

Local Behaviour Protocol

Our school values are 'Excellence, Integrity and Kindness'. They underpin our school sentence, 'The school taught students to act with integrity and kindness so they went on to demonstrate excellence in their chosen field; it was a place where all belonged'

We foster a welcoming culture of safety, responsibility, and respect ensuring a positive climate where all members of our school communities feel safe, comfortable, and accepted.

This protocol has been developed in conjunction with the whole school community and should be read alongside the Beckfoot Trust Behaviour Policy which is available on the Trust website: Beckfoot Trust - Policies and Documents. The protocol details specific processes within our school.

This protocol explains how we instil the five 'Learning Habits' at Beckfoot Upper Heaton.

1. Consistently applied policy and local protocol

Our Trust Policy sets out clear expectations for leaders and staff within our school to ensure positive behaviours are displayed so all pupils can feel safe and learn.

Our local behaviour protocol reflects our high expectations of students at Beckfoot Upper Heaton (BUH). Emphasis is placed on providing students with 'chance' and 'choice' before a consequence is reached. We narrate the positives through rewards and celebrate when students meet or exceed our expectations.

We value staff development, ensuring a robust cycle of staff training is delivered across the academic year. Time is allocated on training days to revisit the behaviour protocol and ensure a common understanding of the principles amongst all staff in school. ClassCharts data is regularly monitored throughout the day. ClassCharts data is used to reward and motivate and engage our students. We actively encourage all families to download the ClassCharts App.

To ensure that no child is left behind, behaviour data is analysed to inform all members of the team around the child. Student behaviour is 'live' and ever changing, therefore the support strategies used for our students are reviewed in line with collated data.

2. High expectations and support for all

At Beckfoot Upper Heaton, we expect all students to embrace our learning habits so that all students can learn and make progress in all lessons.

Rewards and Recognition

We expect that our students aim for excellence and focus on being the best version of themselves. We believe that all students are capable of making the right choice and we expect this from them. In acknowledgement of this, each student will be awarded 1000 recognition points at the start of each cycle (September, January, April). Through their actions and application of the 'learning habits' they can earn more recognition points to add to their balance. If a student receives Consequence points, they will be deducted from their overall balance. At the end of each term (December, April, July) students will be able to trade their overall balance for reward activities.

R6	Special Reward (Golden Ticket events – Theme Park/Theatre)
R5	Internal rewards (cinema afternoon etc)
R4	Class Charts Badges/ Vouchers etc
R3	Certificates/ Letters home
R2	Praise Phone call / Positive Postcards
R1	Precise Praise/Praise Points

Students will receive badges for 100% attendance and will be eligible for the different reward badges shown below*.

Gold Average ATL Score 1 plus 100% attendance
Silver Average ATL score 1 plus 95% attendance Or Average ATL score 2 plus 100% attendance
Bronze 95% attendance Or Average ATL score 2 or higher

*discretionary reasonable adjustments will be made on an individual basis, as we recognise that our students have individual needs and differences.

Subject awards

Students excelling in each subject area and those striving to improve, will also be rewarded for their efforts in a termly rewards assembly. Each subject will nominate one student for attainment and one student for effort in each year group. Students who go above and beyond in their subject area can be nominated as subject ambassadors, receiving a pin badge and representing their chosen field at prestigious events.

Learning habits and Core values

Our aim is to develop independent, self-regulated and resilient learners. To achieve this, it is essential that our students consistently demonstrate the following five learning habits.

Our learning habits were purposefully crafted to ensure that our students experience of school is rooted in our values of excellence, integrity and kindness.

Learning Habit 1 – Punctuality and attendance

Be on time and attend school everyday

Learning Habit 2 – Uniform

Always wear your uniform correctly and with pride

Learning Habit 3 – Equipment

Bring all the necessary items for your lessons

Learning Habit 4 – On Task Behaviour Classroom

Stay focussed and do your best in every activity

Learning Habit 5 – On Task Behaviour Community

Be respectful and kind in your interactions

Learning Habit 1: Punctuality and attendance

Gates open at 8.00am

Students are expected to arrive before 8.15am so that they can join line-up and be ready to start the day at 8.15am. The main school gate will close at 8.15am. Students who arrive after this will be classed as late and they will receive a C2 code. If a student receives 3 or more C2 codes for being late to school in a week, a letter is sent to their parents.

The school register closes at 8.50am. If students arrive after this, they will receive an unauthorised absence for the morning session. A student who has 10 or more unauthorised absences in a rolling 10-week period, may be issued a fine from the local authority.

