

# Beckfoot School

## Local Behaviour Protocol

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**Beckfoot Trust** - an exempt charitable company limited by guarantee

**Company Number:** 08155088 England and Wales

# 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 we work hard to meet our mission of limitless possibilities for all. We live our values of enjoy, learn, succeed.

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

## 1. Consistently Applied Policy and Local Protocol

We 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

Daily monitoring of Behaviour and Attitudes Data by the Support and Challenge Team allows for timely and appropriate interventions, including communications with home. The Assistant Head teacher, as part of the QA schedule for behaviour, regularly quality assures the consistent application of policy and protocol. This includes presenting an analysis of the data to the Leadership Team and the Support and Challenge Team every half-term. This data leads our strategic planning to ensure no child is left behind.

## 2. High Expectations and High Support for All

Students are expected to self-regulate and in doing so take responsibility for their own behaviour. They will be made fully aware of the school protocol, procedures and expectations. This includes behaviour on their way to and from school. Students are expected to be positive ambassadors for Beckfoot. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported appropriately.

### Learning Habits

#### The Beckfoot Positive Learning Strategy (PLS)

Central to our school values of Enjoy, Learn and Succeed is the celebration of the success and achievement of all of our students. The Beckfoot Positive Learning Strategy plays a key part in this. The Strategy clearly outlines our expectations through the Beckfoot Six Ps and it promotes good behaviour. It rewards our students who rise to the challenge and who continue to get it right, day in day out, both in and out of lessons. Our students who meet our Beckfoot Six Ps (Punctual, Prepared, Polite, Positive, Proud and Proactive) will receive excellent Attitude to Learning scores (ATL 1) during

lessons, make great progress and receive reward points. These reward points feed into our rewards programme.

The rewards include:

Texts home: Weekly for all students who achieve all ATL 1s that week

Positive comments on Class Charts: If a student has an exceptional lesson then a teacher may write a positive comment on Class Charts.

Assemblies: Rewards assemblies take place termly and celebrate year group attendance, Attitude to Learning and individual achievements.

Red Carpet Events: These take place termly. Students that qualify (a 1.2 average ATL score or better) will get to choose a reward event which may be pizza with friends, a film or a PE, Art or Computing session.

End of Year Reward Trip: At the end of the year we run a year group reward event to a local theme park.

## **Attitude to Learning**

We expect our students to demonstrate an excellent Attitude to Learning on a day to day and lesson by lesson basis. This will be measured every lesson and staff will input a grade into SIMs. This is discussed regularly with students and is communicated home. Class Charts supports effective communication with students and families. Each student and their family have access to Class Charts and Class Chart data is used by staff to frame discussions with families and students.

## **Reasonable Adjustments for SEN**

All staff are aware of all students SEN 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.

## **Student Lanyard**

A lanyard is provided for every student at Beckfoot which must be worn at all times. Students who forget their lanyard need to take ownership of this and report to their Year team before school to get a replacement for the day. Failure to immediately get a replacement will result in a sanction as per the Positive Learning Strategy. Students should look after their lanyards and not graffiti or damage them. Damaged lanyards will need to be replaced. Where appropriate, as a reasonable adjustment for SEN, some pupils may wear an alternative to a lanyard. This will be in agreement with home, the SENCo and the Year Team.

## Uniform

Students are expected to come to school every day, on time, ready to learn and in full uniform. If parents/carers believe that there is a good medical reason for a student not to comply with the uniform code, a medical note from a GP or hospital supporting this is required. This will be reviewed regularly. When a student has evidence supporting the need for adjusted footwear or clothing, the item must be all black and unbranded.



### Smart Uniform Policy

In all aspects of appearance, our aim is personal smartness, demonstrating our pride as part of the Beckfoot community. We ask parents and carers to support our Smart Uniform Policy.

When a student has evidence supporting the need for adjusted footwear or clothing, the footwear/clothing must be all black and unbranded.

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**Compulsory items for school**

- White (black for KS4) Beckfoot polo shirt with school logo.
- Blue (black for KS4) Beckfoot sweatshirt with school logo.
- Black tailored school trousers appropriate for school wear. No studs, leggings (stretch fabrics or Lycra), cropped trousers or jeans.
- Shoes should be traditional school style without any logo. No trainers, canvas shoes or fashion wear.
- Shirts should be traditional school style and knee length. No stretch fabrics or Lycra.
- Black full length plain socks, or plain black or flesh coloured tights. Sports socks should not be worn with school uniform.
- Excessive jewellery, make up and acrylic nails are not allowed.
- Hair colour should be natural in its entirety. No extreme styles or traminles.
- One stud in each earlobe and/or nose stud is permitted. Other facial or body piercings are not allowed.
- Lanyards should be worn as part of our uniform.
- Outdoor coats and PE hoodies must not be worn in the building.
- Headscarves may be worn for religious purposes and should be either plain navy blue (KS3) or plain black (KS4).



