

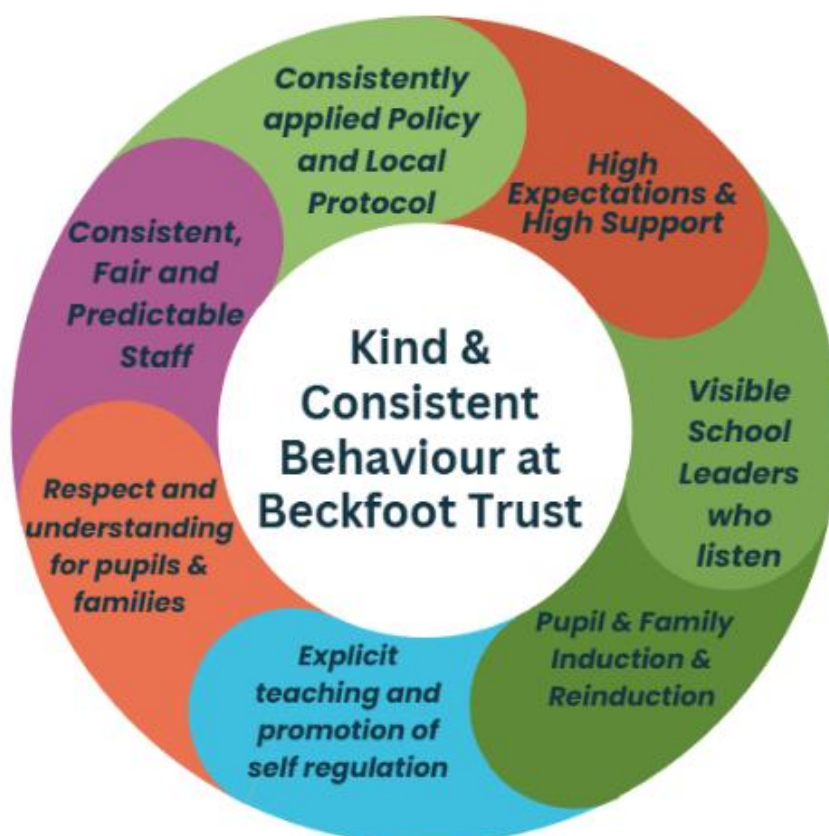
Local Behaviour Protocol

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.**

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 where we build and maintain positive relationships so that 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 children will need support and guidance to ensure that they make the correct choices. We believe that children 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.

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.

Staff use the Heaton teacher toolkit and these diary pages to ensure that we have a strong Universal Offer and inclusive classrooms for all children. Children are also reminded of their expectations in their learning diaries.

Create Culture

Be kind and consistent

High expectations

Expect the positive

Reset as needed



Model positive attitudes and behaviour

Believe children can

Use Beckfoot Heaton learning habits: school routines and learning modes consistently

Build and maintain positive relationships

- smile
- use children's names
- meet and greet
- listen and show interest
- know children as individuals
- be aware of triggers
- co-regulate
- connect with families
- praise in public (verbal & non-verbal)
- reprimand in private

Manage a consistent inclusive classroom environment

- safe and calm
- well organised
- supports learning
- careful seating plan
- reduces distractions
- aligned to the display and environment guidelines

Strong Universal Offer

- lessons are well planned and prepared
- decisions and resources are ready in advance
 - learning is well scaffolded
 - success is ensured
 - Time is not wasted

Commitment to Learning

Great Learner + Great Person = Great Life

Follow our Beckfoot Heaton habits: routines and learning modes

Everyone, Everytime, Always

Show positive attitudes and behaviour

Co-regulate

Self regulate



Contribute to the classroom environment

- show care for resources
- keep spaces tidy
- be calm and friendly

Relate positively with others

- listen to others
- tell an adult when you feel upset
- work well with a partner

Engage in your learning

- follow instructions
- start tasks straight away
- ask for help if you need it
- focus on your learning
- take pride in your work

Learning Habits: Our School Routines and Learning Modes

Our school has Heaton routines and learning modes to help support children to be successful ensuring all children can learn and make progress in lessons. These are used to teach and remind learners of expectations.

