

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 Allerton, 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 Allerton ensured all pupils gained powerful knowledge, behaved brilliantly and became confident community contributors'. We live our values of hard work, trust and responsibility.

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

Consistently applied policy and local protocol

To achieve a kind and consistent approach to behaviour at our school, leaders will ensure that the policy and protocols are fairly and consistently applied by all staff. We do this through firstly providing high quality CPD for all staff. Then we have highly visible leaders throughout the day checking that our agreed policy and protocol for behaviour is being applied. All staff receive feedback on behaviour throughout the school year. Where we notice the protocol is not being followed, either by children or staff, extra support is provided.

High expectations and support for all

School Rules

Beckfoot Allerton has three school rules:

1. **Be ready** - ready to learn
2. **Be respectful** - speak kindly to others and look after our building and resources
3. **Be safe** - do not hurt others or put ourselves or others in danger

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:

Hard Work: We work hard and try our best every single day. We persevere when things get difficult. There are no excuses and no shortcuts.

Trust: We do the right thing because it is the right thing to do. We act with integrity. We do what we say we'll do. We act as role models in our school and around our community.

Responsibility: We understand that we must be proactive positive influencers and take responsibility for our choice of actions.

Learning Habits KS2

We teach explicit learning habits at Key Stage 2 to help pupils to be the best learners. These then form an 'Achievement Card' where KS2 pupils are expected to demonstrate their learning habits in each lesson. If a pupil needs a reminder, a code is written in that lesson and that becomes a target for the pupil to practice.

- Learning Habit 1: Manage distractions
- Learning Habit 2: Stay focussed on my task
- Learning Habit 3: Track the speaker
- Learning Habit 4: No answering back
- Learning Habit 5: Join in discussions and contribute
- Learning Habit 6: Correct equipment and uniform

Pupils who demonstrate these learning habits consistently are celebrated. Every pupil tries to beat their previous week's score.

Learning Habits EYFS and KS1

We teach explicit learning habits at Key Stage 1 to help pupils to be the best learners. These then form a booklet of characters with stickers to collect once the learning habit has been demonstrated by the pupil:

- Have a go Hippo
- Concentrating Crocodile
- Persevering Parrot
- Find out Fox
- Learning Leopard
- Curious Chameleon

Routines

To help children with their positive behaviour in school, we have lots of simple routines. These routines are the same for all children in school and help our school to be calm and purposeful. Examples include:

- Wonderful walking (in a line, facing forward, quiet walking)
- 1, 2, 3, 4 transitions (non-verbal moving around the classroom)
- Assembly routine (hands out of pockets, in a line, tracking the speaker)
- STAR (sit up, track the speaker, ask/answer questions, respectful)

All our routines are explained, taught and practiced regularly over the academic year.

Recognising Good Behaviour

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

- Positive precise praise
- 'Six ways to Shine' Stickers for demonstrating:
 - Hard Work
 - Trust
 - Responsibility
 - Powerful Knowledge
 - Behaving Brilliantly
 - Confident Community Contributor
- Golden star - this is for someone who has shown our values all week or has made great improvements. One child from each class is picked weekly and this is announced in Celebration Assembly
- Confident Community Contributors - a monthly assembly celebrating achievements outside of school for things such as clubs, volunteer work, competitions etc
- KS2 - 100% - All children who have 100% on their achievement cards have their name displayed
- KS1 - super learners - Children who have demonstrated the KS1 learning behaviours have their name read out in assembly
- Dojo points (EYFS/KS1)
- Notes/ Postcards home
- Hot chocolate - awarded weekly by SLT who have noticed the children demonstrating our values
- Attendance/Punctuality certificates for excellent and improved attendance/punctuality (termly)
- Playground awards - for excellent playground behaviour and attitudes

- Seeing SLT or other leaders and teachers with good work or for showing the values

Positive Framing

For low level disruption, we use a warning system before the use of consequences. This should prevent the need for most consequences. We call this 'positive framing'

Positive frame and use least invasive interaction:

- Non-verbal reminder (Point to board, finger on lips etc)
- Positive group correction ("Check you are sitting up straight." "I need to see everybody writing.")
- Anonymous individual correction ("I need one more pair of eyes tracking me.")
- 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")
- Lightning quick public correction ("Quentin, I need your eyes on me.")

