

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 Nessfield, we work hard to meet our mission of striving to be even better tomorrow than we are today. We do this by living our three school values of 'Kindness, Hard Work and Ambition'.

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

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 Values

We have three school values that permeate through all we do in school, contributing to how we behave. These values help to shape us as people in school and beyond:

Kindness: We are all positive role models within our school and around our community. We act with respect, kindness and integrity. We do the right thing because it is the right thing to do. We all understand and celebrate difference and ensure every member of our community feels welcome and belongs.

Hard Work: We work hard every day to build the knowledge and skills we need to be successful. We persevere and are resilient when things are difficult and take responsibility for our own behaviour.

Ambition: We tackle problems with a growth mindset and aspire to be the best we can be. We are open minded to opportunities and all the possibilities the future holds for us.

School rules

Beckfoot Nessfield has three school rules:

- Always follow an instruction from an adult in school.

- Always keep your body and objects to yourself.
- Always be kind and polite to others.

Routines

To support children's positive behaviour in school we use relentless routines from Nursery to Year 6. These routines help our school to be calm and purposeful. All children know what to expect and we ensure they are consistently used. Examples include:

- Calm Corridors (in a line, facing forward, silent walking)
- 1, 2, 3 transitions (non-verbal moving around the classroom and school)
- Silent Stop (hand up, silence, track the speaker)
- STAR (sit up, track the speaker, active listening, respectful)

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

Praise

Meaningful praise has a powerful effect on children. The right kind of praise can turn around poor behaviour as well as improve children's attitude to learning. We know that adults who use praise regularly tend to have better relationships with the children they work with. They lose less instructional time and see fewer behaviour issues.

Effective praise is effort-based and behaviour-specific. When we praise a child, we highlight the effort they put into completing something or a positive behaviour they displayed. Children know that what they have done has been seen and valued. This builds a positive self-image and a sense of pride in their abilities.

Effective praise can promote a love of learning in children. By praising their effort, even when an answer is incorrect, they are encouraged to continue to try and frustration for children when a task is difficult is reduced. Individualised praise is more effective than whole class as it is more specific and meaningful.

When giving praise we follow three specific steps:

Show your approval: we start by using verbal or non-verbal signals to show appreciation for a child's actions e.g. *saying 'Great Work' to a child whilst giving a thumbs up.*

Describe the behaviour you saw: Next, be specific about the behaviour the child demonstrated leading to the praise e.g. *I liked how you helped when Abdul could not find his book.*

Describe how using good behaviour will help the child or others: Finally, explain why their behaviour benefits them or others e.g. *When you help someone, it shows them that you care and makes them feel good. You should be proud of yourself.*

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 operate a house point reward system to reinforce desirable behaviours and improve children's learning

behaviours. Children are rewarded house points for going above and beyond in demonstrating the school values:

Kindness	Doing the right thing	Showing respect	No Outsiders	Being a role model		
Hardwork	Resilience	Independence	Teamwork	Curiosity	Creativity	Making Links
Ambition	Growth mindset	Challenging yourself				

House points are awarded using the EPraise system which instantly notifies families through the Epraise app. Children collect house points to exchange for rewards in the school shop e.g. non-uniform day, extra playtime, special lunch.

Children's house points also contribute to inter house competitions and rewards. Each term there are awards for the child in each house with the most house points and a class house point champion award.

Children can also collect individual achievement and accolade badges on their Epraise profile. These include awards for:

- Class Star of The Week linked to school values
- No Outsiders Champion
- Steps Superstar
- Community Contributor
- Sports Star
- Word of the Week Award
- Amazing Artist

Children can also receive a 'positive note home' when they have repeatedly gone above and beyond the standard expectations of behaviour or particularly shown positive behaviour in the classroom that the teacher feels deserves further recognition and framing of their most positive behaviour.