**Compulsory items for PE**

Top half:

- Beckfoot branded polo shirt (choice of fitted or loose option)
- Optional Beckfoot branded rugby shirt
- Optional Beckfoot branded hoodie

Bottom half (choice of):

- Any brand of plain navy leggings or joggers
- Any brand of plain navy shorts (not Lycra)



Footwear:

- Beckfoot branded navy blue long socks
- Plain white sports socks
- Trainers (no pumps)
- Artificial Ground (AG) boots for Astro Turf and rugby on grass



Other:

- Shinpads are compulsory for football
- All jewellery must be removed for PE lessons
- Hair bobbles/clips/bands required to keep hair out of face
- Sports hijabs, sports glasses/contact lenses are strongly recommended
- Navy blue base layers may be worn in winter
- Mouthguards are strongly recommended for rugby lessons and extra-curricular
- Mouthguards are compulsory for those playing hockey at extra-curricular

If your child is injured and unable to participate in PE, please email their Head of Year and PE teacher, clearly stating the injury. PE hit must be brought to every lesson even if they cannot participate in a practical capacity.

Following our governing body; AFPE (Association for Physical Education) and Bradford Council guidance, students must remove all jewellery for PE lessons. We will no longer allow students to use tape to cover piercings as this does not sufficiently prevent injury. Any student that does not remove jewellery will still take an active role in PE lessons but will not be able to physically participate

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Individual adjustments to the uniform policy will be considered at the discretion of the Headteacher.

As with all our school expectations, failure to meet these standards will result in an immediate sanction as stated in our Positive Learning Strategy (PLS).





### Equipment List

Each day students must bring:

- Their Independent Learning Booklet (ILB)
- Their clear folder for their ILB
- Their Independent Learning A4 Notebook
- Their lanyard
- A pencil case
- x3 blue or black biro
- x3 pencils
- A green pen
- A ruler
- A rubber
- A protractor
- A Casio scientific calculator (model: fx-85GT CW)
- Mini-whiteboard pen
- Mini-whiteboard rubber (small cloth/vold sock works fine!)
- Glue stick
- A bag
- PE hit (on PE days)
- Trainers (optional for break time)



Scissors, pencil sharpeners and compasses are not to be brought into school. These will be provided.

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As with all our school expectations, failure to meet these standards will result in an immediate sanction as stated in our Positive Learning Strategy (PLS).













# The Beckfoot Positive Learning Strategy

## Our Expectations: The Beckfoot Six Ps

<ul style="list-style-type: none"> <li>• Arrive to school on time</li> <li>• Arrive to lessons on time</li> <li>• Aim for 100% attendance</li> </ul>  <p>PUNCTUAL</p>	<ul style="list-style-type: none"> <li>• Ready to learn</li> <li>• Correct uniform, lanyard and equipment</li> <li>• Independent Learning</li> </ul>  <p>PREPARED</p>	<ul style="list-style-type: none"> <li>• Show respect and acceptance:</li> <li>• In the classroom</li> <li>• Around school</li> <li>• In the local community</li> </ul>  <p>POLITE</p>	<ul style="list-style-type: none"> <li>• Have a 'can-do' attitude</li> <li>• Look after each other</li> <li>• Be resilient</li> <li>• Speak out for others</li> </ul>  <p>POSITIVE</p>	<ul style="list-style-type: none"> <li>• Pride in my work</li> <li>• Pride in my progress</li> <li>• Pride in the school environment (no litter or chewing gum)</li> </ul>  <p>PROUD</p>	<ul style="list-style-type: none"> <li>• Be focused and on task</li> <li>• Seek out learning opportunities</li> </ul>  <p>PROACTIVE</p>
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## In My Lessons

