Local Behaviour Protocol

2026-2027

This protocol is written in conjunction with the Beckfoot Trust Behaviour Policy which is available on the Trust website: Policies - Beckfoot Trust

At Beckfoot Oakbank, we work hard to meet our trust mission of creating a remarkable school where no child is left behind.

Our school sentence below articulates what we aim to achieve here:

Beckfoot Oakbank ensures that every child succeeded in education, had a great career and enjoyed life.

We live our values of enjoy, learn and succeed. Our values are central to our school community and our culture:

Enjoy: we enjoy belonging to Beckfoot Oakbank

Learn: we are all here to learn

Succeed: we are determined to succeed

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

High expectations and support for all

Routines

The school has several specific routines that help students to achieve our high expectations and develop our learning habits 100% of the time. These include line-ups, 3-2-1 transitions, lesson entry and exit, movement whistles and learning modes. These are explained through morning meetings, tutor-based sessions, assemblies and during lessons. Students will also practise these routines regularly. The core purpose of routines is to support psychological safety and reduce cognitive load.

Learning habits (success in school and for life)

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

- Learning habit 1: Positive response - Using good manners; 'please' and 'thank you', opening doors, tidying up

- Learning habit 2: Perfect uniform
- Learning habit 3: On task behaviour – Behaving in a purposeful manner outside and inside the classroom: working hard, taking part, turn taking, following learning modes, following instructions first time every time
- Learning habit 4: Punctual to school and lessons – arrive at school before 8.20am, arrive to lesson before the bell
- Learning habit 5: Equipped for success – bag, pen, pencil, ruler, timetable, knowledge organiser, mobile phones not seen or heard
- Learning habit 6: Learning beyond the classroom, students will be expected to complete learning tasks beyond the normal lesson time. This will take a variety of forms

Positive response

This is a vital learning habit for students to develop so that everybody can enjoy their learning with us. Positive response is important because it supports learners to learn and teachers to teach and creates a culture of mutual respect and safety so that everybody can succeed. Positive response is expected inside lessons, outside of lessons such as social times, line ups, corridor transitions and at the end of the day. Expectations of our learning habit positive response include:

- Demonstrating listening to a member of staff and not interrupting
- Focusing on the member of staff talking
- Using good manners (please and thank you)
- Using time and place appropriate language
- Using formal English and no slang when speaking to adults
- Using full sentences when appropriate
- Following instructions first time every time
- Telling the truth

Examples of responses that would not be acceptable would be swearing, answering back, rudeness, challenging a teacher's instruction (not exhaustive). If students have a question about an instruction given, they will need to ask at an appropriate time. Staff will listen to our students but listening to a point of view will not necessarily mean agreement.

Students with identified SEND needs may need tailored support and or reasonable adjustments to be put in place to support them developing our learning habits.

Perfect uniform

This learning habit is important as it builds a sense of community and belonging, supports safety and helps to ensure that everyone enjoys belonging to Beckfoot Oakbank. When wearing school uniform students are representing the Beckfoot Oakbank community. We have consulted with our students and families, and we have worked hard to create an inclusive set of expectations. Our 3 guiding principles are:

- Appropriate to a contemporary school setting and place of work

- Non-exclusive (no expensive labels)
- Clarity of expectations so that all can meet them and avoid conflict over what is and isn't allowed is unnecessary

The clarity of expectation around uniform as exemplified in appendix 5.

We understand that some families may be facing hardship and therefore to us 'perfect' does not mean brand new or expensive, it means wearing what is expected and listed below and accepting discrete support to get this right where necessary.