Consequence System

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

In the classroom

	Consequence	Script
C1 - Chance	1 st Verbal Warning	"Remember, we need to..."
C2 - Choice	2 nd Verbal Warning	"This is a warning. If... then..."
C3 - Consequence	Final warning & consequence Time out in class (5 mins)	"You have continued to.... You need to have 5 minutes time out."
C4 - Removal	Red Card Miss the rest of the lesson in SLT office	"You have continued to... This is a red card."

Outside (e.g. Lunchtime, Playtime, Outdoor PE)

	Consequence	Script
C1 - Chance	1 st Verbal Warning	"Remember, we need to..."

C2 - Choice	2 nd Verbal Warning	“This is a warning. If... then...”
C3 - Consequence	Final warning & consequence Time out by adult/ wall/ fence (5 mins)	“You have continued to.... You need to have 5 minutes time out.”
C4 - Removal	Red Card Miss the next playtime	“You have continued to... This is a red card.”

Consequences for dangerous/serious behaviour

Move straight to 'Red Card' and radio for SLT support 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. Families will be informed. See 'Serious Behaviours' below for more information.

Red card

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 on Oak National academy (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:
- Talk to the SLT member about what has happened and what has gone wrong
- Apologise (with words or pictures)
- Be in a state that is 'ready to learn' (if not the red card time out will be extended)
- Have completed or made a best effort at 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, or if the child has been rude to a staff member, SLT will help to:

- Facilitate a restorative conversation when everyone is ready

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
- Offer Early Help to families who are struggling with their child's behaviour

Teachers will:

- Inform families the same day that a pupil receives a red card by phone call
- Start the next lesson afresh after a 'red card' and restore relationships with the child.

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 Allerton, the triggers for a pupil 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

Use of data

We collect a variety of behaviour data at our school to inform us about areas of behaviour that are strong, and areas that need improvement. If a child receives a red card, this will be recorded. Red card 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.

Mobile Phones

Mobile phones are not permitted in school. We understand that some families prefer children to have a mobile phone on their way to/ from school, if this is the case, children need to go to the office and hand their phones in before they enter the playground each morning. Phones will be kept secure during the school day, and children can then collect their phone from the office at the end of the school day.

Visible leaders who listen

We have lots of leaders who support with behaviour in our school. Every morning, there will be a senior leader on the main gate and on the back gate who families can talk to.

Leaders regularly walk around the school during lesson time and there is always a senior leader on lunch duty.

Our Headteacher, Deputy Headteacher, Assistant Headteacher and SENCo all have weekly drop-ins where families can come to discuss any concerns about behaviour. Families can also speak to the class teacher or the key stage leader about behaviour.

Pupil and family induction and reinduction

At Beckfoot Allerton, pupils are taught about behaviour in lots of different ways. We have daily assemblies, morning routines in the classroom, behaviour resets throughout the year as well as regular reminders in our lessons. At the start of the year and after each holiday, all children will receive reminders of how to behave in our school.

Families learn about our behaviour policy and protocol through information and transition events at the start/ end of the year as well as through regular communication on Class Dojo.

Good behaviour is celebrated with families through dojo messages, notes home and phone calls.

If there is a concern about a child's behaviour, or if a child receives a red card, the class teacher will contact home in the first instance either through a phone call or in person at collection time. Meetings to ensure that behaviour is improving will be arranged by the class teacher. Where behaviour is more serious, a senior leader will also be involved. Where poor behaviour persists, school will consider a partnership plan to identify and barriers to good behaviour and put support in place.

If a child has been suspended for poor behaviour, a reintegration meeting will happen with the Headteacher to re-induct the pupil and family back into the school.

We regularly ask for family views on behaviour through surveys and during meetings and will always act on any feedback provided.

Explicit teaching and promotion of self-regulation strategies

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

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 is a fantastic module for building self esteem.
- **Appreciate:** Understanding why gratitude matters and how you can develop gratitude as a habit. Gratitude is key to well-being and resilience and we're all about making it a habit!
- **Relate:** Understanding why positive relationships matter and how to build them. We're 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. This module is all about building self-esteem and resilience too.

Respect and understanding for families

Our school will work with families to support children with behaviour both at school and at home. Families can contact the SENCo or Early Help Practitioner for help at home.