	Attitude to Learning	Beckfoot Learner: What it means for me	Beckfoot Teacher: PLS steps
ATL 1	I am <u>consistently meeting</u> the Beckfoot Six Ps in all that I do.	<ul style="list-style-type: none"> <li>• I will make good progress</li> <li>• I will <u>receive 20 reward points</u></li> <li>• I will receive positive messages via Class Charts</li> <li>• I will access rewards, Red Carpet events and celebration trips</li> </ul>	<ul style="list-style-type: none"> <li>• Take the register</li> <li>• All students start on ATL 1</li> <li>• Optional Class Charts comment</li> </ul>
ATL 2	I have demonstrated a desire to improve. I have participated and worked well. I show respect and acceptance. However, my ATL does <u>not fully meet</u> the Beckfoot Six Ps.	<ul style="list-style-type: none"> <li>• I will <u>receive 0 reward points</u></li> <li>• I will work to keep my ATL 2</li> <li>• I will have a chance to correct my behaviour to meet the Beckfoot Six Ps</li> </ul>	<ul style="list-style-type: none"> <li>• ATL changed on SIMS register</li> <li>• Verbal reason given</li> <li>• Late to lesson - click Class Charts icon and add minutes late</li> <li>• Lack of home learning - click Class Charts icon</li> <li>• Phone visible - click Class Charts icon, confiscate phone and pass to Year Team</li> </ul>
ATL 3	I have <u>repeatedly</u> (more than once) demonstrated ATL that does <u>not fully meet</u> the Beckfoot Six Ps. I have <u>challenged</u> staff instructions.	<ul style="list-style-type: none"> <li>• I will <u>lose 10 reward points</u></li> <li>• Two ATL 3 in a week = 30min HoY after-school detention</li> <li>• Four ATL 3 in a week = x2 30min HoY after-school detentions</li> <li>• Six ATL 3 in a week = 60 minute Leadership Team after school detention</li> <li>• Parental/carer meeting for persistent offences</li> </ul>	<ul style="list-style-type: none"> <li>• ATL changed on SIMS register</li> <li>• Click ATL3 icon on Class Charts with comment and 'P' reference</li> </ul>
ATL 4	I have <u>refused</u> to follow staff instructions. I have <u>repeatedly disrupted</u> the learning. I have exhibited <u>dangerous</u> or <u>abusive</u> behaviour.	<ul style="list-style-type: none"> <li>• I will <u>lose 20 reward points</u></li> <li>• I will spend time in Isolation and lose my social time</li> <li>• My parents/carers will be contacted</li> <li>• Persistent 4s will result in a parental/carer meeting, time out at another school and possible suspension</li> </ul>	<ul style="list-style-type: none"> <li>• On Call (removed from lesson)</li> <li>• ATL changed on register</li> <li>• Click ATL4 icon on Class Charts with comment</li> </ul>



# The Beckfoot Positive Learning Strategy

## Our Expectations: The Beckfoot Six Ps

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## In My Community

CODE	COMMUNITY POINTS	REWARDS/CONSEQUENCES
<b>C1</b>	Helping in the community, charity work, outstanding student leadership, extra-curricular events, excellent citizen, going the extra mile, half-termly attendance award, half-termly ATL award	Additional reward points (20 reward points) Note on Class Charts Text message home/email home/phone call home Additional reward events
<b>C2</b>	Lack of lanyard Lack of Independent Learning Booklet Late to school - once in a week Late to lesson - once in a week Incorrect uniform	One C2 in a week = break detention
<b>C3</b>	Persistent lateness to school (more than once in a week) Persistent lateness to lessons (more than once in a week) Persistent incorrect uniform Persistent failure to follow mobile phone rules Persistent lack of lanyard or Independent Learning Booklet Persistent failure to submit Home Learning Failure to attend 30 minute or break detention Challenging staff instructions Fighting - equally to blame Failure to collect lanyard sticker or Independent Learning Booklet Selling food or drinks Internal truancy Chewing gum Inappropriate language or behaviour Out of bounds	After school detention for each occurrence Lose 10 reward points  Lose 10 reward points One C3 in a week = 30min HoY after-school detention Two C3s in a week = 2 x 30min HoY after-school detentions Three C3s in a week = 60 min Leadership Team after school detention Parental/carers meeting for persistent offences Comment on Class Charts
<b>C4</b>	Persistent poor behaviour Persistent refusal to follow staff instructions/total defiance Disrespectful or derogatory language/behaviour against protected characteristics Dangerous behaviour Fighting - equally to blame (serious) Theft/vandalism Failure to attend or successfully complete Leadership Team detention Improper use of technology External truancy	Lose 20 reward points Isolation and loss of social time Parents/carers will be contacted Persistent C4s will result in a parental meeting, time out at another school and possible suspension External agencies may be contacted Comment on Class Charts
<b>C5</b>	Abuse to students and/or staff (biphobia, disablism, homophobia, racism, sexism, sexualised language, transphobia) Spitting with malicious intent Unprovoked assault Enabling trespassing Throwing an item over balcony Possession of cigarettes/vapes/lighters on site Persistent breach of school rules Persistent vandalism Possession of a dangerous item or illegal substance Serious misuse of technology Persistent abuse to students and/or staff - bullying	Lose 50 reward points Time out at another school Suspension from school (including a risk of permanent exclusion) Parents/carers will be contacted and a readmittance meeting will take place Comment on Class Charts External agencies may be contacted



## **Passes**

On occasion, it may be appropriate for a pupil to be allocated a Pass such as a Breather Pass or a Toilet Pass. This would be following discussions with the relevant family/carers and after the appropriate evidence has been provided. These Passes will be reviewed at least twice a year.

