

## Local Behaviour Protocol 25-26

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.**

Our protocol is rooted in understanding, empathy, and a commitment to helping every child reach their full potential, both academically and socially. We aim to equip our children with the social, emotional, and **executive function skills** necessary to thrive in school and beyond, fostering an environment of **relational inclusion** where every child feels safe, they belong and are valued.

This protocol explains how we apply the seven principles of 'kind and consistent' behaviour at Beckfoot Heaton.

1. **Consistently applied policy and local protocol** including proportionate consequences, understood by all members of the school community
2. **High Expectations (positively framed)** of all pupils in and around the school and **high support** so that all can meet the high expectations
3. **Visible school leaders who listen:** Leaders maintain calm, orderly schools by modelling expected behaviours, listening and providing support to staff, families and pupils
4. **Pupil and Family Induction and Reinduction to the behaviour policy and protocol** so that all members of the school community are clear on the rules, routines, rewards and consequences
5. **Explicit teaching and promotion of self-regulation strategies** to promote calm and inclusive classrooms
6. **Respect and understanding for families** to work in partnership to secure the highest standards of behaviour
7. **Consistent, fair, and predictable staff** so that pupils can build trust and understand the high expectations of the school and have certainty about recognition and consequence

### Consistently Applied Policy and Local Protocol

We live our school values of growth, commitment and integrity and our Trust values of enjoy, learn and succeed so that every child can have a great life.

Our local behaviour protocol reflects that we want all children 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 undermine the rights of all young people to an effective education and can lead to people feeling unsafe, bullied, intimidated or threatened.

## High Expectations and Support for All

Our behaviour protocol is underpinned by our school vision and values.

### Our School Vision

At Beckfoot Heaton, we work together so that every child achieves a great life – succeeding in an ambitious career and making a positive difference to the world.

### Our School Values

**Growth** – We are curious to find out more. We enjoy getting better. We believe we can.

**Commitment** – We work hard. We are motivated to learn. We never give up on ourselves or others.

**Integrity** – We are kind to ourselves and others. We make the right choices to succeed. We do the right thing.

### Our School Routines

Our school has a variety of Heaton routines these are consistent ways to stop, move and learn using a key word, phrase, number, movement or sound. These are used so that:

- No learning time is lost
- We free up brain space for both children and staff, to avoid cognitive overload
- We all feel safe: physical and emotional safety

Our Routines include:

- Heaton Movement
- Heaton Countdown
- Heaton Stop
- Heaton Hand drop
- Heaton Volume Control
- Heaton Track the Speaker
- Heaton 1,2,3 Transition
- Heaton Playground

### Our School Habits

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

The following is an example of a visible habit of attention will be taught and expected across school. Children are reminded to 'Show me your STARS.'

**S - Sit up**

**T - Track the learning**

**A - Active body**

**R - Respond appropriately**

**S - Silent hands**

We also support and remind children that these are the expectations for all children with staff using the phrase 'Everyone, Every time, Always'.

This is used across school from nursery to Year 6 to support cognitive load.

## **How we recognise 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 at times. Therefore, we have a range a rewards available to children who meet and exceed our expectations.

These rewards include:

**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. The class with the most leaves each week receive a point for their Forest Family. These lead to half termly forest rewards.

**Post Cards** – Staff regularly send home postcards to celebrate actions in line with our values.

**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.

**Diamond Award** – Children who consistently demonstrate our school values, follow our school rules, follow our Heaton routines and Habits, will be awarded with the Diamond Award, at the end of the school year, with families in attendance to celebrate. These are '100%' children (rounded up from 95%) on our tracking system.

**Community events** – acknowledging class achievements and Forest achievements

People are motivated by the positive far more than the negative. Seeking success and happiness will spur on stronger action than seeking to avoid punishment. Positivity inspires and motivates and that should influence the way we teach.

## How we support Good Behaviour

At Beckfoot Heaton we have a supportive behaviour approach, where every child can learn to make positive choices with the right support, at the right time.

We recognise a key skill to enable children to demonstrate good behaviour is the ability to regulate; this starts with co-regulation to model and explore effective regulation strategies as all learners are different and require different approaches. Co-regulation leads to effective self-regulation. It is essential that all learners are equipped with this skill in order for them to be able to be successful - whether this is in making the right choice to succeed in the first place, after dysregulation or making the wrong choice.



Protect, Relate, Regulate, Reflect and Repair implemented at an appropriate time, enables restorative work to take place to support all involved to move forward, learn from the situation and strengthen relationships.