Each morning and after social times, students are expected to line up in their tutor groups in their designated area (Y7-9 only). Line up is pivotal to the start of our school day to promote a sense of belonging. Positive framing is used to communicate achievements from the previous day, reinforce expectations for the day ahead, and check student wellbeing. This consistent approach ensures students are calm, settled, and ready to learn, whilst embedding the habitual process required for success at Ks4 (Y10-11). By year 10 students no longer require the line up process as they have the tools to self-regulate and take ownership of their learning.

During the changeover of lessons, students are expected to move calmly with pace and purpose and to walk on the left, to ensure they arrive at lessons promptly. Students who are late to lessons after the bell will receive a C2 late to lesson code (unless they have a note from a staff member).

Late to period 1 or 2 = 15 minute break correction (Classrooms with MLT)

Late to period 3 or 4 = 20 minute lunch correction (Main Hall with SLT)

Late to period 5 = 30 minute after school correction (Main Hall with HoY)

Students who are significantly late to lesson will be classed as truanting, unless they have a note from a member of staff. Students on corridors after this time without a valid reason will be taken to the R&R (restoration and reflection room) until the end of the next social time.

Learning Habits 2 and 3: Uniform and Equipment

We expect all students to be in full uniform every day and to have all their equipment in a school bag, so they are ready to learn.

Students who do not have the correct uniform will have the opportunity to borrow the correct uniform from the school. Students with incorrect uniform will be given a C2. If they receive 3 or more C2 for borrowing uniform in a week, a letter will be sent home to parents.

If a student refuses the 'Choice' to borrow uniform, they will be taken to R&R and issued a C4 for Defiance. Students will remain in R&R for a minimum of 2 lessons plus 1 social time or until they agree to change their uniform or the missing uniform is brought into school from home.

Items that should not be worn will be confiscated and will need to be collected at the end of the school day.

Learning Habit 4: On Task Behaviour Classroom

C1 Not logged	1st Verbal warning (Chance)	Verbal chance given to student to correct behaviour
C2 Logged	2nd Verbal warning (Choice)	Verbal choice given to student to correct behaviour (logged) *Incomplete homework is C2 but no correction
C3 Logged	Correction (Consequence) 15-30 min range	Student failure to make positive choice – consequence = re-roomed to an alternative classroom
C4 Logged	Correction (Consequence) 30-60 min range	Student failed to make positive choice in removal room – consequence = removal to R&R
C5 Logged	R&R	Student failed to make positive choices in R&R following 2 warnings (W1, W2) W3 in RR is potential fail or more serious consequence decided by SLT

***Room Removal** – If a student reaches a C3 and is removed from a lesson they will be provided with a room removal slip by the class teacher. It is the students' responsibility to arrive at the correct transfer room within an appropriate time frame otherwise the student risks failing the removal. It is the students' responsibility to ensure that they complete their classwork whilst on transfer and ensure that the teacher signs the removal slip. Students must return to their timetabled lesson 3 minutes before the end to return the signed slip and completed work. Students will then be dismissed with the rest of the class. If a student fails to return or the signed slip indicates failure, this is logged as a C4 and On-call will collect the student for R&R.

Learning Habit 5: On Task Behaviour Community

C1 Not logged	1st Verbal warning (Chance)	Verbal chance given to student to correct behaviour
C2 Not Logged	2nd Verbal warning (Choice)	Verbal choice given to student to correct behaviour (Not logged)
C3 Logged	Correction (Consequence) 15-30 min range	Student failure to make positive choice – consequence = social time correction
C4 Logged	Correction (Consequence) 30-60 min range	Unsafe behaviour, homophobic or racist remarks: consequence = R&R (graduated response)
C5 Logged	R&R	Student failed to make positive choices in R&R following 3 warnings (W1, W2 and W3)

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, which can lead to un-healthy relationships with their peers. Mobile phones have an impact on student's mental health for many reasons including: increased anxiety, increased distraction, self-image issues, cyberbullying, disrupted sleep patterns and loss of confidence.

Therefore, to support the development of our students:

- Mobile phones, smart watches, and all other electronic devices must not be visible once on school grounds.
- Mobile phones should be turned off, out of sight and inside the student's bag or pocket.
- Mobile phones seen will be confiscated and placed in the school office. Students will receive a C3 code and a 30-minute after school correction. However, if a student refuses to hand over their mobile phone, they will receive a C4 Defiance code and will be taken to R&R for a minimum of 2 lessons plus 1 social time. Another chance will then be given to hand over their mobile phone.
- 1st time confiscated – end of day alongside a 30-minute correction
- Multiple confiscations – item must be collected by a parent/guardian alongside a 30-minute correction

Serious Behaviours

Any serious behaviours will be dealt with in an appropriate manner and will be investigated promptly by the Pastoral team or SLT. Please see Trust Policy for more information.