## **Off-Site Alternative Provision**

On the occasions where the school are unable to meet the high level of needs of the student, an off-site alternative provider will be identified, based on specific needs of the students. These Ofsted Regulated Alternative Provisions will provide the setting needed for some students to be successful and will include regular reviews with both school and family.

## **Consequences**

Consequences are needed to respond to inappropriate behaviour. A range of consequences are clearly defined in the procedures which make a clear distinction between the consequences applied for minor and for major offences. The school does not have to seek permission from the parent/carer to issue a consequence. Pupils cannot opt out of consequences. Failure to attend or successfully complete a consequence will result in an escalation to the next stage of the PLS. If a pupil is absent on the day/s of their consequence, it will be held upon their return. In an emergency, parents or carers can request to change the date of a consequence. Agreement to this will be at the discretion of the Support and Challenge team.

It may also be necessary to place a pupil on a Behaviour Contract. This contract will outline our expectations and sanctions. The Behaviour Contract will be used in conjunction with other intervention strategies.

On occasions, it is appropriate, as per our PLS strategy, to internally suspend a pupil for a period into our isolation unit. Appropriate work from SharePoint will be provided for pupils to complete.

Confiscation may also be used as a disciplinary sanction. This includes seizure and, as appropriate, the retention and disposal of certain items. The aim pursued in confiscating property is maintaining an environment conducive to learning and one which safeguards the well-being and rights of other students to be educated.

Under certain circumstances it may be necessary to use reasonable force to prevent a student from committing a criminal offence, injuring themselves or others, damaging property or acting in a way that is counteractive to maintaining good order and discipline at Beckfoot.

## **Suspensions**

Sometimes students will be suspended from school for a serious, one off or persistent breach of the school's behaviour protocol. This will be the decision of the Head teacher.

Students can also be suspended if staying in school would seriously harm the education or welfare of the student or others in school. Suspension will be considered as a last resort.

The decision to suspend a pupil must be lawful, reasonable and fair. As a school, we have a statutory duty not to discriminate against students on the basis of protected characteristics, such

as disability or race. We give particular consideration to the fair treatment of students from groups who are vulnerable to suspension. Where suspension becomes necessary, the most recent Government Guidelines for Exclusions from school will be followed:  
(<https://www.gov.uk/government/publications/school-exclusion>)

A suspension may be:

- Fixed term for a set number of days. Following a fixed term suspension, a re-admission meeting between the student, family and school will take place before the student is allowed to re-join our community. At this meeting, strategies will be developed to support the students return to school and to help them to manage their future behaviour
- Permanent. This is used in response to a serious breach, or persistent breaches, of the school's behaviour protocol; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

All suspensions will be at the decision of the Head teacher and will be reported to the Directors.

## Fixed Term Suspension

(DfE Exclusion from maintained schools, academies and pupil referral units in England 2012).

All decisions to suspend are serious and are only taken as a last resort or where the breach of the school rules is serious. The following are just some examples:

<b>C5</b>	<b>Abuse to students and/or staff (biphobia, disablism, homophobia, racism, sexism, sexualised language, transphobia)</b>
	<b>Spitting with malicious intent</b>
	<b>Unprovoked assault</b>
	<b>Enabling trespassing</b>
	<b>Throwing an item over balcony</b>
	<b>Possession of cigarettes/vapes/lighters on site</b>
	<b>Persistent breach of school rules</b>
	<b>Persistent vandalism</b>
	<b>Possession of a dangerous item or illegal substance</b>
	<b>Serious misuse of technology</b>
	<b>Persistent abuse to students and/or staff - bullying</b>

## Provision of Education for Students Suspended for a Period Exceeding 5 Days

We recognise the need to keep fixed term suspensions short wherever possible. It is therefore anticipated that in most cases suspensions would not exceed 5 days fixed term. Where it is necessary to suspend a student for a longer period, the school will ensure that provision is offered to the student from the 6th day onwards.

## Permanent Exclusion

A decision to exclude a pupil permanently should only be taken:

- In response to serious or persistent breaches of the school's behaviour protocol; and



- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

(DfE 'Exclusion from maintained schools, academies and pupil referral units in England 2012).

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one off' offence. These offences might include for example:

- a. Serious actual or threatened violence against another student or a member of staff;
- b. Sexual abuse or assault;
- c. Supplying an illegal drug;
- d. Carrying an offensive weapon;
- e. Making a malicious serious false allegation against a member of staff;
- f. Persistent and defiant misbehaviour including bullying (which would include biphobia, disablism, homophobia, racism, sexism and transphobia) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

In addition, the Trust Board also considers the following to be serious incidents resulting in the permanent exclusion of a student:

- a. Deliberate activation of the fire alarm without good intent.
- b. Repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network.
- c. Repeated verbal abuse of staff.
- d. Persistent defiance and disruption that may or may not be directly linked to the behaviour system.