Some of our routines include 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

Parts of a lesson	Learning Modes
Teacher Exposition	This is when the teacher is directly leading the learning. Pupils are expected to show their STARS: S - Sit up T - Track the speaker A - Active body R - Respond appropriately S - Silent hands
Independent Learning	This is when pupils work on their own in order to embed the skills and knowledge that are key to success in the lesson. Pupils are expected to work in a calm and quiet manner, or silently when instructed.
Partner work	This is when pupils discuss the learning with assigned partners using partner voice (a whisper) . Only their partner should be able to hear them.
Group work	This is when pupils discuss the learning with assigned group members using group voice . Only their group should be able to hear them.
Explanation or performance	This is when pupils use their performance voice to answer a question in class or present something to a group.

Our Heaton Routines include:

- Heaton Movement
- Heaton Countdown
- Heaton Stop
- Heaton Hand drop
- Heaton 1,2,3 Transition
- Heaton End of Playground

We also support and remind children of our routine expectations, by consistently using the phrase 'Everyone, Every time, Always'. This is used across school from nursery to Year 6.

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 of ways in which we recognise and reward children who meet and exceed our expectations.

Recognition and Rewards:

Class Leaves – leaves are given to classes for collectively demonstrating our values of Growth, Commitment and Integrity. Each classroom will have a class tree, leaves are positioned on the tree when earned. Classes can earn 10 or 20 minutes which cannot be taken away when earned.

10 leaves will give the class 10 minutes of an enjoyable community experience (e.g. art activity, quiz, game time), 20 leaves will give a class 20 minutes. The class with the most leaves each week from each year group will be noted on the forest league, the winning forest each half term will receive a community experience (e.g. performance, hot chocolate). In KS2, the class with the most leaves in a year group will be given an extra football day during playtime.

Pings and Post Cards – Staff regularly send home postcards to celebrate children's actions in line with our school 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, with 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, with their parents are invited to attend.

Diamond Award – Children who consistently demonstrate our school values and follow Beckfoot Heaton Habits: School routines and learning modes, 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.

Reading recognition star stamp – In EYs and KS1 children who are green on their reading record or in KS2 100% Accelerated Reader quiz are given a yellow star stamp in their learning diary.

Toilet Training stickers – To support children as they progress from nappies to toilet training which is a key part of the Managing Self goal for the Foundation Stage, children in Early Years will receive toilet training stickers when they use the toilet.

How we support Good Behaviour

At Beckfoot Heaton we teach pupils the difference between appropriate and inappropriate behaviour. We teach pupils how to: regulate, build the characteristics of an effective learner, be kind, show respect and have integrity. The teaching of appropriate behaviour comes through the delivery of our assembly time, the My Happy Mind PSHE curriculum and the Story Project curriculum and is reinforced throughout our culture and our curriculum. We also use Pol Ed and Project Evolve with a focus on safety. Each half term we re-set our habits: routines and learning modes through a teach-model-practice approach.

How we Reset Commitment to Learning

At Beckfoot Heaton our approach to support children to reset their commitment to learning is through: relationships, de-escalation, regulation and restoration.

Protect, Relate, Regulate, Reflect and Repair is implemented at an appropriate time, enabling 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 have an awareness of their own regulatory state and be actively within the window of tolerance in order for them to support co-regulation. Adults need to be regulated before they can effectively co-regulate with anyone. Adults will model co-regulation and encourage 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 restore 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.

We have a graduated approach for behaviour, where staff and children commit to following our Heaton Values, Learning Habits: Routines and Modes, within our strong universal offer, ensuring everyone can be successful.

As part of the support we offer children to reset, we use:

C1 – **Least Intrusive** – these are small discreet reminders given to children, such as a look or a pause ([click here for strategies](#)).

C2 – **Mini Corrective Conversations** – a short positive conversation with a child to reset them so they can be successful, acknowledging belief that they can. **How to MCC.docx**

C3a – **Focussed support to reset in the classroom** – class-based staff use supportive strategies to enable children to be successful in the classroom. These can include: change of seat, brain break, change task, teacher support (sit beside), consider classroom volume (headphones), additional scaffolds, begin written task/use pupil book as model, Yes and strategy (acknowledge, give opportunity, choice).

C3b – **Focussed support to reset outside the classroom** – staff use supportive strategies to enable the child to regulate outside the classroom, so they are ready to return to learning. These can include: independent learning with scaffolds, distraction, sensory task, job, use of a timer, game.

Our Behaviour Response and 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 an appropriate response — particularly in relation to refusal, walking away, or repeated dysregulation.