[Policies – Beckfoot Trust](#)

Any serious behaviours will receive an appropriate sanction after the incident has been investigated. This could include time in R&R, a behaviour placement at another school, a suspension or in very serious cases, a permanent exclusion.

All suspensions are at the discretion of the Headteacher.

Any prohibited items brought onto school grounds will be confiscated and placed in the school safe or secured in a lockable cupboard in a lockable office if it is a large item. If the item is illegal and/or dangerous, the Headteacher will ask a member of SLT or the safeguarding team to make a report to the police. If the item is prohibited and not illegal, there will be a discussion with family about how to return or dispose of it, in line with the family's wishes.

The 3 C's - Chance, Choice, Consequence

		Learning Habit 1	Learning Habit 2	Learning Habit 3	Learning Habit 4	Learning Habit 5
		Lesson Punctuality and Attendance	Uniform	Equipment	Learning Behaviours (Classroom)	Social Behaviours (Community)
C1 Not logged	1st Verbal warning (Chance)	Late to school each day	Opportunity to correct uniform	Opportunity to purchase equipment in Morning Meeting	Verbal chance given to student to correct behaviour	Verbal chance given to student to correct behaviour
C2 All logged (Not LH5)	2nd Verbal warning (Choice)	Late to each lesson (after bell)	Opportunity to loan uniform	Failure to be fully equipped for lesson	Verbal choice given to student to correct behaviour (logged) *Incomplete homework	*Verbal choice given to student to correct behaviour (Not logged)
C3	Correction (Consequence) 15-30 min range	Late to period 1 or 2 = 15minute break detention Late to period 3 or 4 = 20minute lunch correction	Persistently incorrect uniform (3 or more instances per week) = Letter home	Persistent failure to be fully equipped (3 or more instances per week) = Letter home	Student failure to make positive choice – consequence = re-roomed to an alternative classroom	**Student failure to make positive choice – consequence = social time correction
C4	Correction (Consequence) 30-60 min range	Late to period 5 30minute after school correction			Student failed to make positive choice in removal room – consequence = removal to R&R	***Unsafe behaviour, homophobic or racist remarks - consequence = R&R (graduated response)
C5	R&R	One or more instance of truancy = lessons and social	Refusal to wear or correct uniform = R&R until corrected			Student failed to make positive choices in R&R following 3 warnings (W1, W2 and W3)

		time in R&R			is potential fail TBD by SLT)	
C6	BP Suspension Exclusion				Suspension/Exclusion	Suspension/Exclusion

C1	-2 positive behaviour points
C2	-4 positive behaviour points
C3	-6 positive behaviour points
C4	-8 positive behaviour points
C5	-10 positive behaviour points
C6	-20 positive behaviour points (SLT only)

3. Visible leaders who listen

Establishing school culture and maintaining positive behaviour is the responsibility of ALL staff within our school. The implementation of the protocol is led by the Assistant Headteacher for Behaviour and Culture: Carly Rawson-Beanland.

The pastoral team consists of the following staff:

Assistant Headteacher of Behaviour and Culture: Carly Rawson-Beanland
 Assistant Headteacher of Behaviour and Culture & Deputy DSL: Zahid Iqbal
 Associate Assistant Headteacher – Jeremy Zorilla
 Associate Assistant Headteacher – Adam Camp
 Assistant Headteacher and Designated Safeguarding Lead (DSL) – Aneesa Hussain
 Deputy Designated Safeguarding Lead – Zoe Howard
 SENDCo – Laura Newcombe
 Deputy SENDCo – Emma Blyth
 HoY 7 – Sophie Pullan
 HoY 8 – Chris Hogan
 HoY 9 – Kathryn Cooper
 HoY 10 – Monika Godula
 HoY 11 – Frank Makula
 Assistant Pastoral Lead – Uzair Shah
 Pastoral Liaison and Early Help Lead – Fehmida Ali

The Senior Leadership Team, Pastoral Team, and SEND Team meet and greet students every morning from 8.00am to 8.15am.

During the school day Senior Leaders support students on corridors, drop into lessons using an agreed rota, supervise the Reflection and Restorative Room and have duty points during social times. This means that students have an opportunity to speak to Senior Leaders at different points throughout the day.



