

# Local Behaviour Protocol - May 2024

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 Thornton we work hard to ensure our students acquire the knowledge, build the cultural capital and develop the character to live their best lives; we live our values of enjoy, learn and succeed.

Our local behaviour protocol reflects that we want all students to be successful and we will recognise them when they meet our expectations in individual lessons and in celebration assemblies each half term. However, we also understand that some students will need support and guidance to ensure that they make the correct choices.

We believe that students should be encouraged to adopt behaviour that supports learning and promotes positive relationships. Poor behaviour and low-level disruption undermines the rights of all young people to an effective education and can lead to people feeling unsafe, bullied, intimidated or threatened.

## One Trust Contract

We also align to the One Trust Contract which covers a range of expectations relating to behaviour for learning in our schools, including but not limited to;

- Schools where everyone's dignity is central; leaders can lead, teachers can teach, learners can learn
- Crafting an inclusive culture where we expect the best and care for all whilst being mindful of the importance of calm and consistency to support the most vulnerable learner (and indeed teacher)
- No shouting as a default with clear and fair rules
- Consistently high expectations (100%) that reflect our mission and supports our values
- Clear social norms/rules with predictable consequences (certainty not severity) driven by purpose, not power so that students can develop self-regulation
- Simple learning habits that are integral to all lessons and driven by our values
- Strong and trusting relationships as an outcome not any aim through building consistency, fairness and demonstrating unconditional positive regard yet clarity of expectation

## Learning Habits

In our school and in lessons, we expect all students to follow our learning habits so that all students can learn and make progress in lessons.

- Learning Habit 1 - Attend school every day - on time
- Learning Habit 2 - Positive response to staff
- Learning Habit 3 - Aim for excellence
- Learning Habit 4 - Be fully equipped for learning
- Learning Habit 5 - Attend to your learning

## Behaviour in Lessons

We expect all students to make good choices and attend lessons on time ready to learn. All staff will plan lessons to support all children's learning and allow them to make the progress that we would expect. However, at times some students will not meet those expectations and will need to be reminded of our expectations so that they can be successful. Staff will issue verbal praise and reward students using Class Charts for behaviour that meets and exceeds the expectations of students.

## Behaviour Codes

Behaviour Codes

Code	Negative Points	Detention	Common reasons	Upscaled*
2B	2	10 minutes at break time	Forgotten equipment Late to lesson Low level disruption Behaving inappropriately on corridors	3B
3B	3	30 minutes after school	Persistent disruption to learning Lack of positive response Late to school Behaving inappropriately at social times	4B
4B	4	60 minutes after school	Walking away from staff Rude / disrespectful Significant disruption to learning Persistent lateness to school	Isolation
Isolation	5	60 minutes after school	Serious incident Internally truanting Not attending detentions	Behaviour placement Fixed term suspension

\*Students who do not attend detentions will be upscaled to the next detention on the next school day.

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## Classroom Management

The chart shows the process that staff will follow if students are not meeting our expectations of being on task in lessons, they will initially be given a first warning. They will then be given the opportunity to modify their behaviour and remain in the classroom. If a student does not modify their behaviour, the student will be given the opportunity to work in another classroom as a 3B removal.

The diagram below, shows the classroom expectations on behaviour.

Classroom Expectations

1 <sup>st</sup> - Low level disruption - Issue verbal warning	Students will be given a clear warning using the student's name.
2 <sup>nd</sup> - Low level disruption - Take planner	Student will be told they have a second warning and asked to place their planner on the teacher's desk.
3 <sup>rd</sup> - Low level disruption - Issue a 2B - planner & Class Charts	If a student continues, they will be given a 2B code and 10-minute break detention. This will be written in the student planner and recorded on Class Charts.
4 <sup>th</sup> - Low level disruption - Departmental removal & issue a 3B – planner & Class Charts	The student has continued to disrupt learning and will be removed from the lesson. They will be placed in another classroom to complete their learning. The teacher will log a 3B code in the student planner and on Class Charts. Class Charts will set a 30-minute detention for the next available day.
5 <sup>th</sup> - Low level disruption in the faculty removal room - 4B issued by the Pastoral team	If a student continues to disrupt when placed in another classroom they will be removed. The Pastoral team will replace the teacher's 3B with a 4B. Class Charts will set a 60-minute detention in place of the 30-minute one.
Walking away from staff / classrooms	Students who walk away from staff or do not wait to be collected by the behaviour team will be placed in isolation for the rest of the day until 4pm.