Demerits

For low level disruption, we use positive framing and least invasive strategies to bring children back on task. These include:

- a) Non-verbal reminders (Stand near the child, eye contact and shake of head etc)
- b) Positive group correction (Check you are sitting up straight. I need to see everybody writing. I am looking for 100% etc)
- c) Anonymous individual correction (I need one more pair of eyes tracking me)
- d) Discrete 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)
- e) Lightning quick public correction (Joe, I need your eyes on me)

All staff have been trained to use a script when talking to children who may be dysregulated to support bringing them back on task:

Hello. I noticed you are...(having trouble getting started/struggling to get going/wandering around the classroom dancing).

It was the rule about...(lining up/staying on task/keeping your body to yourself)...that you broke.

Do you remember last week when you...(arrived on time every day/got that positive note/felt so proud of something you achieved)?

That is who I need to see right now.

Thank you for listening. (Then give the child some 'take up' time).

To support with this, the issuing of demerits is sometimes necessary. An example of the protocol to follow for the issuing of demerits:

	Steps	Actions
1	Reminder	A reminder of our 3 school rules, delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' This can be supported by the student being given a positive choice to engage appropriately and refer to previous examples of good behaviour.
3	Stop and Think	Stop and Think demerit on Epraise which informs family ("This is a warning. You have chance to turn your behaviour around by..."). Restorative conversation with a member of support staff/class teacher where possible.
4	Yellow Card	Yellow demerit on Epraise which informs family. Restorative conversation with the child to problem solve and rebuild the relationship.
5	Red Card	Red demerit on Epraise which informs family. Phone call home from class teacher. Restorative conversation with class teacher and a member of SLT and reflection proforma completed.

Move straight to a red demerit for serious behaviours such as: Physical aggression, deliberate fighting, racist language, homophobic language, bullying, serious defiance, swearing.

The Headteacher and/ or SLT will decide on any further consequences depending on the nature of the incident. If a child refuses to move, a member of SLT is called.

Repair, Reflect and Restore

Reflection on poor behaviour choices enables staff and children to reconnect, repair and restore their relationship. Restorative conversations enable the child to problem solve and identify strategies they can use to manage their behaviour.

All staff are trained in how to hold a restorative conversation and understand the importance in supporting a child to reflect on their behaviour choices.

Following a restorative conversation with a member of SLT, children returning to class must be in a 'mindset' ready to learn and be ready to 'fix' the thing that has gone wrong (e.g. pick up items). If there has been a falling out with another child or adult, SLT will help to facilitate a restorative conversation when everyone is ready, including the use of social stories. If the child is not ready to participate in a restorative conversation, more time is given outside the class.

SLT monitor all demerits and their frequency. They provide support in line with the Beckfoot Trust graduated response if a child receives 3 or more red cards in a period of 6 weeks. Children are placed on a positive reward report which is completed by class staff with the child following each lesson. The child checks in with a member of SLT at the start and end of the day as well as lunchtime.

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 Nessfield, the triggers for a pupil beginning the programme of support are:

- Any fixed term suspension
- Positive Reward Report
- Ten red cards in an academic year
- Request from outside agency e.g., Children's Social Care

Visible leaders who listen

We have a dedicated team of leaders who support with behaviour in our school. Every morning, we have a leader on the main gate who families can talk to.

Leaders regularly walk around the school during lesson time and lunch and break times.

Our Headteacher, Assistant Headteacher and SENCo have regular drop-ins where families can come to discuss any concerns about behaviour. Families can also speak to their child's class teacher about behaviour.

Pupil and family induction and reinduction

At Beckfoot Nessfield, 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 Epraise. Good behaviour is celebrated with families through house point notifications on Epraise, Celebration Assemblies, end of cycle reports, phone calls and positive notes home.

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 or behaviour plan to identify any 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/Assistant 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.

Behaviour expectations apply during educational visits, journeys to and from school, and online where behaviour affects members of the school community, school safety or the reputation of the school. Behaviour incidents occurring beyond the school day may be addressed in accordance with Beckfoot Trust policies.

Explicit teaching and promotion of self-regulation strategies

At Beckfoot Nessfield, 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. The programme is taught every Monday morning and includes the following modules:

- **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, Headteacher or Assistant Headteacher for help at home.