**Protect** – adults will ensure the child feels safe. Sometimes in a different space.

**Relate** – adults will validate the child's feelings to create connection. E.g. "I can see that you are angry"

**Regulate** – adults will encourage co-regulation and self-regulation, such as throwing a ball, time in a calm space, an art activity.

**Reflect** – time is given to pause, think and problem solve. "I wonder if you are angry because .."

**Repair** – a chance to repair and rebuild relationships. "This has happened, we need to move on now. How can we do it safely and help repair the relationship."

This approach is about connection, understanding and growth, helping everyone develop self-awareness, empathy and responsibility.

Staff also use scripts to support children in their reflection and in developing understanding and empathy for others.

These are used to support incidents of:

- Swearing
- Refusal
- Serious discriminatory behaviour, such as the use of racist, sexist, homophobic, transphobic, or ableist language.

We have a graduated approach for behaviour, where staff and children commit to following our Heaton Values, Rules, Routines and Habits, ensuring everyone can be successful.

C1 – Least Intrusive – these are small discreet reminders given to children.

C2 – Mini Corrective Conversations – a short positive conversation with a child to remind how they can be successful, acknowledging belief that they can.

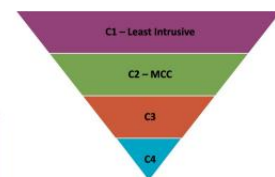
C3 – Focussed support to reset in the classroom – the class-based staff use supportive strategies to enable the children to be successful in the classroom.

C4 – Focussed support to reset outside the classroom – the staff use supportive strategies to enable the child to regulate outside the classroom, so they are then ready to learn.

## Resetting Commitment to Learning

A graduated response.

|    |  |   |  |                      |
|----|--|---|--|----------------------|
| C1 | Least Intrusive                                | Teacher 'look'  | Use of visual cards on lanyard               | Pause mid-sentence   |
|    |  | Move nearer   | Positive praise of children getting it right | Quiet reminder       |
|    |  | Remove distraction  | Use quick 'no thank you'                     | Anonymous reminder   |
| C2 | Mini Corrective Conversation                   | <b>Mini Corrective Conversation (MCC) guidance</b><br>MCC should be: Positive and private    Calm and quiet    Positioning should equal<br>MCC steps:<br>Reminders: <ul style="list-style-type: none"> <li>• Check in with the child – are you OK? Show you care.</li> <li>• Name the behaviour that you want to discuss - don't say that's red behaviour</li> <li>• Describe the impact</li> <li>• Tell them what you want to see next</li> <li>• Thank you</li> </ul> |  |                      |
| C3 | Focused support to reset in the classroom      | Accessible work   | Individual workspace accessible              | Revisit success      |
|    |  | Check learning tools  | Change of task                               | Class job            |
|    |  | Brain breaks  | Now, next or choice card                     | Listen               |
|    |  | Change of face  | Scaffolds                                    |                      |
| C4 | Focused support to reset outside the classroom | 5 steps to repair   | Empathy pack                                 | Sensory circuit pack |
|    |  | Physical activity   | Distraction                                  | Social story         |
|    |  | Use of identified safe space  | Time to listen                               |                      |



Small, proportionate sanctions



Minutes stood with an adult at break



Community tasks



## Resetting Commitment to Learning Protocol

Our **sanction** system is applied when least intrusive support methods do not help a child to reset their behaviours. It is necessary that staff seek to understand the context and emotional state of the child before determining a sanction — particularly in relation to refusal, walking

away, or repeated dysregulation. This small inclusion can support professional discretion while still upholding consistency.

The sanction is designed to help a child understand their impact on others as well as maintain high expectations of conduct.

Difficult behaviour is defined as:

- Not following our Beckfoot Heaton Routines and Habits.
- Disruption in lessons, in corridors, breaks and lunchtimes and extra-curricular activities
- Refusal to respond or engage (refusal to follow reasonable instruction)
- Non-completion of classwork
- Poor attitude to learning – not on task.

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

Serious behaviours include but are not limited to:

- 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

As well as the listed banned items (see behaviour policy), the school may decide to confiscate / ban certain items that become a craze and distract from learning or cause difficulties with relationships (e.g. football cards). The confiscated items will be stored in the school office and collected from there. If mobile phones are brought to school to support a child's journey home, they are to be left in the school office and collected at the end of the day.

These dangerous and serious behaviours will receive an appropriate sanction after the incident has been investigated. This could include time in insolation focussing on reflective empathy work, a 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.