Family Drop-Ins



Mr. B. K. Dey Headteacher 9:45 to 10:45 Monday
Talk to me about our school

Mrs. C. Edwards Assistant Head 14:05 - 15:05
Monday
Talk to me about ClassCharts, Options,
Attendance, Year 6 Transition and Exams



Mrs. A. Hussain Assistant Head 14:05 - 15:05 Thursday
Talk to me about Safeguarding, PSHCE, Student
Leadership and Year 7

Mrs. E. Carrick-Knowles Assistant Head
9:45 - 10:45 Friday
Talk to me about Teaching, Homework and Year 9



Mrs. C. Rawson-Beanland Assistant Head 12:05 to 13:05
Friday. Talk to me about Behaviour and Rewards



Mrs. J. George Deputy Head
15:15 -16:15 Friday
Talk to me about Teaching, SEND, homework and
Year 10

Excellence Integrity Kindness

4. Pupil and Family Induction and Reinduction

After every holiday there is a reset day planned for every year group to re-establish our 5 learning habits. Reset days may include assemblies, morning meetings, or bespoke interventions.

To ensure that no child is left behind, after the Christmas and Easter holidays all students will have the opportunity for a fresh start. Reward points will be reset to 1000.

Family partnerships are very important to us. To enable us all to work together, in the best interests of every child, we have clearly set out the role of the school and the role of the family.

[Home School Agreement.docx](#)

We believe that feedback from families plays a critical role in driving our school's improvement. We therefore collect the views of our families at our five consultation evenings and through our annual family survey.

All data collected is used to improve our students' experience at school. We will give feedback to all stakeholders through our "You said, we did" approach.

5. Explicit Teaching and Promotion of Self-regulation Strategies

In addition to Section 2 and 4 (above), we recognise that some of our students will require additional support and intervention to develop self-awareness and self-regulation. For these students' reasonable adjustments may be made and shared with families and relevant staff. These students may also attend personalised interventions.

6. Respect and understanding for families

We recognise that every family's needs are different and may change over time. In such circumstances, we encourage families to keep us informed so that we can signpost appropriate support and better understand the needs of the child at that time.

7. Consistent, fair and predictable staff

We train our staff to consistently and fairly apply the behaviour protocol. This creates a safe and predictable environment for our students. We regularly revisit our school sentence with all staff and students to ensure we understand our core purpose.

UPH Behaviour and SEMH Pathway

Universal Offer	Universal Offer Plus		Universal Offer Plus +
Available to All	Phase 1 of Pathway	Phase 2 of Pathway	Phase 3 of Pathway
<ul style="list-style-type: none"> Behaviour system (usual reward and consequences) Visual display of rules, rewards and consequences Positive framing and rule reminders Regular assemblies to teach about behaviour Behaviour curriculum 	<ul style="list-style-type: none"> Voice of the child to explore possible triggers, ACEs and barriers, RAG of timetable (HOY led) Monitoring Card (Positive) Voice of the family (HOY led) HOY monitoring and check-ins Peer mentoring Reset placement 	<ul style="list-style-type: none"> More frequent family contact Bespoke reward programme Information gathering to establish if any SEND e.g. book look, observation SEND screening/assessment Sensory profile completed Sensory/Regulation breaks with a key adult Emotion coaching 	<ul style="list-style-type: none"> Phase 3 TAC review meeting Review and amendments to PSP Further referrals or re-referrals to external services Risk assessment Reasonable adjustments to timetable Pupil Disciplinary

<ul style="list-style-type: none"> • Parent/Carer communication via planners, Class Charts, phone calls, letters and meetings • PSHE curriculum • Belonging curriculum (for all KS3) • Morning Meetings • Allocated form tutor as key adult in school • Attendance support • Clear and timely communication regarding changes • Strong admission and transition process and information sharing ● Reflective and Restorative approach 	<p>followed by reset meeting</p> <ul style="list-style-type: none"> • Low level self-regulation strategies • Personalised communication of changes • Phase 1 TAC • Creation of PSP 1 (pastoral support plan) during TAC meeting based on revisit of child and family voice • 	<ul style="list-style-type: none"> • Support for unstructured time • Bespoke SEMH interventions e.g. zones of regulation, circle of friends, social stories, lego therapy • Bespoke Morning Meeting Groups • Referral to Nurture Provision • Reasonable adjustments to timetable • Risk assessment • Referral to external services (SEND, MHST, SCIL team, SALT, EP) • Suspension followed by reintegration meeting • Phase 2 Team Around the Child (TAC) meeting • Creation of PSP 2 (pastoral support plan) during TAC meeting based on revisit of child and family voice • Early Help referral LSC Board Panel 	<p>Committee (PDC)</p> <ul style="list-style-type: none"> • OSD (Off-site direction) • Application for EHCP • Emergency EHCP review • Permanent exclusion
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Appendix: Supporting Information for Local Behaviour Protocol

