

Local Behaviour Protocol

This Local Behaviour Protocol supports our main Beckfoot Trust Behaviour Policy and sets out how the Trust policy will be enacted at Beckfoot Priestthorpe. It is written in conjunction with our Local School Anti-Bullying Protocol, Beckfoot Trust Care and Control Policy, Beckfoot Trust Child Protection and Safeguarding Policy, Beckfoot Trust Code of Conduct Policy, Beckfoot Trust Equity and Diversity Policy, Beckfoot Trust Suspension and Exclusion Policy, Beckfoot Trust SEN and Disability Policy and Beckfoot Trust Supporting Pupils with Medical Needs Policy.

Rules

Beckfoot Priestthorpe has three behaviour principles:

1. **Be responsible** - be trusted to do the things that are expected of you without supervision
2. **Be respectful** - speak kindly to others and show good manners
3. **Be ready to learn** - listen carefully, work hard and be in the right place at the right time

Values

We have three school values that permeate through all we do in our school, and this also contributes to how we behave. These values help to shape us as people at school and beyond:

Enjoy: We enjoy coming to school every day. We show that we value our education in the way we behave and how we approach our learning.

Learn: We work hard and try our best every single day. We persevere when things get difficult.

Succeed: We try hard so that we learn the essential knowledge and we take pride in our work. We care about doing well and celebrate our successes.

Recognition

We use a variety of recognition in school including:

- Positive precise praise
- Place laminated name card on the recognition board (stays in place with child until stuck up)
- Marbles in the jar relating to the weekly focus from 'Beckfoot Priestthorpe Way' curriculum
- Pride of Priestthorpe – this is for someone who has shown our value all week or has made great improvements. Two children from each class are picked weekly and this is announced in Celebration Assembly
- Confident Community Contributors - added to celebration assembly celebrating achievements outside of school for things such as clubs, volunteer work, competitions etc
- Positive conversations or phone calls
- Seeing SLT or other leaders and teachers with good work or for showing the values

Consequences

Warning system

For low level disruption, we use a warning system before the use of consequences. This should prevent the need for most consequences.

Positive frame and use least invasive interaction:

- a) Non-verbal reminder (Point to board, finger on lips etc)
- b) Positive group correction (Check you are sitting up straight. I need to see everybody writing)
- c) Anonymous individual correction (I need one more pair of eyes tracking me)
- d) Private individual correction (I can see you're tired, but right now I need you to... You need your pencil out and I will check back in 30 seconds... I couldn't see you tracking just then, when I'm talking, your eyes need to be on me)
- e) Lightning quick public correction (Quentin, I need your eyes on me)

Consequences for difficult behaviour (in school building)

1. Warning ("This is a warning. If... then...")
2. Time out **in** the classroom for 5 minutes - use a timer
3. Time out in a different classroom for 10 minutes - use a timer
4. 'Red card': Removal from class by SLT
 - a. If you are teaching by yourself, phone the office and they will use the radio "SLT support to Year XX - red card"
 - b. If you have an additional adult, they can bring the child up to SLT office
 - c. If SLT do not answer the radio and you are on your own, send a sensible child with the red card to the SLT office or the main office for assistance

Consequences for difficult playtime behaviour or in PE outside

1. Warning ("This is a warning. If... then...")
2. Time out by the wall/fence for 5 minutes - use a timer
3. Time out for the full 15 minutes and stand next to the person on duty
4. 'Red card': Removal from the playground by SLT
 - a. Use the radio and describe location "SLT support to KS1 playground - red card"

Consequences for dangerous/serious behaviour

Move straight to step 4 for dangerous behaviours such as: bullying, swearing, fighting, kicking, hitting, spitting, or defiant behaviours such as refusing to move. The headteacher and/or SLT will decide on any further consequences depending on the nature of the incident. Parents will be informed. See Trust Behaviour Policy for more information.

Red Card for Red Behaviour

When children receive a 'red card' they will sit in the SLT office with a member of SLT and:

- Miss the next lesson and complete work (KS2)
- Finish the work from their lesson with help from SLT (KS1)
- Complete reflection work for 10 minutes with picture cards (EYFS)
- Be spoken to by SLT about school rules and expectations and how things can be improved

Before returning to the classroom children must:

- Apologise
- Be in a state that is 'ready to learn' (if not the red card time out will be extended)
- Have completed the work that had been set
- Be ready to 'fix' the thing that has gone wrong (e.g. pick up items, apologise etc)

If there has been a falling out with another person SLT will help to:

- Facilitate a restorative conversation when everyone is ready - see Trust behaviour policy 'Reflect, Repair, Restore'

SLT will:

- Record and monitor red cards and their frequency
- Provide support in line with the Trust graduated response if a child receives more than 3 red cards in a period of three weeks or 10 or more red cards in an academic year
- Provide support to staff in a proactive and reactive way for behaviour support

Reasonable Adjustments

Our school rules and systems have been designed so that the very large majority of students, including those with SEND, should be able to be included. However, we recognise that some students may need reasonable adjustments to help them to be successful within this protocol. This may include strategies such as using time out cards or using the SNUG. These adjustments will be made on a case-by-case basis. Students needing reasonable adjustments may also be considered for the SEMH/behaviour Trust graduated response.

Trust Graduated Response for SEMH/Behaviour

The Behaviour and SEND teams across Beckfoot Trust have worked together to produce a graduated response of support for students who exhibit poor behaviour needs due to potential SEMH and/or behaviour needs. This approach aims to put in place a wide range of preventative support strategies for the student to help improve behaviour.

At Beckfoot Priestthorpe, the triggers for a student beginning the programme of support are:

- Any fixed term suspension
- Three red cards in a three-week period
- Ten red cards in an academic year
- Request from outside agency e.g., Children's Social Care/ West Yorkshire Police