## **How we use Sanctions**

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

| Decision maker & Accountable  | Teacher / TA / SENTA                            |                             | ISLs / SB   |                             |   |  | SB / VH   |   |   | SLT   |                                    | HT / EHT                                      |   |
|-------------------------------|---|-----------------------------|---|-----------------------------|---|--|---|---|---|---|------------------------------------|---|---|
|                               | Parent contact <a href="#">Parent call.docx</a> | Sanction from toolkit (p24) | Re-commit & Re-teach <a href="#">Re-commit and Re-teach protocol.docx</a> | Sanction from toolkit (p24) | Parent contact <a href="#">Parent call.docx</a> | Empathy story <a href="#">Empathy work protocol.docx</a> | Correction with parent in. <a href="#">Correction meeting protocol.docx</a> | Parent contact <a href="#">Parent call.docx</a> | Report card <a href="#">BHPS Report card.docx</a> | Internal Isolation / Parent contact <a href="#">Isolation protocol.docx</a> | IBP <a href="#">IBP blank.docx</a> | Susp <a href="#">Suspension protocol.docx</a> | PEX <a href="#">Permanent exclusion protocol.docx</a> |
| Difficult behaviour (CFL 3/4) |   | ✓                           |   |                             |   |  |   |   |   |   |                                    |   |   |
| Repeated in a ½ term CFL 3/4  |   | ✓                           |   |                             |   |  |   |   |   |   |                                    |   |   |

To view the sanctions grid click [here](#)

### Internal Isolation (C5)

If a child requires an internal isolation, they will be allocated an appropriate space to work.

Isolation is always relationally supported, never used as a standalone consequence, and always followed by a restorative process to enable the child to understand the impact of their actions.

Part of the isolation will focus on reflecting on the inappropriate behaviour/action, through empathy led work delivered by the inclusion team or a member of SLT. The isolation protocol and empathy work protocol can be found [here](#).

To view the Isolation protocol click [here](#)

To view the Empathy protocol click [here](#)

### Suspensions and Permanent Exclusions (C6)

Children 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.

- Defiance / refusal to accept sanctions that have been put in place
- 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 an intentional 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.

## SEMH Graduated Approach

Some children move onto the SEMH graduated approach. This allows us to support them to manage their behaviours in a more individualised way, enabling them to be successful.

View the SEMH pathway – Appendix

## Use of data

We track behaviour using a system which supports the tracking of an individuals' behaviour and of whole classes. This gives us a variety of behaviour data which informs us about areas of behaviour that are strong, and areas that need improvement.

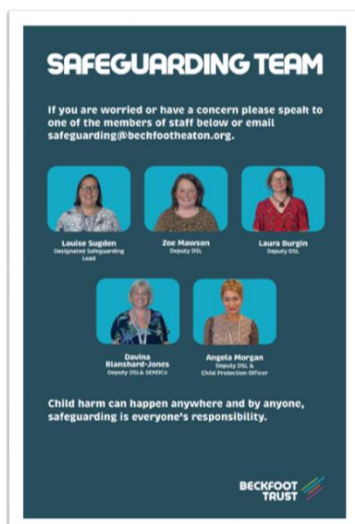
Behaviour data is reviewed daily, weekly and at the end of a cycle. We use this to identify weeks where behaviour may dip and put proactive strategies in place to prevent behaviour incidents occurring such as a behaviour reset assembly.

## Visible leaders who listen

All staff in school are trained to support positive relationships, enabling children to become great learners and great people.

Children develop trusted relationships with adults throughout school. Leaders meet and greet children and families on arrival at the school gate daily and are available throughout lunchtimes, in the halls and playgrounds.

The Safeguarding Team are available throughout the school day, as well as before and after school, for children and families.



### Drop Ins Example Timetable:

**Drop-Ins** are offered weekly for families to meet with leaders across school.

Example timetable for a half term.