- Students who wish to wear a jumper or cardigan must wear the official school jumper or cardigan with the school logo.
- Trousers should be plain black. Please see the examples in the appendix for what is and is not acceptable. Jeans, cargo pants and leggings are not permitted. Shorts are not permitted.
- Skirts, if worn, must be worn with thick black tights and of an appropriate length. Tube / Lycra skirts are not allowed. Skirts must not be rolled up. Leggings are not acceptable and must not be worn under skirts.
- Discreet make up only, this includes discreet lashes and subtle nail varnish (no bright colours).
- Any black leather (leather look) shoe is acceptable. Slip-on or laced (laces must be black). The shoe must be wholly black. Suede, nubuck or canvas shoes are not allowed. Boots are also not allowed (however, students may travel to school in boots during winter and change once at school). Fully black leather-look trainers are acceptable, However, they must not be mesh or have different coloured insignia on them .
- Socks should be plain (black, grey, white) and should not be trainer socks.
- No false / acrylic nails may be worn.
- Only studs may be worn in ears
- A single nose stud may be worn. Multiple nose piercings, eyebrow piercings and septum piercings are not permitted. Clear spacers may be worn.
- Necklaces should not be seen, and rings, bracelets should be minimal (2 max)
- All jewellery will need to be removed for all PE lessons and for some Technology / Science lessons to meet health and safety expectations.
- Any religious clothing such as headscarves should be plain
- Coats/hoodies may be worn to school but must be removed on entering the building

Students will have their uniform checked at morning meeting and again at any social time and line up. Students who do not have the correct uniform will have the opportunity to either go home to change (with parental consent) or borrow the correct uniform from school. If a student refuses to borrow then they will be placed in a reset and reflection room for the rest of the day.

Coats should not be worn in the school building, any coat worn in the school building will be confiscated for the rest of the school day, returned to the student at 3pm

If the student refuses to follow instructions around uniform the level of sanction will be increased.

Some of our students have identified additional needs which means that adaptations are necessary. Where this is necessary, there is a clear rationale, and it is written into their provision map.

On task behaviour

For all students to succeed we expect that all students are on task so that everyone is able to enjoy their learning because there is a calm and safe environment. On task behaviour helps us to create a culture where everyone respects the environment.

We expect students to be on task at the following times:

- Line up
- Assembly
- Social times
- Lessons
- Corridors
- Dismissal
- Entry/exit to the building - routes in and out of the school site

In the classroom, it would be expected that students follow the correct learning mode for the task set, that transitions between learning modes are done in silence and that this is explained to students as part of the learning routines.

Transitions to morning meetings are silent; there is the same expectation for fire drill and evacuation drills.

Other transitions should be calm, quiet, following the one-way system, walking with pace and purpose, (no running / sprinting) with no inappropriate language and no touching as a default; noise is appropriate to the learning mode of working with others (classroom voices).

During social times and on corridors, students should only eat in identified zones and use the bins available for any litter. Students are expected to behave in a calm, respectful, and safe manner. Physical contact, rough play, or boisterous behaviour – including pushing, play fighting, or chasing – is not permitted. These behaviours can lead to accidental harm and are inconsistent with our expectations for a safe and inclusive school environment.

Students move to lessons or line up on the movement whistle and those at line up immediately fall silent when the signal is given as part of the line-up routine. Students maintain this silence until the end of the routine.

Punctual to school and lessons and attending daily

Attending school every day and being on time every day is important for all our students to succeed. Good attendance greatly supports both academic success and students' sense of belonging to their school. All students are issued with a timetable and identifies where they should be at each point in the day. We expect students to be take the quickest route following the one-way system to where they need to be next lesson or

social time. Our school day starts at 8.20am and students are expected to be at their morning line up space by 8.15am each day. Students are expected to be at their next lesson before the late bell rings.

Equipped for success

It is essential that our students come each day with the correct equipment for each day so that they can learn and be successful. Every student should always have the following with them:

- School bag (large enough to carry A4 books/folder)
- Tough bag, (2 black pens, purple pen, one ruler, rubber, pencil, whiteboard pen, highlighter, whiteboard, calculator) – we will provide some equipment at the start of the academic year in induction
- Timetable
- Knowledge organiser/retrieval booklet
- PE kit as needed

Students will have the opportunity to purchase any equipment they don't have at the start of the day, any equipment given to students will be charged through Parent Pay unless returned at the end of the day.