The Behaviour Pathway

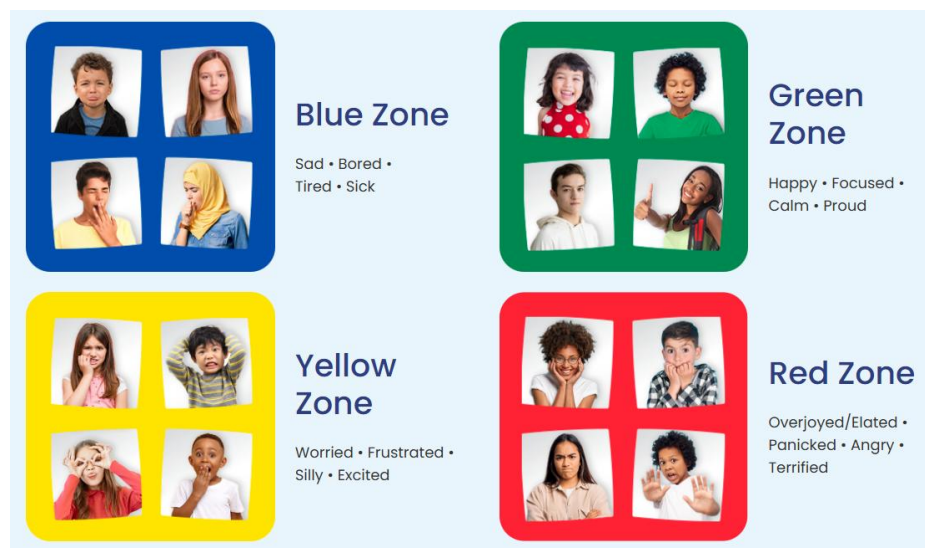
If a child is struggling with their behaviour, they will begin intensive support on our behaviour pathway (see Appendix 1). Class teachers, the SENCo and Senior Leadership Team will decide on the best pathway of support for your child. This will be explained to families and regularly reviewed.

Vulnerable Pupils

There may be times during the school year where a pupil may become particularly vulnerable, such as experiencing something at home that is upsetting, 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 will work together to support the child to be successful.

For example, children who struggle with regulation will be taught about the Zones of Regulation:



We also have interventions including: friendship groups, anger management, sports mentoring, turn taking, listening, resilience building and emotional literacy.

Consistent, fair, and predictable staff

Staff Training

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

Behaviour Policy and Protocol 2026	PACE training	Behaviour Routines
De-escalation training	Least invasive interaction	Precise Praise
Positive framing	Strong Voice	

Staff regularly receive feedback including strengths and small next steps to improve their behaviour management throughout the year. The start of each cycle always has a focus on behaviour and having an excellent learning culture in our school.

Staff Induction & Support

New staff are supported to be successful at Beckfoot Allerton through a bespoke induction programme. Staff have the opportunity to observe best practice throughout the school and have time provided to read documentation and watch CPD videos. All staff have a line manager who they will meet at least fortnightly. If any member of staff requires support with behaviour, they can speak with their line manager in the first instance. We also have a mental health first aider in school who can provide support and signposting.

Staff Views

We regularly ask staff for feedback on behaviour and 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 our behaviour is of the highest standards by checking behaviour in lessons; at unstructured times such as lunch and break; in lessons that are being covered by teachers other than the class teacher and on trips and visits.

Appendix 1 – Trust 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 Key Stage Leader	Led by SLT behaviour lead/SENCo	Led by Headteacher/Deputy Headteacher
→ Clear routines for behaviour → Behaviour system (usual rewards and consequences) → Visual display of rules, rewards and consequences → Task plans and other wigit visuals → Positive framing and rule reminders → Regular assemblies to teach about behaviour → Behaviour curriculum → My Happy Mind → Self regulation strategies (e.g. zones of regulation)	→ Team Around Child (TAC) meeting → EMR (Establish, Maintain, Restore) approach → One page profile about child (triggers and support) → Voice of child → Voice of family → Report Card → Early Help → Time out card → 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 → Refer to in school support (e.g. pastoral) →	→ Update profile, what is working/ not working → Voice of child → Voice of family → Check for and understand ACEs → Check for Child Protection → Early Help → 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 → 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 → Art therapy	→ Update profile, what is working/ not working → Voice of child → Voice of family → Review and update Partnership Plan for behaviour → 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 EHC assessment → Re-refer to SCIL team → Specialist teacher from SCIL team → Therapeutic offer → Early review of EHCP → Multi-agency meeting with

		→ Counsellor → Multi -agency work → Ed Psych referral → School nurse referral → SCIL team referral → SaLT referral → CAMHs referral → MHST referral	exclusions team, SEND, school staff and wider professionals → Seek specialist advice → Supervision with Trust Leaders
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Examples of support and intervention available on our Trust Behaviour and SEMH Pathway