, commitment and integrity.

Decision making	Teacher / Class Team		ISL	Sam				Year Leader / Sam			SLT	
	Parent contract	Consequence from diary		Reset/prevention	Consequence from diary	Parent contact	Accepting and acknowledging responsibility with empathy story	Correction with parent in	Parent Contact	Report card	Internal Isolation	IBP
Defiance of staff			✓			✓	✓					
Lighting - harm to student					✓	✓	✓	✓	✓	✓		
Facist comments or behaviour*							✓	✓	✓			

[Sanctions grid BHPS.docx](#)

Internal Isolation

If a child requires an internal isolation, they will be allocated an appropriate space to work. Part of the isolation will focus on reflecting on the inappropriate behaviour/action, through empathy led work delivered by the year group leader or a member of SLT. The isolation protocol and empathy work protocol can be found here.

[Isolation protocol.docx](#)

[Empathy work protocol.docx](#)

Suspensions and Permanent Exclusion

Students who persistently fail to meet expectations or who are involved in a particularly serious incident may receive a fixed term suspension. Suspensions or permanent exclusions are issued at the discretion of the Headteacher. All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is serious.

The following are examples that may lead to a suspension.

- Persistent refusal to follow instructions of staff
- Involvement in any of the serious behaviours (including bullying)
- Persistent refusal to follow school rules
- Defiance / refusal to accept sanctions that have been put in place.
- Making a false allegation against a member of staff
- Misconduct whilst travelling to and from school.
- Posting or sharing images/content about students, staff, or the school on social media.

All suspensions follow our Trust Suspensions and Exclusions policy in line with current DfE guidance and are looked at individually and, on some occasions the Headteacher may decide to use a short-term placement at another school as an alternative in exceptional circumstances. In very serious circumstances, the Headteacher may decide to permanently exclude.

Use of Reasonable Force

Reasonable force can be used to prevent students from committing a criminal offence, hurting themselves or others, from damaging property, or from causing disorder.

More detailed information about the use of reasonable force can be found in our Trust Care and Control Policy.

Reasonable Adjustments for SEND (refer to SEN and Disability Policy)

All staff are aware of all students with SEND and plan accordingly to meet their needs. Students, where a need has been identified, have support to ensure that they can be successful in their lessons. This support comes in the form of scaffolds and bespoke adjustments made in line with provision maps and EHCPs to support students in making progress and reaching their individual targets.

Anti-Bullying (see local Anti-Bullying protocol and Child Protection and Safeguarding Policy)

Beckfoot Heaton is a place where everybody must be able to 'enjoy, learn and succeed'. We expect behaviour from all pupils, staff and volunteers that shows mutual respect for each other in school and beyond. Our Anti-Bullying protocol can be found here. [BHPS Anti-bullying Protocol April 2024.docx](#)

BHPS Behaviour Protocol appendix

Commitment for Learning Protocol BHPS

Quality First Teaching (diary pages) including use of the Preventative Behaviour Checklist is the pre-requisite for supporting all children to be successful.

Our aim is for us to help ALL children to be Great Heaton Learners and follow the Heaton Routines. When necessary, this guide should allow for a quick return to highly successful learning.

[Routine videos](#)

[Habits of Attention protocol.docx](#)

When a child isn't showing great Commitment for Learning (**difficult behaviour**), follow these steps:

Difficult behaviour definition

Difficult behaviour is defined as:

- Not following Heaton Routines. Disruption in lessons, in corridors and at break and lunchtimes
- Refusal to respond or engage (refusal to follow reasonable instruction)
- Non-completion of classwork
- Poor attitude to learning – not on task.

Difficult behaviours are tracked and managed in line with the sanction grid.

1. Use the QFT list of [positive, least intrusive behaviour](#) management strategies. Remember we are helping not punishing.

If the least intrusive doesn't refocus the child, work through these steps in the order that you feel will help the child the most, based on your knowledge of them.

MCC (Mini-corrective conversation)– see the guidance at the bottom of this document.
Clear red card warning
Self-regulation practice in the class
Move in class

(Additional for identified children after risk assessing where they are - Move to safe space outside of classroom for self-regulation. When they come back in, a little nod, smile, reinforcing the significance of positive relationships.

If these strategies don't work and **all have been used (not out of class move)**, a **small and proportionate sanction** (*this is the terminology from KCSIE and should be used instead of consequence*) should be given, owned by the adult running the room / space – **this should be chosen from the Teaching and Learning Toolkit in the dairy (p.g.19)** (e.g a few minutes at break, standing with the teacher at playtime for a few minutes etc)

If a sanction is given, this should be **recorded as a CfL 3** and recorded as **a CfL4 if more than one sanction is required**. (A reminder about CfL recording is below) and please choose a reason for the AFL 3 /4 using the drop-down box in the CfL spreadsheet.