Learning beyond the classroom

So that students can know more, can remember more and be successful in their learning, there will be an expectation that students will access learning beyond their timetabled lessons. This will take a few forms including core knowledge and spelling retrieval through methods such as look, cover, write, check, written work; Knowledge organisers issued every cycle will be integral to this work. English, maths, and science all use online platforms for learning beyond the classroom. All students will be given access to the platforms and be expected to use them as directed by their teachers. Support on how to access and how to use will be included in our student induction and parent information will be made available.

Behaviour in lessons

We expect all students to make good choices and attend lessons on time and ready to learn. All staff will plan lessons that support all students' learning and allow them to make the progress that they deserve. At times, some students will not meet those expectations and will need to be reminded of our expectations so that they can be successful (see the behaviour pathway in Appendix 2). In Appendix 1 there is a list of ways that we support students to meet expectations.

Staff will issue verbal praise and reward students in various ways. Please see list below and the graduated response in Appendix 3 for how we recognise and reward.

Behaviour out of lessons

We expect all students to make positive behaviour choices out of lessons. This would include movement around the school site(outside), lesson transitions, break and lunch times, dismissal from school, extracurricular activities on and off site. The emphasis is on safety and dignity of all.

Explicit teaching and promotion of self-regulation strategies

The behavior protocol, its contents and implications are far-reaching. We recognise that elements of the protocol need to be taught, students need to learn and engage in these key fundamentals of behavior and self-regulation. These fundamental elements form our behavior curriculum, as with all curricula there is a clear intent and sequencing across the different year groups delivered through different parts of the school day, week, and term (please see 'Pupil and family induction and reinduction' section below).

There is a taught behaviour curriculum through:

- Daily reminders in Morning Meetings
- PSHE and PSHE + lessons
- Start of half term reset process
- Re-integration meetings
- As identified when students are struggling to meet learning habits

Interventions are also provided for students on our behaviour pathway (Appendix 2), where self-regulation and zones of regulation are explicitly taught by SEMH experts.

Recognition and rewards

We want students to work hard because it is the right thing to do (intrinsic motivation). We understand that students like recognition through reward. We have a range of ways to recognise and reward students who demonstrate our values of enjoy, learn, succeed. Determination to succeed is particularly recognised. The table that explains the graduated response to recognition and rewards is in Appendix 3. Successes are celebrated within the school community in morning meetings, recognition assemblies and our newsletter.

These rewards include:

- Awarding of achievement points for meeting our learning habits
- Positive phone calls home
- Tutee of the week postcards home
- Community Tickets for a positive contribution to the school community
- Golden Tickets
- Platinum Tickets
- Access to 'now that' surprise 'pop up' rewards
- Attendance specific rewards including recognition of improvements in attendance
- Access to trips and activities
- Summer reward events

- Recognition certificates

Classroom management

Staff will support students with being on task through providing clear instruction and creating a calm environment for learning. Staff will use the school routines to support students with their behaviour and learning, however if a student is not meeting our school expectations of being on task in lessons, staff will follow the school behaviour systems, which aim to get students back on track as quickly as possible; this follows a chance, choice, consequence approach and the steps include:

- Pre C - Non-verbal signal to encourage appropriate choice.
- C1 - Chance: A verbal warning and instruction to the student about correcting behaviour.
- C2 -Choice: A second verbal warning.
- C3 - Consequence: An off-task detention is issued if the behaviour persists and a further opportunity for the student to correct their behaviour.
- C4 - Consequence: If the behaviour continues, or if there is a serious incident, the student will be removed from the lesson and taken to a reset and reflection room until the end of the lesson.

When a student is removed from a lesson, they will be collected by a member of On Call. The member of On Call staff will escort the student to the reset room If a student goes directly to the reset room they will be thanked.