## Mobile Phones

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

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

Therefore, to support the learning of our students:

- Mobile phones and all other electronic devices must not be visible once on schoolgrounds.
- Mobile phones should be turned off and inside the student's bag.
- If a student is seen with a mobile phone, they will be required to give it to the member of staff who asks and then it will be stored until the end of that student's school day. Once they have done this, they will continue their school day as normal. However, if a student refuses to hand over their mobile phone they will be taken to isolation where they will have another chance to hand over their mobile. If they do, they will return to their next lesson or break in line with the classroom expectations shown above.

If a student then refuses to comply or walks away from the member of staff, they will then face a more serious sanction.

## Achievement Points

We want students to be intrinsically motivated and work hard because it is the right thing to do. However, we understand that some students require more extrinsic motivation. Therefore, we have a range of rewards available to students who meet and exceed our expectations.

Students will receive badges for 100% attendance and will be eligible for the different reward levels shown below. Thresholds for each level will be shared with parents no later than October half term.



## Uniform

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

**We wear our uniform with pride. Our students are incredibly smart and we are proud of our uniform expectations. We believe that this fosters a spirit of unity, allows our students to be prepared for the world of work and promotes equality.**

The Beckfoot Thornton student uniform expectations are:

- plain black leather, or leatherette shoes with no visible logos, pattern, or colours - no other footwear is permitted including suede shoes, boots, high heeled shoes, or trainers
- plain black trousers with a button and zip fastening. They should be either a loose or a tailored fit that cover their legs entirely (no flesh should be visible) – they should not be elasticated or have logos or patterns on them
- a school tie which is tied to a length that is at least 6 stripes long
- a plain white, collared shirt with a fastening top button  
a school blazer with school logo on
- an optional navy-blue school jumper which is never to replace the blazer
- plain blue or black socks that fully cover the ankle
- all students should have their year group coloured badge worn on their blazer lapel
- students should wear their uniform with pride and always have their shirts tucked in, their top buttons fastened and an appropriately fastened tie. There is an expectation that all students travelling to and from school will uphold the same standards

**Outer coats:** Outer coats should be of a style suitable for school and must **not** be worn inside the school building. All forms of outdoor clothing including hoodies, hats and coats are banned in any of the school buildings including the canteen and hallways.

**Religious considerations:** religious headwear can be worn in either navy blue or black.

**Bags:** Small bags are not to be used as a school bag. The bag should be of a size which can transport a planner, PE kit, school books, equipment pack and knowledge organiser.

## Personal Appearance

**Piercings:** students may wear one small set of studs in their ear lobes only. No other piercings are allowed for health and safety reasons. Please be mindful of this when students have piercings done as they will be asked to remove additional or unacceptable earrings. Please note, all jewellery should be removed during PE lessons and other practical subjects.

**Bracelets/Necklaces/Rings/Tongue Bars:** For health and safety reasons, students should not wear these.

**Watches:** students may wear a watch which will not disrupt learning or distract people. Smart watches are not allowed in school and will be confiscated if seen or heard.

**Hairstyles/Cuts/ Eyebrow Slits:** students are only allowed to have natural hair colours. Extreme haircuts such as under cuts, top-knots, patterns cut into hair including line/s and Mohican styles are not allowed. Black/Navy blue bands, clips or bobbles may be worn.

