

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 Priestthorpe, we work hard to meet our mission of 'working together to build the brightest futures' we live our values of enjoy, learn and succeed.

Our local behaviour protocol reflects that we want all students to be successful and we will recognise them when they meet our expectations in individual lessons and in celebration assemblies each half term. However, 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 also 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

Principles

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

Behaviour in Lessons

We expect all students to make good choices and attend lessons on time ready to learn. All staff will plan lesson to support all children's learning and allow them to make the progress that we would expect. 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. Staff will issue verbal praise and reward students using class charts for behaviour that meets and exceeds the expectations of students.

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. Therefore, we have a range of rewards available to students who meet and exceed our expectations.

- 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' behaviour curriculum
- Pride of Priestthorpe – this is for someone who has shown our values 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

Classroom Management

The behaviour procedure shows the process that staff will follow if students are not meeting our expectations of being on task in lessons.

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. Clear warning using red card on lanyard and a quiet look or say their name quietly at their side so as not to draw attention to them
2. Clear verbal warning using a calm, quiet tone as privately as possible
3. (Name. I have noticed... That's red behaviour because... I need you to...Thank you) and move child to quiet space in classroom if required
(Name. I have noticed you are continuing to... That's still red behaviour. I need you to...Thank you)
4. Move child to another class (escorted) for up to 5 minutes, use sand time or digital timer
(Name. I have noticed you are continuing to... That's still red behaviour. I need you to... Thank you) **behaviour recorded in class book by class teacher** ASAP in case it escalates further.
5. Child returns to class
6. If red behaviour continues after time out of classroom, then send a child to the office to ask for a senior member of staff for red behaviour. **Behaviour recorded** on CPOMS, and detention given for the day after if lunch/break have already happened **by SLT**.

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 6 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.

When children are removed by a member of SLT 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 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 removal from class 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
- Spend lunchtime with the child if this is deemed necessary by the member of SLT.

Mobile Phones

We want students to be able to learn without the distraction caused by mobile phones and other electronic devices. The evidence tells us that mobile phones are a significant distraction to young people as both the device and the apps are designed to be addictive. They also undermine confidence and relationship building.

Many young people would rather communicate via a device than in person and that can lead to them struggling to have healthy relationships with their peers. They have an impact on a student's mental health for many reasons including increased anxiety, increased distraction, self-image issues, cyberbullying, impacts on sleep patterns and a loss of confidence.

Therefore, to support the learning of our students':

- Mobile phones and all other electronic devices will not be allowed in school at any point throughout the school day.
- Mobile phones should be turned off and handed in to the class teacher. These will then be put in a cupboard in the school office until the end of the day.
- Only children in Year 5 and Year 6 who walk to or from school are allowed to bring a phone into school.
- If a student is seen with a mobile phone, they will be required to give it to the member of staff who asks and then it will be stored in the office until the end of that student's school day. Once they have done this, they will continue their school day as normal.

Uniform

We expect all students to be in full uniform every day and have all their equipment in a school bag so that everyone is ready to learn.

School Uniform

School uniform is an important way of developing a sense of belonging within school. All children are expected to wear school uniform. The uniform is as follows;

- grey skirt, dress or trousers
- pale blue polo shirt
- navy blue cardigan or jumper with the school logo (logo optional)
- black school shoes (not decorative, coloured or with reflective strips)
- named
- jewellery - only a watch and/or stud earrings may be worn
- long hair should be tied up for health and safety reasons and to limit the spread of head lice
- acrylic/gel nails are not permitted

PE Kit

Pupils are asked to wear their PE uniform to school on their two scheduled PE days. The official PE uniform will consist of:

- A navy sports sweatshirt with the school logo and a plain white t-shirt with a round neck (logo optional)
- Plain navy or black jogging bottoms or leggings
- Plain navy or black shorts (cycling shorts or football shorts, both just above the knee - no tiny gymnastics shorts)
- No earrings or jewellery should be worn on PE days. Where ears are newly pierced and cannot be removed, children will be unable to participate in PE sessions.
- Hair should be tied up for health and safety reasons and to limit to spread of head lice
- 'Lightweight' Trainers (these need to be suitable for outdoor physical activity)

Students will have their uniform checked daily. Students who do not have the correct uniform will have the opportunity to borrow the correct uniform from school or a phone call home for someone to bring the correct uniform in. If a student refuses to borrow or correct then parents will be notified.

Serious Behaviours

Any serious behaviours will be dealt with in an appropriate manner and will be investigated promptly by the SLT.

Serious behaviours include but are not limited to:

- Repeated breaches of the school rules
- Any form of bullying
- Verbal abuse
- 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 serious behaviours will receive an appropriate sanction after the incident has been investigated. This could include time in insolation, a placement at another school, a suspension or in very serious cases a permanent exclusion. All suspensions are at the discretion of the Headteacher

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. 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 bespoke adjustments made in line with provision maps and EHCPs to support students in making progress and reaching their individual targets.