Beckfoot Upper Heaton

A. Key Terms and Definitions

Term	Definition
C1–C6 Codes	A graduated system of consequences based on behaviour, ranging from verbal warnings (C1) to serious sanctions (C6) such as suspension or exclusion.
R&R (Restoration and Reflection)	A designated space for students to reflect on their behaviour following a serious incident or refusal to engage with correction processes.
ATL (Attitude to Learning)	A numerical score (typically 1-4) reflecting a student's approach to learning, including effort, behaviour, and engagement.
SLT (Senior Leadership Team)	School leaders responsible for overall strategic and operational management, including behaviour and culture.
HOY (Head of Year)	A pastoral lead for each year group, responsible for student welfare, progress, and behaviour.
TAC (Team Around the Child)	A collaborative group of professionals and family members that supports a child with additional needs.
PSP (Pastoral Support Plan)	A personalised plan outlining specific support strategies for a student at risk of exclusion or ongoing behavioural challenges.
OSD (Off-site Direction)	A behaviour strategy involving temporary placement at another provision to support behaviour reform and reintegration.
EHCP (Education, Health and Care Plan)	A legal document for students with special educational needs, detailing required support across health, education, and care.

B. Uniform Clarification Visuals (available on request)

The Beckfoot Upper Heaton student uniform expectations are:

- Plain black leather/ leather look shoes or trainers (see photos or ask if unsure)
 - Plain black trousers with a button and zip fastening. They should be either a loose fit or a tailored fit that covers their legs entirely (no flesh should be visible) – they should not be elasticated or have logos or patterns on them. No jeans/leggings or joggers.
 - School tie
- Year 7 – Purple
Year 8 – Blue
Year 9 – Orange
Year 10 – Maroon

Year 11 – Black

- Plain white, collared shirt with a fastening top button
- School blazer with school logo on
- An optional plain, black V-neck jumper which is never to replace the blazer
- Plain socks that fully cover the ankle
- Students should wear their uniform with pride and always have their shirts tucked in, their top buttons fastened and an appropriately fastened tie.

We expect 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 must be removed at the door.

Religious considerations: religious headwear can be worn in either black or white.

Bags: The bag should be of a size which can transport a PE kit, school books, pencil case, planner and a knowledge organiser (A4 size).

Piercings: Students may wear one small set of studs in their ear lobes and one discreet nose stud. No other piercings are allowed for health and safety reasons. Please note, all piercings should be removed during PE lessons and other practical subjects. No other jewellery is permitted.

Watches: Students may wear a watch however, smart watches are not allowed in school and will be confiscated if seen or heard.

Make-up: Must be natural and minimal, 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 permitted. Students will be provided with the opportunity to remove them.

To support consistent application of uniform expectations, visual guides and examples of acceptable attire (e.g., trousers, shoes, outerwear) are available from reception or on the school website.

C. Communication Channels for Families

Method	Purpose
ClassCharts App	Real-time behaviour tracking, rewards, and messages.
Family Drop-ins	Informal meetings to address concerns or share feedback.
Consultation Evenings	Formal opportunities for progress updates and shared goal setting.
Annual Family Survey	Collecting feedback on the school's culture and climate.
You Said, We Did Reports	School responses to family feedback, ensuring transparency and action.

D. Reasonable Adjustments Protocol

All behaviour expectations are applied fairly and inclusively. However, adjustments may be made based on individual needs such as:

- Diagnosed SEN (e.g., ADHD, Autism)
- Medical conditions
- Temporary family or personal challenges
- Cultural or religious practices

These are managed through personalised support plans, risk assessments, or temporary amendments to routines, agreed upon with the SENDCo, pastoral staff, and families.

E. R&R Room Process Overview

1. **Initial Entry** – Student collected by On-Call or SLT.
2. **Check-In** – Incident logged, expectations clarified.
3. **Reflection Work** – Student completes a reflection sheet and missed learning tasks.
4. **Staff Check** – HOY or SLT reviews behaviour and readiness for reintegration.
5. **Exit & Follow-Up** – Re-entry plan discussed with student and (if appropriate) family.

F. Additional Resources

- **Home–School Agreement** – [Insert hyperlink or physical location]
- **Beckfoot Trust Behaviour Policy** – [Available at: <https://www.beckfoottrust.org/policies>]
- **Parent Guidance on ClassCharts** – [Available on school website or via pastoral office]
- **Attendance Policy** – [Available at: [Policies – Beckfoot Trust](#)]