**Make-up:** needs to be discreet, students will be provided with wipes and be expected to remove excessive make-up.

**Nails:** acrylic extensions, gel and nail varnish are not to be worn. Students will be asked to remove them.

**False eyelashes:** false eyelashes are not allowed. Students will be provided with the opportunity to remove them.

Students will have their uniform checked at the start of each day during morning line up and at the start of each lesson. Students who do not have the correct uniform will have the opportunity to borrow the correct uniform from school. If a student refuses to borrow then they will be taken to the isolation room where they will have the opportunity to make the right choice. If they refuse, they will remain there for the rest of the day. Students who persistently attempt to defy these rules around uniform will be issued with a detention, isolation or a suspension. Items that should not be worn will be confiscated and will need to be collected at the end of the day.

## **Serious Behaviours**

Any serious behaviours will be dealt with in an appropriate manner and will be investigated promptly by the Year Team Leader, behaviour team or SLT.

Serious behaviours include but are not limited to:

- Repeated breaches of the school rules
- Any form of bullying
- Verbal abuse
- Physical aggression
- Destructive behaviour, damage, and vandalism
- Sexual bullying, harassment, abuse, or assault
- Any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation, including online behaviour
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items

These serious behaviours will receive an appropriate sanction after the incident has been investigated. This could include time in isolation, a placement at another school, a suspension or in very serious cases a permanent exclusion. All suspensions are at the discretion of the Headteacher.

## **Sanctions**

Appendix 1 in the Trust Behaviour Policy gives an overview of how sanctions operate in the school. It is important to understand that we operate under the guiding principles laid out in Sections 3 and 4 above and expect all students to behave in a manner that allows everyone to achieve our values of enjoy, learn and succeed.

## **Detentions**

Detentions are given include: same day afterschool detention if a student is late to school; a same day break detention; following day after school detention. All detentions are written into a student planner if available. From September 2024, Class Charts will be used to inform families about detentions issued.

Students will be expected to go to the detention rooms where they will be registered. Students will be expected to complete work in silence and demonstrate good behaviour. Detentions will be repeated or upscaled if deemed necessary.

## **Faculty Remove**

Once a child has been removed from lesson (3B), they will be expected to wait outside the lesson for a member of staff to take them to the faculty removal classroom. When in faculty removal room, the students will continue working on the curriculum that they are studying in lessons and will be expected to meet classroom expectations.

## **Isolation**

Students will be escorted to the isolation room by a staff member and registered in the room. Once the register is taken, the student will be expected to hand their mobile phone in and this will be returned at the end of the day. Students in years 7 to 10 are provided workbooks to complete in silence. Work rate and behaviours will be monitored, and warnings given. Year 11 students will complete lessons on Microsoft Teams. Students who have in-class assessments, will complete these in the isolation room.

## **Suspensions and Permanent Exclusion**

Students who persistently fail to meet expectations or who are involved in a particularly serious incident may receive a fixed term suspension. Suspensions or permanent exclusions are issued at the discretion of the Headteacher.

The following are examples that may lead to a suspension:

- Persistent refusal to follow instructions of staff
- Involvement in any of the serious behaviours (including bullying)
- Persistent refusal to follow school rules
- Defiance / refusal to accept sanctions that have been put in place
- Making a false allegation against a member of staff
- Misconduct whilst travelling to and from school
- Posting or sharing images/content about students, staff, or the school on social media

All suspensions follow our Trust Suspensions and Exclusions policy in line with current DfE guidance and are looked at individually and, on some occasions the Headteacher may decide to use a short-term placement at another school as an alternative in exceptional circumstances. In very serious circumstances, the Headteacher may decide to permanently exclude.

### **Use of Reasonable Force**

Reasonable force can be used to prevent students from committing a criminal offence, hurting themselves or others, damaging property, or from causing disorder.

More detailed information about the use of reasonable force can be found in our Trust Care and Control Policy.

### **Reasonable Adjustments for SEND (refer to SEN and Disability Policy)**

All staff are aware of students with SEND and plan accordingly. Students, where a need has been identified, have support to ensure that they can be successful in their lessons. This support comes in the form of bespoke adjustments made in line with provision maps and EHCPs to support students in making progress and reaching their individual targets.

# Anti-Bullying (see local Anti-Bullying protocol and Child Protection and Safeguarding Policy)