In all instances of exclusion, Beckfoot follows Bradford Education's Policy for Exclusion.

## Appeals

Any decision to exclude a pupil can be appealed against by the pupil or parent. For appeals against an exclusion, the details of the process will be explained within the letter of exclusion. For further support, please contact the Local Authority.

## Screening, Searching and Confiscation

Please refer to the DfE guidance, 'Screening, Searching and Confiscation advice for Headteachers, staff and governing bodies'.

There is specific protocol to support this document. In addition to the practice identified in the DfE guidance, Beckfoot School also bans the following items and as a result, staff are able to search students for them:

- Any item brought into school with the intention of the item being sold or passed on to other students which, in the Headteacher's opinion, will cause disruption to the school community or be detrimental to school practice. Confiscation
  - School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
  - Electronic devices (mobile phones, iPods etc.) may be confiscated on site anywhere in the building during the school day, including break and lunchtimes.
  - Staff should hand the confiscated item to the Head of Year as soon as possible and complete the necessary information to identify the item. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
  - Any item which staff consider to be dangerous or criminal e.g. drugs, must be brought to the attention of a senior member of staff immediately.
  - Other than electronic devices (see above), items confiscated by the school can only be collected by parents/carers except where the school has chosen to dispose of the confiscated items, e.g. cigarettes, e-cigarettes, lighters, alcohol.
  - The school's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
  - The Headteacher will use their discretion to confiscate, retain and/or destroy any item found as a result.
  - Where alcohol has been confiscated the school will retain or dispose of it. This means that the school can dispose of alcohol as they think appropriate.
  - Where the school finds controlled drugs, these must be delivered to the police as soon as possible.
  - Where the school finds other substances, which are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so-called 'legal highs'. Where staff suspect a substance may be controlled, they should treat them as controlled drugs as outlined above.
  - Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of it returning them to their owner is not practicable) if the Headteacher thinks that there is a good reason to do so.
  - Where a member of staff finds tobacco or cigarette papers, they may retain or dispose of them. As with alcohol, this means that the school can dispose of tobacco or cigarette papers as they think appropriate, but this should not include returning them to the student.
  - Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
  - If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case
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it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the school carries out its own investigation.

- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found, it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the school carries out its own investigation.

## Mobile Phones

We want students to be able to learn without the distraction caused by mobile phones and other electronic devices. Evidence shows 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 must not be visible once you are on the school grounds. This includes outside, at the start and end of each day and at social times. Failure to follow this expectation will result in a sanction.

In lessons if a student's phone is seen or heard, the following will happen:

- ATL adjusted to ATL 2 P2 - Teachers will add 'Phone' to the record so that the student in question can be identified. On Call will arrive and confiscate the phone. It can then be collected from the SFO at the end of the day.
- Persistent offenders – The same process will happen, but a parent/carer will be asked to collect the phone. Students will be issued with a C3 and a 30-minute HoY After School Detention.
- Refusal to hand over a phone in lessons will result in ATL 4, On Call and Isolation. Parents/carers will be contacted.

On corridors, stairs, outside and social spaces, if a student's phone is seen or heard, the following will happen:

- The same process as above. The phone will be confiscated until the end of the day and if it is a second or more occurrence, a parent/carer will be asked to collect the phone and the student will receive a C3 and 30-minute HOY after school detention.
- Refusal to hand over a phone will result in a C4 and Isolation. Parents/carers will be contacted.

Adults must not use any personal electronic communication devices in school areas where children are present unless there are exceptional circumstances and they have requested and been given explicit permission to do so by the Headteacher.

Likewise, sixth form students are permitted to use personal mobile devices in allocated areas (for example, the 6th form common room) but not in and around school where younger students are

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present.

## **Police**

The school will involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, the school will inform the police of any intelligence which may support them in preventing or tackling criminal activity.

A student and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

## **Safer Schools Partnership Officer**

A Safer Schools Partnership (Police) Officer (SSPO) is employed to work at the school. A Safer Schools Partnership is a formal agreement between the school and police to work together to keep young people safe, reduce crime and fear of crime and improve behaviour in the academies and their communities. This involves a police officer working regularly at school to ensure:

- the safety of pupils, staff and the school site and surrounding area;
- help for young people to deal with situations that may put them at risk of becoming victims of crime, bullying or intimidation, and to provide support to those who do;
- focused enforcement to demonstrate that those who do offend cannot do so without facing consequences;
- early identification, support and where necessary challenge of pupils involved in or at risk of offending;
- improved standards of pupil behaviour and attendance, and less need for suspensions;
- more positive relations between young people and the police and between young people and the wider community; and
- effective approaches to issues beyond the school site that negatively impact on pupil safety and behaviour.

