

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 Trust mission of creating a remarkable school where no child is left behind. We are committed to our school sentence of 'Beckfoot Priestthorpe community, learning together to build the brightest futures. We live our values of enjoy, learn, succeed.

This protocol explains how we apply the seven principles of 'kind and consistent' behaviour at Beckfoot Priestthorpe to ensure that our school is a safe and welcoming environment where our children belong and thrive.

Consistently applied policy and local protocol

To achieve a kind and consistent approach to behaviour at our school, leaders will ensure that all staff understand the expectations and are applying them fairly and consistently. Leaders quality assure the implementation of the behaviour protocol and provide regular feedback and support as necessary.

High expectations and support for all

At Beckfoot Priestthorpe we have **4 behaviour principles** which make our expectations very clear to pupils and parents.

1. **Be Kind** with our actions and words
2. **Be Respectful** to all members of our school family
3. **Be Responsible** for your own behaviour and belongings
4. **Be Ready to Learn** by following our school routines

School 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** belonging to Beckfoot Priestthorpe School

Learn – we are all here to **learn**

Succeed – we are determined to **succeed**

Routines

To support children with their positive behaviour, we have simple routines to help them know what our expectations look and sound like. These routines are rooted in creating calm and inclusive classrooms and corridors. They are explicitly taught, explained and practiced.

- Fantastic walking (in a line, single file, arms safe, voices switched off)
- Fantastic listening (eyes on the speaker, voices switched off, hands empty, arms folded)
- Priestthorpe Silent Stop to gain attention
- Countdown to speed transitions
- 3 2 1 line up transition
- 3 2 1 Chin it for whiteboards

Recognising good behaviour

We want children to be intrinsically motivated and work hard because it is the right thing to do. However, we understand that some children require more extrinsic motivation. We use a variety of ways to recognise expected behaviour in school including:

- Positive precise praise
- Dojo points with rewards in assembly weekly
- Pride of Priestthorpe – 2 children weekly in celebration assembly
- Kindness award – 1 child weekly in celebration assembly
- Pride in Presentation - 1 child weekly in assembly
- Seeing SLT with good work

Positive framing

For low level disruption, we use 'positive framing' and least invasive strategies to bring the children back on track:

- Non-verbal reminder (stand near the child, eye contact, shake of head, finger on lips etc)
- Positive group correction ('check that you are showing me fantastic listening, I need to see everyone's eyes on me')
- Anonymous individual correction ('I need one more pair of eyes on me')
- Discrete private individual correction ('you need your board and pen I will check back in 10 seconds')
- Lightening quick correction ('Henry, I need your eyes on me')

Consequence System

Low level disruption will be addressed through our chance, choice, and consequence system:

In the classroom

C1 - chance	Verbal warning	Positive framing as above
C2 - choice	Stop and think card placed on table	Chance to turn it around
C3 - consequence	Reset card placed - 5 mins thinking time at a designated space in the classroom or Mr Carr's classroom	Behaviour has continued text message home
C4 – removal for escalation or serious behaviour	Detention/time in SLT office	Parents informed
C5 – internal isolation		
C6 – suspension or permanent exclusion		

Outside (break time, lunchtime, outdoor PE)

C1 - chance	Verbal warning	Positive framing as above
C2 - choice	Red card - this is your warning	Chance to turn it around
C3 - consequence	Thinking time in the hall	Behaviour has continued text message home
C4 - removal	Detention/time in SLT office	Parents informed by text
C5 – internal isolation		
C6 – suspension or permanent exclusion		

SIMS recording

We use SIMS to log all C3 and C4 incidents. Staff use a running proforma throughout the day to keep track of Dojo points and any recordable incidents. All C3 and C4 incidents must be logged by the end of the day and dojo points added to Class Dojo. We do not add Dojo points during lessons as this hinders the pace of teaching.



STOP AND THINK



RESET

Consequences for dangerous/serious behaviour

Move straight to removal by SLT for behaviours such as bullying, being unkind, swearing, fighting, hurting someone, spitting, defiant behaviours such as refusal to move or comply. The HT or AHT will decide on any further consequences depending on the nature of the incident. SIMS log is completed and family notified.

HT and AHT will:

- monitor detentions, removals from class and C3 incidents
- provide support in line with Trust graduated response for repeated behaviour
- provide support for staff where necessary or requested
- offer Partnership plans or Early Help to families where they are struggling with their child's behaviour

Teachers will:

- inform families the same day where a child has a reset or removal (C3 or C4)
- start the next lesson afresh following a removal and restore relationship with the child

Non-Inclusive language

Non-inclusive language is not tolerated in our school and is treated as serious behaviour. Any use of non-inclusive language, whether witnessed or reported, must be challenged and reported by staff. The pupil involved will be spoken to immediately, so they understand the seriousness of their behaviour. A restorative conversation with a senior leader will then take place later the same day. The pupil who the language was directed at will also be checked on to ensure that they understand it was taken seriously and has been dealt with.