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

C3 behaviour is defined as:

- Not following our Beckfoot Heaton habits: routines and learning modes
- Disruption in lessons, in corridors, breaks and lunchtimes and extra-curricular activities
- Refusal to complete tasks to a good standard in line with pupil ability

Steps to address disruptive behaviour (C3)

Resetting Commitment for Learning Flow Diagram 1 – a supportive response to addressing disruptive behaviour within a lesson.

Resetting commitment for learning flow diagram 1.docx

Resetting Commitment for Learning Flow Diagram 2 – a supportive response to addressing disruptive behaviour that is continuous. The arrows show that the disruptive behaviour is continual and consecutive, the flow diagram would start again following a break in disruptive behaviour; teacher digression may mean that pupils progress through the flow diagram.

Resetting commitment for learning flow diagram 2.docx

How we respond to serious or dangerous behaviours (C4)

Serious behaviours have intent and have a negative impact on others, these include but are not limited to:

- Any form of bullying
- Verbal abuse including swearing and threatening
- Physical aggression, including fighting
- 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
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items

Any dangerous or serious behaviours will receive an appropriate behaviour response or sanction after the incident has been fully investigated. This could include time in isolation 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.

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.

The Behaviour Response and Sanctions grid below demonstrates how 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 / ESS / SENTA			Member of leadership or inclusion team						AHT/DHT		HT / EHT	
	Small sanction from toolkit examples	Parent contact 1 Parent call.docx	Re-commit & Re-teach Re-commit and Re-teach protocol.docx	Sanction from toolkit	Parent contact 2 Parent call.docx	Empathy work Empathy work protocol.docx	GL card / Commitment to learning meeting with parent in 3 Correction meeting protocol.docx	Parent contact 4 Parent call.docx	GL card reporting to a leader BHPS Report card.docx	Internal Isolation / Parent contact 5 Isolation protocol.docx	IBP IBP blank.docx	Susp Suspension protocol.docx	PEX Permanent exclusion protocol.docx
C3	✓	✓	✓										
Persistent disruption C4	✓	✓	✓	Sanctions implemented progressively 									

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 the leadership team. The isolation protocol and empathy work protocol can be found below.

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 or dangerous behaviours (including bullying)
- Persistent refusal to follow school rules
- Violence
- 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 need a different approach to support them in managing their behaviours and move onto the SEMH graduated approach. This allows staff to support children to manage their behaviours in a more individualised way, enabling them to be successful. These children will have an IBP which includes a bespoke timetable and risk assessment. A partnership plan will be established with the family.

View the SEMH pathway – Appendix 1

Use of data

We track behaviour using a system which supports the tracking of an individuals' behaviour and 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 data to help us identify weeks where behaviour may dip and put proactive strategies in place to prevent behaviour incidents occurring such as a behaviour reset assembly.

To view the How to for logging behaviour click **How to Record Behaviour.docx**

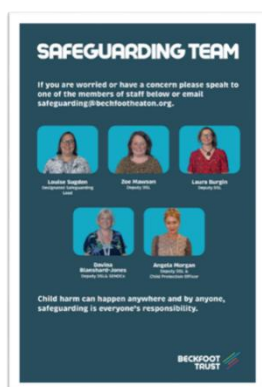
Mobile phones

Beckfoot Heaton is a **mobile-phone-free school for pupils**. Pupils are not permitted to use mobile phones, smart watches or similar devices during the school day. Where older pupils bring a phone for travel to and from school, it must be switched off and handed in at the school office on arrival and collected at the end of the day. The school does not accept responsibility for loss or damage. Any exceptions for medical or safeguarding reasons must be agreed in advance with the Headteacher.

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 also available throughout the school day, as well as before and after school, for children and families.

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 – Mrs Blanshard-Jones 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 – Mrs Sugden is happy to discuss any safeguarding questions you may have.
Week 3 – 21/01/25	Children's Mental Health	Mrs Bolton 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 – Mrs Light leads Year 4,5, and 6. Mrs Kaur is the leader for Years 1,2, and 3 and Mrs White leads Reception, our Nurseries and Elm class. For any concerns about your child's learning.
Week 5 – 4/02/25	Health Lead	Health Lead – Mrs Green leads on health and medical plans and is happy to discuss toilet training, sleep and any other concerns.
Week 6 – 11/02/25	Headteacher Deputy Headteacher	Mrs Burgin and/or Mrs Mawson are available to talk about any concerns, worries your child has about school.