## **CCTV**

Beckfoot School may use CCTV for the purpose of maintaining discipline and managing behaviour and safety.

## **Discipline beyond the School Gate**

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the school premises, and which pose a threat to a member of the public or a student to the police as soon as possible.

If a member of the public, school staff, parent/carer or student reports criminal behaviour, antisocial behaviour or a serious bullying incident to a school member of staff, the Headteacher or a member of SLT must be informed. In most cases, they will involve the school's Safer Schools Officer, who will then follow agreed police and school procedures. (See Police/SSP section). In addition, if the Headteacher/Deputy Headteachers consider that the misbehaviour is linked to a child suffering or being likely to suffer significant harm, the school's safeguarding policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on school residential and day trips. The school will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the school site. All students attending a school trip will be expected to comply with behaviour expectations and to sign a behaviour agreement. Where bad behaviour occurs when a student is travelling to and from school, the school reserves the right to issue a

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consequence, or a fixed term suspension or permanent exclusion, particularly in relation to violent conduct, e.g. a physical assault or bullying incidents. The full behaviour system will apply.

Students are encouraged to wear their school uniform correctly when travelling to and from the school and must not be involved in behaviour that could adversely affect the reputation of the school, e.g. misbehaviour on the school bus will result in the school behaviour protocol sanctions being applied.

### 3. Visible Leaders who Listen

## Support & Challenge Team

### Year 7



**Jack Wheeler**  
Head of Year 7



**Katy Jeffrey**  
Y7 Pastoral Manager

### Year 8



**Andrew White**  
Head of Year 8



**Beth Webber**  
Y8 Pastoral Manager

### Year 9



**Georgina Sears**  
Head of Year 9



**Manny Mehmood**  
Y9 Pastoral Manager

### Year 10



**Anna Douglas**  
Head of Year 10



**Donna Conway**  
Y10 Pastoral Manager

### Year 11



**Louise Powell**  
Head of Year 11



**Junaid Khan**  
Y11 Pastoral Manager

### Leadership



**Mike Midgley**  
KS3 Lead



**Assistant  
Headteacher  
Frances Wade**  
KS4 Lead

### Sixth Form



**Assistant  
Headteacher  
Glenn Wright**  
Head of Sixth Form



**Lauren Bannon**  
Asst. Head of Sixth Form



**Kayleigh Towers**  
Sixth Form Pastoral Lead



**Jackie Smith**  
Sixth Form Administrator

### Safeguarding



**Deputy  
Headteacher  
Alex Denham**  
Safeguarding Lead



**Helen Backhouse**  
Deputy Safeguarding Lead

### Attendance



**Donna Murgatroyd**  
Attendance & Welfare



**Gemma Lacey**  
Attendance & Data



**Yasmin Harris**  
Attendance

## 4. Pupil and Family Induction and Reinduction

Parents/carers are expected to:

- Familiarise themselves with the school ethos and policies. These are on the school website.
- Work in partnership with the school to promote and reinforce positive behaviour by supporting staff in behaviour management decisions.
- Inform the school of any change in circumstances that may affect their child's behaviour.
- Encourage self-discipline.
- Take responsibility for the behaviour of their child both inside and outside the school.
- Ensure their child is in full uniform, arrives on time every day and is ready to learn.
- Regularly talk to their child about their learning and regularly check Class Charts.
- Support their child so that they engage fully with their Home Learning.
- Support the school with rewards their child earns.
- Attend Parents' Evenings, Options Evenings and other opportunities to discuss and celebrate their child's learning.
- Provide the school with accurate and up-to-date contact details.
- Ensure all interactions with school staff are mutually respectful and productive.
- Attend reintegration meetings, in the rare instance that their child should be suspended.

There is more detail in our [Home/School Agreement](#).

## 5. Explicit Teaching and Promotion of Self Regulation Strategies

The Personal Development Programme at Beckfoot is as the heart of our explicit teaching and promotion of self-regulation strategies for pupils. Within PSHCE, the following lessons are taught:

- Y7 - Internal and external factors affecting self-esteem and confidence; managing strong emotions
- Y8 - Managing emotions and risk; strategies to cope with bereavement
- Y9 - Reframing negative thoughts; resilience; coping with stress; conflict management and reconciliation
- Y10 - Responding to setbacks; strategies to cope with depression
- Y11 - Stress management; strategies to cope with anxiety

In addition, the assembly programme for all year groups covers topics such as mental health awareness, resilience and resisting peer pressure. As part of every assembly, the Support and Challenge team revisit one of the Beckfoot Six Ps ensuring our expectations and ethos are over-communicated to pupils.