1st red = MCC and sanction from the tool kit

2nd Red = MCC and sanction from tool kit

3rd Red = Call to parents from class teacher reset and re-commit

4th Red = Call to parent from Year group Leader and development meeting discussion

5th Red = Commitment to Learning meeting with SB / DBJ where home school agreement shared, and report card issued. SBolton will identify a monitoring period on the spreadsheet by highlighting the child's name yellow indicating that they are now entering a 2-week behaviour monitoring period; at this point all subsequent behaviour incidents will be recorded on CPOMs using A, B, C until SBolton signifies the end of the monitoring period or next steps, which will also be recorded on CPOMs.

[Commitment to learning meeting protocol.docx](#)

6th Red = Meeting with LB or ZM

7th Red = Possible Suspension [Re-integration protocol.docx](#)

Joseph will send a task from within the CfL tracker to class teachers for them to resolve once they have spoken to parent at Step 3. This process is repeated for Year group Leaders at Step 4 and S Bolton Step 5.

There is no need to log parent contact re disruptive learning on CPOMS, as this will be seen on resolved tasks on the tracker, unless the parent gives you information during the conversation that should be logged on CPOMS.

When a child is showing **dangerous and serious behaviours**, follow these steps:

Dangerous and serious behaviour definition

More serious behaviours are defined as:

- Any form of bullying including online bullying
- Verbal abuse including swearing
- Physical aggression including fighting, kicking
- Destructive behaviour, damage and vandalism
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual bullying, harassment, abuse or assault
- Any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation, including online behaviour
- Theft
- Fighting
- Smoking or vaping
- Possession of any prohibited item

Work through the following guidance in the order that you feel will help the child the most based on your knowledge of them.

At the data collection points, Leaders and Inclusion will review the CfL tracker and identify children who have required adult contact with families during that period, who are still not demonstrating the required Commitment for Learning in school. Letters will be sent to the children and families detailing the school's concerns and resetting the high expectations for the following cycle. The Home School Agreement will also be sent with this letter and STARS poster.

Guidance

Mini Corrective Conversation (MCC) guidance

MCC should be:

- Positive and private
- Calm and quiet
- Positioning – equal

MCC steps:

- Check in with the child – are they OK? Show you care.
- Name the behaviour – don't say that's red behaviour
- Describe the impact
- What you want to see next
- Thank you

If the child is not responding due to a heightened state, staff will risk assess the situation and either support the child to move to a safe space or if necessary, remove the other children in close proximity. If a member of the Inclusion team or SLT are present, they will take the lead on supporting the child: if they are not present, they will be notified by a red card being sent to the office or assistance needed will be radioed.

If a child has been harmed physically, then the physical incident form will be completed by SBolton or VHarrop. [Physical Incident form -.docx](#)

When the child is regulated and ready to work through their dangerous or serious behaviour, with a member of the Inclusion Team, the following approaches will be adopted to support the child's development.

[Correction script.docx](#)

[Swearing script.docx](#)

[Empathy work protocol.docx](#)

Dangerous and serious behaviours are tracked and managed in line with the sanction grid.

CfL recording (spreadsheet and CPOMs)

All CfL behaviour is recorded on the CfL tracker daily by the class teacher before 4pm, using the following codes.

1 = Q 2 = W 3 = E 4 (difficult) = R 4(serious) = S

For **difficult** and **dangerous and serious** behaviours use **AFL 3** and **AFL4** recording. Teachers record on the spreadsheet an 'e', 'r' or 's'. (See spreadsheet logging codes above). In the adjacent box, teachers will select a descriptor from the drop-down box to describe the reason for the CfL 3 or 4 from a bank of behaviours. If the child has had disruptive and dangerous and serious behaviour within the day this can also be selected in the drop down box, so that this can also be tracked accurately. **There will be no need to record any further details on CPOMs at this point.** (unless it is a serious or dangerous incident) This will be tracked by SBolton and DBlanshard-Jones.

Dangerous and serious incidents are recorded on CPOMs using the ABC format.

The sanctions grid shown below, demonstrates how the **difficult** and **dangerous and serious** behaviours are managed.

The sanctions grid can be found here. [Sanctions grid BHPS.docx](#)

Decision making	Teacher / Class Team		ISL	Sam				Year Leader / Sam			SLT	
	Parent contract	Consequence from diary		Reset/prevention	Consequence from diary	Parent contact	Accepting and acknowledging responsibility with empathy story	Correction with parent in	Parent Contact	Report card	Internal Isolation	IBP
Defiance of staff				✓		✓	✓					
Fighting - harm to student						✓	✓	✓	✓	✓		
Racist comments or behaviour*								✓	✓	✓		