Pupil and Family Induction and Reinduction

At Beckfoot Heaton, we work together so all 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 planned opportunities for teaching behaviour within the curriculum. At the beginning of every school year, we re-commit with children and families. We ask all families to attend our re-induction afternoons where we all '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 with staff.

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

Parents are asked regularly for their thoughts and opinions on behaviour at 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 regular 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
• Co-regulation • Self-regulation • Accessible school trips • Planning and resources ready • Printed resources • Jobs • Forest school / nature • Playtime • Physical activity • Short achievable learning tasks • Energisers (movement breaks) • Active learning • Safe environment for all • For all children to belong • For all children to feel listened to • Believe that all children can • Meet and Greet • Praise • Postcards • Seating Plan – Do your K children need to be seated in specific places • Check use of aids such as glasses, hearing aids • Whole class ‘lived’ visual timetable – cards to be removed when learning finished • Cream background on w/board screens where possible • Tidy organised rooms – resources available • Explicit teaching / modelling • Positive Phrasing • Strong voice • Economy of language	▪ Team Around Child (TAC) meeting (Inclusion Team meeting) ▪ EMR (Establish, Maintain, Restore) approach ▪ One page profile about child (triggers and support) ISP ▪ Voice of child – ISP ▪ IBP – voice of child ▪ Voice of family ▪ Early Help ▪ Great Life Card / Report Card ▪ Sensory circuit breaks ▪ Circle of Friends ▪ Check for friendship issues ▪ Extra emotion work – empathy work ▪ Support for unstructured times - ISP ▪ Inform child of changes to the day in advance ▪ Monitor student for SEND ▪ Refer to in school support (e.g. pastoral) ▪ Regular contact with family including positive phone calls ▪ Recipe cards ▪ SEND screening and add to register if req’d	▪ Update profile, what is working/ not working - IBP ▪ Voice of child ▪ Voice of family ▪ Check for and understand Adverse Childhood Experiences (ACEs) - recipe card support ▪ Check for Child Protection matters ▪ Early Help referral ▪ Risk Assessment ▪ Allocate a lead worker for family ▪ Increased parent/family contact ▪ Partnership Plan for behaviour ▪ Team around the child (trusted adults) ▪ Restorative and reflective work ▪ Empathy work ▪ Peer mentoring – Smart School Council ▪ Interventions e.g. anger management, Circle of Friends ▪ SEND screening and add to register if req’d ▪ Reasonable adjustments to timetable	▪ Update profile, what is working/ not working - IBP ▪ Voice of child ▪ Voice of family ▪ Review and update Partnership Plan for behaviour ▪ Check for and understand ACEs ▪ Check for Child Protection ▪ Early Help referral ▪ Update Risk Assessment ▪ Alternative Provision ▪ Step-out place at PRU ▪ Reduced timetable ▪ Respite at another school with reintegration plan ▪ Managed Move/Offsite Direction ▪ SLT meeting ▪ Pupil Disciplinary Committee (PDC) ▪ Review SEND and consider Education Health Care (EHC) assessment (EHCA) ▪ Re-refer to Speech Communication, Interaction and Language (SCIL) team ▪ Specialist teacher from SCIL team ▪ Therapeutic offer

• Teaching for all • Visualiser (EVERY child must be able to see) • Concrete resources - Child with support should have access to own resources being used to model learning, to repeat the modelled activity and support the actual learning - physical learning. • Timers • Opportunities for modelled play - rainbow room /outdoor • Access to resources in the classroom – concrete / working walls • Scaffolds • Word / picture mats • Visuals (either pictures or drawings on board) to scaffold learning e.g. (1) picture of house (2) tree (3) flowers • Visual cue cards • Blank level questions • Evergreen for regulation (self-regulation) • Great Life card •		▪ Sensory profile and plan ▪ Re-engagement activity ▪ Individual rewards ▪ Multi -agency work ▪ Ed Psych referral ▪ School nurse referral ▪ SCIL team referral ▪ SaLT referral ▪ CAMHs referral ▪ MHST referral ▪ Play Therapy	▪ Early review of Education Health Care Plan (EHCP) ▪ Multi-agency meeting with exclusions team, SEND, school staff and wider professionals ▪ Seek specialist advice ▪ Supervision with Trust Leaders
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