The Oracy Tutor Programme also promotes the strategies through the following units:

- Y8 - Resilience
- Y9 - Appropriate language use
- Y10 - Connecting with others

## 6. Respect and Understanding for Families

Beckfoot is committed to improving outcomes for all students and we work proactively and positively with students, their families and external agencies. Our SEN and Support and Challenge Team are at the forefront of our family engagement strategy. We seek appropriate and often bespoke support for students.

This support may include a student accessing our school-led intervention programme as detailed on the Intervention Model. In agreement with parents/carers, referrals may be made to our in-house counselling service Place2Be, Early Help, Youth in Mind or other appropriate agencies.

In addition, we recognise that there are times when families may need additional support. We work with families to help them access the support that they need. Their key contact in school will work with external agencies as appropriate.

We are also part of the “Central Behaviour and Attendance Collaborative” (BAC) in conjunction with other local secondary schools. This allows us to have access to alternative arrangements for pupils who might benefit from additional interventions and support. These arrangements might include a fresh start at another school (e.g. an Off-Site Direction or Managed Move).

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

The Headteacher, on behalf of the Trust Board, will ensure that appropriate high-quality training in all aspects of behaviour management is provided to support the implementation of this protocol. This will include training delivered to all new staff by the Assistant Headteacher throughout their Induction Year. The Beckfoot Positive Learning Strategy posters are displayed throughout the building ensuring our expectations are high profile and are at the centre of our work.

The Assistant Headteacher, in consultation with the staff and students, will undertake systematic monitoring and conduct regular reviews of the behaviour management protocol to ensure that its operation is effective, fair and consistent. As appropriate, the outcome of the review will be communicated to all those involved.