Allegations of bullying may be reported by pupils, families or staff. Bullying is behaviour that is intentionally repeated over time and causes physical or emotional harm. Whilst all incidents of unkind behaviour are addressed seriously, not all conflicts between children constitute bullying. Incidents will be investigated by an appropriate leader, recorded, monitored and communicated to families. Support will always be provided for both victims and perpetrators where appropriate. Further information is available within the Beckfoot Trust Anti-Bullying Policy.

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.

Behaviour data, including demerits, red cards, suspensions, behaviour pathway referrals and interventions, will be reviewed regularly by senior leaders. Data will be analysed by cohort, SEND, disadvantage and protected characteristics to ensure fairness and identify any disproportionality.

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.

We also have interventions, run by our SEMH and Communication and Interaction support staff or school nursing team including: friendship groups, emotional literacy, Zones of Regulation, social communication and sensory circuits.

Consistent, fair, and predictable staff

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 2026-27	Executive Functioning Training & Neurodiversity
Behaviour Routines	De-escalation training
EMR	Reducing low level behaviours

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 a remarkable learning culture in our school.

Mobile Phones

In line with KCSIE and DfE guidance, the school is a mobile phone-free environment. Pupils should not bring mobile phones to school unless there is an agreed exceptional circumstance. Any mobile phone brought to school must be switched off on arrival and handed in and will be stored securely until the end of the school day.

Equality, Inclusion and Reasonable Adjustments

When applying behaviour sanctions, staff will consider whether a pupil's SEND, disability, SEMH needs, safeguarding circumstances or vulnerability contributed to the behaviour. Reasonable adjustments will be made where appropriate in accordance with the Equality Act 2010 and the Beckfoot Trust Behaviour Policy.

Staff Induction & Support

New staff are supported to be successful at Beckfoot Nessfield through a bespoke induction programme. Staff can 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 regularly meet. 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: Beckfoot Nessfield 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 Class teacher/ SLT behaviour lead	Led by SLT behaviour lead/SENCo	Led by Head/Deputy/SENCo
Behaviour system (house points and demerits)	Team Around Child (TAC) meeting	Update profile, what is working/ not working	Update profile, what is working/ not working
Visual display of rules, rewards and demerits	EMR (Establish, Maintain, Restore) approach	Voice of child	Voice of child
Task plans and other visuals	Voice of child	Voice of family	Voice of family
Positive framing and rule reminders	Voice of family	Check for and understand ACEs	Review and update Behaviour Plan Check for and understand ACEs
Regular assemblies to teach about behaviour	Positive Report Card with SLT	Check for Child Protection	Check for Child Protection
Behaviour curriculum	Early Help	Early Help	Early Help
My Happy Mind	Time out card	Risk Assessment	Update Risk Assessment
Self-regulation strategies (e.g. zones of regulation)	Sensory/movement breaks	Increased family contact	Alternative Provision
	Check for friendship issues	Behaviour Plan	Step-out place at PRU
	Support for unstructured times	Team around the child (trusted adults)	Reduced timetable
	Inform child of changes to the day in advance	Restorative and reflective work	Respite at another school with reintegration plan
	Monitor student for SEND	Interventions e.g anger management, friendship work etc	Managed Move
	Additional pastoral support	SEND screening and add to register if req'd	SLT meeting
		Reasonable adjustments to timetable	Review SEND and consider EHCP assessment
		Sensory profile and plan	Re-refer to SCIL team
		Re-engagement activity	Specialist teacher from SCIL team
		Individual rewards	Therapeutic offer
		MHST	
		Multi -agency work	
		Ed Psych referral	
		School nurse referral	
		SCIL team referral	
		SaLT referral	
		CAMHs referral	
		MHST referral	

This protocol should be read alongside the Beckfoot Trust Behaviour Policy, Anti-Bullying Policy, Safeguarding and Child Protection Policy, SEND Policy and Care and Control Policy. These documents contain further information regarding child-on-child abuse, searches and confiscation, prohibited items, reasonable force and safeguarding responsibilities.