Early Years

In keeping with the age and understanding of the children in Infants 1, a slightly different approach is taken. All children begin the day on the sunshine and can move their faces to the rainbow for good behaviour/work etc. If they do something else to celebrate, they can move their face to the superstar. At the end of the day all children on the rainbow get a sticker and a certificate if they are on the superstar. C3 and C4 behaviour is logged on SIMS in line with the rest of the school.



Behaviour Pathway

The Behaviour and SEND teams across Beckfoot Trust have worked together to produce a behaviour pathway of support for pupils 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 pupil to help improve behaviour.

At Beckfoot Priestthorpe, the triggers for a pupil beginning the program of support are:

- a fixed term suspension
- three removals in a 3 week period
- ten removals in an academic year
- request from an outside agency eg CSC or the Police

Use of data

We collect data on resets, removals from lessons and detentions to inform us where there are areas that need improvement or where the use of routines and learning habits is strong. This data is reviewed at the end of a cycle unless there is cause to do so earlier eg if staff are reporting a dip or daily SIMS check is showing an increase in incidents in a particular class, time of day or place. Appropriate action will be taken where resets or meetings with parents are required.

Visible leaders who listen

The Head teacher, assistant headteacher and pastoral leader are in the playground at the start and end of the day so that families can talk to them if needed. They are available daily for informal discussions or by appointment for serious concerns.

Leaders regularly walk around school, are present on corridors and at transition times.

Pupil use of mobile phones in school

Revised guidance for 2026

DfE published revised guidance on mobile phones in schools in January 2026. They advise schools to start using this guidance from April 2026. The guidance states that all schools should be mobile phone-free environments and use of mobile phones should be prohibited during the whole school day. At Beckfoot Priestthorpe, children are permitted to bring their phone to school if they walk to or from school alone. Phones are to be switched off before entering the playground and not switched back on until the pupil leaves the playground at the end of the school day. Any phones brought to school are to be handed in and are kept safely locked away in the school office during the day.

[Mobile phones in schools - GOV.UK](#)

This guidance should be read alongside the guidance on:

- [behaviour in schools](#)
- [keeping children safe in education](#)

Pupil and family induction and reinduction

At Beckfoot Priestthorpe, children are taught about behaviour in a number of ways. We have regular assemblies, routines which are explained and taught, resets each half term as well as regular reminders during lessons. We are constantly reminding children of our expectations of how to behave to ensure that everyone feels safe and that they belong.

Families learn about our behaviour policy and protocol through information on the website, newsletters and other regular communication.

Good behaviour is celebrated with families through daily recognition and dojo points.

If there is a concern regarding behaviour, or if a child has a reset or removal, families will either receive a text message or a message in person. Meetings will be arranged in the first instance by classteachers if there is a concern regarding a child's behaviour. Where behaviour is more serious, a leader will also be involved. Where poor behaviour persists, school will consider a partnership plan to identify barriers and put support in place.

If a child is suspended for poor behaviour, a reintegration meeting will take place with the HT on their return to re-induct the child and family back into school.

Explicit teaching and promotion of self-regulation strategies

At Beckfoot Priestthorpe, we understand that children need to be explicitly taught effective self-regulation strategies such as calming down, being resilient and dealing with setbacks.

MyHappyMind

All children will take part in the MyHappyMind programme where they will learn about the brain and how to maintain good mental health. These are the modules the children will be studying:

- **Meet your brain:** understanding how your brain works and how to ensure we look after it so that we can manage our emotions and be at our best. Growth mindset is a key part of this too.
- **Celebrate:** understanding your unique character strengths and learning to celebrate them. This helps to build self-esteem.
- **Appreciate:** understanding why gratitude matters and how you can develop gratitude as a habit. Gratitude is key to well-being and resilience which is really important for everyone.
- **Relate:** understanding why positive relationships matter and how to build them. This is focussed on the building blocks of good relationships and friendships.
- **Engage:** understanding how to set meaningful goals that matter and how to keep resilient in times of challenge.

Respect and understanding for families

Our school will work with families to support with behaviour both at home and at school. Families can contact the HT, AHT, PIW or the classteacher for help.

The behaviour pathway

If a child is struggling with their behaviour, they will begin intensive support on our behaviour pathway (see appendix 1). Class teachers, the SENCo and leaders will decide on the best pathway of support for your child. This will always be explained to families and reviewed regularly as part of a partnership plan

Vulnerable pupils

There may be times in a child's time with us where they may become particularly vulnerable due to challenges in their lives, having additional needs or for other reasons. When this is the case, the child will be supported through a 'team around the child' meeting where adults in school will work together to support the child to be successful. There are several strategies we can use, including time with a trusted adult, nurture provision, pastoral support or external support from professionals.