|                   |                                      |   |
|-------------------|--------------------------------------|---|
| Week 1 – 7/01/25  | SEND                                 | SENCO – <b>Mrs Blanshard-Jones</b> our Special Educational Needs Co-ordinator will be happy to speak with you about any SEND concerns/questions you may have about your child.  |
| Week 2 – 14/01/25 | Safeguarding                         | Designated Safeguarding Lead – <b>Mrs Sugden</b> is happy to discuss any safeguarding questions you may have.   |
| Week 3 – 21/01/25 | Children’s Mental Health             | <b>Mrs Bolton</b> is our Mental Health Lead for children and is happy to talk with you about children’s mental health.  |
| Week 4 – 28/01/25 | Year Group Leaders - Learning        | Year Group Leaders – <b>Mrs Light</b> leads Year 4,5, and 6. <b>Mrs Kaur</b> is the leader for Years 1,2, and 3 and <b>Mrs White</b> leads Reception, our Nurseries and Elm class.<br>For any concerns about your child’s learning. |
| Week 5 – 4/02/25  | Health Lead                          | Health Lead – <b>Mrs Green</b> leads on health and medical plans and is happy to discuss toilet training, sleep and any other concerns.   |
| Week 6 – 11/02/25 | Headteacher<br>Deputy<br>Headteacher | <b>Mrs Burgin and/or Mrs Mawson</b> are available to talk about any concerns, worries your child has about school.  |

### Pupil and Family Induction and Reinduction

At Beckfoot Heaton, children are taught about behaviour in lots of different ways. We have assemblies, morning routines in the classroom, behaviour resets throughout the year as well as regular reminders in our lessons. At the beginning of every school year, we re-commit with children and families. We ask all families to attend our re-induction afternoon where we ‘recommit’ to supporting children to achieve their Great Life.

Throughout the year there is regular communication with parents and families regarding their child’s behaviour. Reports include children’s learning behaviours, with follow up Great Life Update Event (GLUE) where parents can discuss 1:1.

If there is a concerns about a child parents receive individual phone calls when a child needs additional support to reset their behaviour and parents are invited into school to be part of the process.

Parents are asked regularly for their thoughts and opinions on behaviour a Beckfoot Heaton. This may be in the form of a survey, or more informally in a coffee morning or parent forum group.

## **Respect and Understanding for Families**

We work hard at Beckfoot Heaton in developing positive relationships with our parents and families, ensuring they feel safe and able to have conversations with us. Weekly Drop Ins with leaders and daily communication with class teachers at the classroom doors, means parents and families have opportunities for supportive conversations.

Where children need more specific support, such as our vulnerable or Universal + children, bespoke provisions are available to them. Children can use Evergreens for 'drop ins' and check ins with key adults.

Nurture breakfast and lunch, Drive and Drop and a SENTA per year group, also support our most vulnerable children in school daily.

## **Consistent, Fair, and Predictable Staff**

Positive, trusting relationships are at the heart of what we believe at Beckfoot Heaton. To support this staff CPD is a priority, ensuring we have consistency in the application of our behaviour systems. CPD is clearly mapped across the year to support all staff with developing their understanding and skills in order to best support all children.

Staff in 2025/2026 staff will receive the following training:

Behaviour Policy and Protocol, Executive Functioning Training & Neurodiversity 'Our Brains Explained', Behaviour Routines, De-escalation training, Positive framing, Strong Voice, Precise Praise.

Staff regularly receive feedback in coaching sessions, including sharing strengths and small next steps to improve their behaviour management throughout the year.

Staff training includes a variety of, Internal CPD, External CPD, coaching and feedback from outside professionals such as Bradfords SCIL Team.

There are planned opportunities for staff to practice their skills and time to seek advice from our inclusion team. Recipe cards have been designed for staff to refer to and inclusion support leaders have shared strategies with identified staff where needed.

## **Staff Induction & Support**

New staff are supported to be successful at Beckfoot Heaton through a clear, well planned induction plan ensuring consistency. Staff have the opportunity to observe practice throughout the school and have time provided to read documentation. All staff have a line manager who they will meet regularly. If any member of staff requires support with behaviour, they can speak with their line manager or inclusions team.

## **Staff Views**

Staff are regularly asked to feedback on behaviour and we ensure that actions are acted upon quickly. There is an annual survey for staff where views can be compared against other Trust schools and against the national picture.

### **Quality Assuring Behaviour**

We ensure that behaviour at Beckfoot Heaton is of the highest standards by checking behaviour in lessons; at unstructured times such as lunch and break and on trips and visits.