## Appendix 1 – Trust Behaviour and SEMH Pathway

### Appendix 1 – Trust Behaviour and SEMH Pathway

<p>At Beckfoot, every young person benefits from our Universal Offer, with additional support available through Universal Offer Plus and Universal Offer Plus+ for those with greater needs. Our approach to supporting students with Social, Emotional and Mental Health (SEMH) needs is both child-centred and individualised, placing strong emphasis on the voice of the young person, their family, and trusted adults across all levels of support. Appendix 1 outlines a range of possible interventions available to staff working closely with students and their families. These interventions are designed to meet identified SEMH needs through a flexible and responsive framework. The pastoral team and SENCo work collaboratively to tailor support, identifying appropriate interventions and, where necessary, reasonable adjustments to policy. The aim is to remove barriers and ensure every young person is able to enjoy school, engage fully in learning, and achieve success at Beckfoot.</p>			
Universal Offer Available to all All staff	Universal Offer Plus Phase 1 of Pathway Lead: Pastoral team	Universal Offer Plus Phase 2 of Pathway Lead: Pastoral team	Universal Offer Plus+ Phase 3 of Pathway Lead: Key Stage Lead
<p><b>Trust Policies</b></p> <ul style="list-style-type: none"> <li>➤ Behaviour Policy</li> <li>➤ Care and Control Policy</li> <li>➤ Child Protection and Safeguarding Policy</li> <li>➤ SEND Policy</li> <li>➤ Suspension &amp; Exclusion Policy</li> </ul> <p><b>Local Policies</b></p> <ul style="list-style-type: none"> <li>➤ Beckfoot School Local Behaviour Protocol</li> <li>➤ Child Protection and Safeguarding Protocol</li> <li>➤ Home School Agreement Beckfoot</li> <li>➤ Home-Learning-Policy-final</li> <li>➤ Mental Health &amp; Wellbeing Policy</li> <li>➤ SEND Information report</li> </ul> <p><b>Universal Offer in school</b></p> <p>The Team/CPD – Who underpins the Universal offer</p> <ul style="list-style-type: none"> <li>➤ Highly visible senior leaders and pastoral team</li> <li>➤ Dedicated safeguarding team</li> <li>➤ CPOMS (safeguarding recording system)</li> <li>➤ Dedicated pastoral team</li> <li>➤ Ongoing CPD on SEMH and Safeguarding</li> <li>➤ DfE-trained Senior Mental Health Lead</li> </ul> <p><b>The Learning Environment</b></p> <ul style="list-style-type: none"> <li>➤ The Beckfoot Way (Quality First Teaching) including strategic walkthroughs</li> <li>➤ Vulnerable Learner Indexes (VLI) which details any barriers and strategies (including reading age data) to support individual students and is reviewed on a termly basis by relevant staff</li> <li>➤ SEND Concern Referral form</li> <li>➤ Strategic seating plans</li> <li>➤ Transition planning from year 6 to post-16</li> <li>➤ ClassCharts to support daily communication with home</li> <li>➤ Specific assemblies</li> <li>➤ Specific oracy sessions within tutor time</li> <li>➤ Social and emotional skills modelled and taught explicitly within the curriculum</li> <li>➤ PSHE sessions on Relationships, Health and Wellbeing and Living in the Wider World</li> <li>➤ Access to a private space to disclose and discuss worries and concerns</li> <li>➤ Readmittance meetings following suspensions to support a restorative approach</li> <li>➤ Time4Tutees regular check-in with key tutees</li> <li>➤ Supervision at all unstructured times</li> </ul> <p><b>Belonging for All</b></p> <ul style="list-style-type: none"> <li>➤ Displays across the school explained PLS and 'it's ok not to be ok'</li> <li>➤ Detailed and accurate signposting on our website</li> <li>➤ Dedicated Wider Learning Days and Awareness Weeks</li> <li>➤ BSL (Beckfoot Student Leadership and Steering group)</li> <li>➤ "Go-to" spaces</li> <li>➤ Open door policy</li> <li>➤ Quieter spaces to social and to eat away from others</li> <li>➤ Bought-in books for wider reading in our LRC</li> <li>➤ SPA (Sports and Performing Arts provision)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Weekly 'check in' with trusted adult from the pastoral team</li> <li>➤ Regular communication with parents/carers from pastoral team</li> <li>➤ Tutor/ Year Team Report card</li> <li>➤ Short-term incentivised challenge</li> <li>➤ Possible Behaviour contract</li> <li>➤ Appropriate pass following evidence from a qualified professional</li> <li>➤ Red/Amber/Green timetable to support reflective work and walkthroughs</li> <li>➤ Intervention programmes with trusted adult</li> <li>➤ Targeted peer mentoring</li> <li>➤ Involvement of SENCo</li> <li>➤ Detailed and accurate signposting information on school website for students and parents/carers including 24/7 services</li> <li>➤ Place2Be based in school 4 days a week throughout the academic year</li> <li>➤ Place2Be School-Based Manager drop-ins to tutor time to raise awareness of Place2Be</li> <li>➤ Self-referral to Place2Be for young person</li> <li>➤ MHST targeted small group intervention e.g. friendships, social skills, self-esteem, exam pressures</li> <li>➤ Fully supervised Games Club at break time</li> <li>➤ Fully supervised dining space at lunch time</li> <li>➤ Lego therapy</li> <li>➤ Nurture provision</li> <li>➤ Referral to other external agencies e.g. Young in Mind, Safer Schools Police Officer, Early Help</li> </ul>	<ul style="list-style-type: none"> <li>➤ Daily 'check in' with trusted adult from the pastoral team</li> <li>➤ Regular communication with parents/carers from pastoral team</li> <li>➤ Year Team/Key Stage Lead Report card</li> <li>➤ Short-term incentivised challenge</li> <li>➤ Behaviour contract</li> <li>➤ Appropriate pass following evidence from a qualified professional</li> <li>➤ Revisiting of Red/Amber/Green timetable</li> <li>➤ Intervention programmes with trusted adult</li> <li>➤ Accelerate cohort inclusion</li> <li>➤ Modified timetable – 2 week review period</li> <li>➤ Targeted peer mentoring</li> <li>➤ Possible EHC assessment by SENCo</li> <li>➤ Use of graduated response framework</li> <li>➤ Key-working approaches to ensure the student has the support of trusted adults during vulnerable times.</li> <li>➤ Additional adult support from delegated SEND budget</li> <li>➤ Planned, frequent time in nurture group and/or individually in order to develop social skills and emotional regulation.</li> <li>➤ Social and emotional skills taught explicitly</li> <li>➤ Individually or as part of nurture group</li> <li>➤ Self-referral to Place2Be for young person</li> <li>➤ Self-referral to Place2Be for parent/carer</li> <li>➤ MHST targeted individual intervention e.g. anxiousness, self-regulation, self-esteem</li> <li>➤ Possible support plan or risk assessment agreed with student and families</li> <li>➤ Possible referral to other external agencies e.g. Speech and Language Therapist, Educational Psychologist, Edge of Care, Early Help, Safer Schools Police Officer, CAMHS</li> </ul>	<ul style="list-style-type: none"> <li>➤ Regular support from pastoral team</li> <li>➤ Regular communication with parents/carers from pastoral team</li> <li>➤ Referral to external service or school based Mental Health Practitioner</li> <li>➤ Support other agencies to understand the student and their context</li> <li>➤ A multi-agency response including Social Care is usually required</li> <li>➤ EHC assessment by SENCo</li> <li>➤ Timely review of EHC</li> <li>➤ Off-Site Direction</li> <li>➤ Alternative Provision</li> <li>➤ Self-referral to Place2Be to access 1-to-1 appointments, dependent on assessment by the Schools Based Manager</li> <li>➤ Risk assessment written in conjunction with external agency/expert input and agreed with student and families</li> </ul>