Partnership Plans

At Beckfoot Trust, partnership plans are used as a tool to overcome barriers in a variety of circumstances, including, but not limited to:

- Behaviour concerns
- Attendance issues
- SEND
- Parental complaints

The partnership plan supports leaders to identify precise barriers to student success in one or more areas, collects student and family voice, matches up possible interventions or solutions and carefully maps out who must do what to overcome the barriers within a specific timeframe.

A partnership plan at Beckfoot Trust has six principles which are that each plan:

- Must be led by skilled colleagues who are trained in listening, empathetic
- Must capture authentic family and student voice: *building plans with families at the centre*
- Identifies the correct, precise barriers and matches appropriate interventions
- Is reviewed every six weeks by RAG rating and runs for, at least, one cycle
- Has a 'plan owner' who ensures the actions on the plan take place in a timely manner, provides quality assurance and reviews the actions at least every six weeks
- Follows the process of explore, focus, plan, do, review

An example of the actions that might form a plan is shown below.

Partnership plan to remove the barriers: Three-way partnership

Barrier to learning and success criteria	School action (Linked to corresponding policy and/or protocol)	Family action	Student action
Joe's attendance and anxiety is the main barrier to learning	- Allocate an interim HoY (KC) - Warm welcome back by Mr Smith (MS) - Recognition scheme for a positive class charts and attendance (MS) - Daily messages home to communicate positives (MS)	- Relaxing activity before bed - Positive talk at breakfast time about Joe's timetable each day	- Attend weekly mentoring and regulation slots to help with anxiety - Meet with Mr Smith and go straight to nurture hub each morning

Consistent, fair, and predictable staff

Staff training

In order to ensure that we have consistent, fair and predictable staff, we invest in staff development. In 2026/27 the staff will receive the following training:

New behaviour protocol 2026	New Care and Control Policy	Review of Behaviour routines
Promoting silence	Least invasive interactions	Strong starts

Staff receive regular feedback to support their management of behaviour throughout the year. This is included in our data day once a cycle when we look at behaviour data and identify trends. The start of each half term and cycle has a focus on behaviour and there is a 'big thing' to focus on each week identified on the staff bulletin.

Staff Induction and Support

New staff are supported to be successful through observing best practice, time to read documentation and discuss expectations with their line manager. All teaching staff have a coach who they meet weekly. If a member of staff requires support with behaviour, they can speak to their coach in the first instance. We also have 2 mental health first aiders in school who can provide and signpost support for staff.

Quality Assuring Behaviour

We regularly check that our behaviour is of the highest standard by checking it in lessons, at unstructured times such as lunch and break, during transitions, when a class is taught by another adult and on trips and visits. We also seek the views of staff on a regular basis and take actions accordingly.

Appendix 1: Beckfoot Priestthorpe Behaviour and SEMH pathway

Universal Offer	Universal Offer Plus		Universal Offer Plus Plus
Available to all	Phase 1 of Pathway	Phase 2 of Pathway	Phase 3 of Pathway
Led by All staff	Led by Class teacher/ SLT behaviour lead	Led by SLT behaviour lead/SENCo	Led by Head/Deputy/SENCo
Behaviour system (usual rewards and consequences) Visual display of rules, rewards and routines Task plans and other visuals Positive framing and rule reminders Regular assemblies to teach about behaviour My Happy Mind Self-regulation strategies	Team Around Child (TAC) meeting EMR (Establish, Maintain, Restore) approach One page profile about child (triggers and support) Voice of child Voice of family Positive Report Card with SLT Early Help Sensory breaks Check for friendship issues Extra emotion work Support for unstructured times Inform child of changes to the day in advance Monitor student for SEND Additional pastoral support Zones of regulation	Update profile, what is working/ not working Voice of child and family Check for and understand ACEs Check for CP or Early Help Risk Assessment Increased family contact Behaviour Plan Team around the child Restorative/reflective work Interventions e.g anger management, friendship work etc SEND screening and add to register if req'd Reasonable adjustments to timetable Sensory profile and plan Re-engagement activity Individual rewards MHST Multi -agency work Ed Psych referral School nurse referral SCIL team referral SaLT referral CAMHs referral	Update profile, what is working/ not working Voice of child and family Review and update Behaviour Plan Check for and understand ACEs Check for Child Protection Early Help Update Risk Assessment Alternative Provision Step-out place at PRU Reduced timetable Respite at another school with reintegration plan Managed Move SLT meeting Review SEND and consider EHCP assessment Re-refer to SCIL team Specialist teacher from SCIL team Therapeutic offer