**Appendix 1 Beckfoot Heaton 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 relevant leader   | Led by SLT behaviour lead/SENCo  | Led by Head/Deputy/SENCo  |
| <ul style="list-style-type: none"> <li>▪ Positive framing and habits</li> <li>▪ Great Life Priority focus on school values and My Happy Mind focus.</li> <li>▪ Breakfast Club for all.</li> <li>▪ Drive and Drop</li> <li>▪ Meet and Greet</li> <li>▪ Trusted relationships</li> <li>▪ Family Dining</li> <li>▪ Engaging break and lunchtime provisions</li> <li>▪ Class Leaves</li> <li>▪ Postcards</li> <li>▪ Golden Assemblies</li> <li>▪ Golden Merit</li> <li>▪ Diamond Award</li> <li>▪ Community Events</li> <li>▪ Behaviour curriculum</li> <li>▪ Co-regulation</li> <li>▪ Self-regulation strategies (My Happy Mind)</li> <li>▪</li> </ul> | <ul style="list-style-type: none"> <li>▪ Team Around Child (TAC) meeting (Inclusion Team meeting)</li> <li>▪ EMR (Establish, Maintain, Restore) approach</li> <li>▪ One page profile about child (triggers and support) ISP</li> <li>▪ Voice of child – ISP</li> <li>▪ IBP – voice of child</li> <li>▪ Voice of family</li> <li>▪ Early Help</li> <li>▪ Great Life Card / Report Card</li> <li>▪ Sensory circuit breaks</li> <li>▪ Circle of Friends</li> <li>▪ Check for friendship issues</li> <li>▪ Extra emotion work – empathy work</li> <li>▪ Support for unstructured times - ISP</li> <li>▪ Inform child of changes to the day in advance</li> <li>▪ Monitor student for SEND</li> <li>▪ Refer to in school support (e.g. pastoral)</li> <li>▪ Regular contact with family including positive phone calls</li> <li>▪ Recipe cards</li> </ul> | <ul style="list-style-type: none"> <li>▪ Update profile, what is working/ not working - IBP</li> <li>▪ Voice of child</li> <li>▪ Voice of family</li> <li>▪ Check for and understand Adverse Childhood Experiences (ACEs) - recipe card support</li> <li>▪ Check for Child Protection matters</li> <li>▪ Early Help referral</li> <li>▪ Risk Assessment</li> <li>▪ Allocate a lead worker for family</li> <li>▪ Increased parent/family contact</li> <li>▪ Partnership Plan for behaviour</li> <li>▪ Team around the child (trusted adults)</li> <li>▪ Restorative and reflective work</li> <li>▪ Empathy work</li> <li>▪ Peer mentoring – Smart School Council</li> <li>▪ Interventions e.g. anger</li> </ul> | <ul style="list-style-type: none"> <li>▪ Update profile, what is working/ not working - IBP</li> <li>▪ Voice of child</li> <li>▪ Voice of family</li> <li>▪ Review and update Partnership Plan for behaviour</li> <li>▪ Check for and understand ACEs</li> <li>▪ Check for Child Protection</li> <li>▪ Early Help referral</li> <li>▪ Update Risk Assessment</li> <li>▪ Alternative Provision</li> <li>▪ Step-out place at PRU</li> <li>▪ Reduced timetable</li> <li>▪ Respite at another school with reintegration plan</li> <li>▪ Managed Move/Offsite Direction</li> <li>▪ SLT meeting</li> <li>▪ Pupil Disciplinary Committee (PDC)</li> <li>▪ Review SEND and consider Education Health Care (EHC) assessment (EHCA)</li> <li>▪ Re-refer to Speech Communication,</li> </ul> |

|  |   |  |  |
|--|---|--|--|
|  | <ul style="list-style-type: none"> <li>▪ SEND screening and add to register if req'd</li> </ul> | <p>management, Circle of Friends</p> <ul style="list-style-type: none"> <li>▪ SEND screening and add to register if req'd</li> <li>▪ Reasonable adjustments to timetable</li> <li>▪ Sensory profile and plan</li> <li>▪ Re-engagement activity</li> <li>▪ Individual rewards</li> <li>▪ Multi-agency work</li> <li>▪ Ed Psych referral</li> <li>▪ School nurse referral</li> <li>▪ SCIL team referral</li> <li>▪ SaLT referral</li> <li>▪ CAMHS referral</li> <li>▪ MHST referral</li> <li>▪ Play Therapy</li> </ul> | <p>Interaction and Language (SCIL) team</p> <ul style="list-style-type: none"> <li>▪ Specialist teacher from SCIL team</li> <li>▪ Therapeutic offer</li> <li>▪ Early review of Education Health Care Plan (EHCP)</li> <li>▪ Multi-agency meeting with exclusions team, SEND, school staff and wider professionals</li> <li>▪ Seek specialist advice</li> <li>▪ Supervision with Trust Leaders</li> </ul> |
|--|---|--|--|