If a student does not go to the reset room the member of on call staff will use the scripted language Chance, Choice, Consequence. The consequence at this stage is likely to be a suspension.

- C5 - Consequence: If the behaviour continues in the reset toom the student will be placed in IEU.
- C6 - Consequence: removal from IEU or refusing to go into Reset room will likely result in suspension.

Out of classroom behaviours

Students will be supported in several ways to be ‘on task’ outside of lessons, such as during transitions and social times. We are a very large school therefore strategies such as line-ups support students to move from social times into lesson and learning time in a safe, calm, and manageable way. Supervision on the corridors and clear expectations about calm, quiet corridors support students to know what is expected. Lesson truancy is a significant event which will lead to a certain sanction. If there is a behaviour issue, the following steps will be taken by a member of staff:

- C1 Chance - A verbal warning and instruction to the student about correcting behaviour.
- C2 Choice – A second verbal warning.
- C3 Consequence -If the behaviour persists an off-task detention will be issued.

- C4 Consequence - If there is unsafe behaviour or more serious behaviour, the student will be taken to a reset and reflection room.
- C5- Consequence -Continual disruption in a reset/IEU or more serious corridor behaviour
- C6 – Consequence - Refusal to attend the reset room/IEU, serious and unsafe behaviour could result in a suspension from school.

Respect and understanding for families

Additional support

We recognise that we need to teach and model to our students the behaviours we expect. We will always support students to develop great learning habits. Appendix 1 sets out how we support students and families to meet our expectations, including difficulties with uniform expectations. Leaders will regularly meet to review students' behaviour; where it is identified that a student needs additional support, leaders will create a tailored behaviour plan which will identify the additional interventions and support the student will receive and the review point for the plan.

Leaders will work to ensure family and student voices are heard and that the plan, as far as possible, is constructed together to help to identify the current barriers and the support needed at school and at home to remove them. We hold Team Around the Child meetings, every week, where we identify students who may need tailored support. Our SENDCO attends these meetings.

Types of intervention and support could include:

- Morning check-in before line-up to ensure the student is ready for the day
- Intervention sessions and deliberate practice of our learning habits and expectations
- Form tutor or SLT report card to help keep students on track with an identified learning habit
- More frequent contact home from an identified key adult

Reasonable adjustments for SEND (refer to SEN and Disability Policy)

We have a team of SEN experts led by a qualified expert. Staff plan lessons with SEND students in mind. 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.

We understand that external identification of need can take some time. Therefore, we have systems for supporting students who may not yet have received a formal diagnosis yet need some additional support and structure to meet expectations.

Mobile phones (and smart devices/earphones)

Serious behaviours

Any serious behaviours will be dealt with in an appropriate manner and will be investigated promptly by the Year Team Leader, Phase leader or a member of the senior leadership team.

Serious behaviours include but are not limited to:

- Repeated breaches of the school rules.
- Any form of bullying.
- Verbal abuse.
- Physical aggression.
- Destructive behaviour, damage, and vandalism.
- Sexual bullying, harassment, abuse, or assault.
- Any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation, including online behaviour.
- Theft.
- Fighting.
- Smoking or vaping.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items.
- Making a proven false allegation against a member of staff.
- Misconduct whilst travelling to and from school.
- Posting or sharing harmful images/content about students, staff, or the school on social media.
- Persistent refusal to follow instructions of staff (beyond the control of the school which is dangerous).
- Being beyond the control of the school (for example running around the building and refusing to cooperate – known as 'walking away').

The purpose of sanctions

The overall aim of our behaviour protocol is to be in a position where sanctions are the exception because our expectations are so clear and our support systems mean all can enjoy, learn and succeed. Having a system of sanctions serves three purposes:

- Teaching students that there are consequences for breaking rules, particularly where others safety and dignity is undermined.
- Allowing us to see patterns and therefore knowing where we need to intervene more to support the student and family.
- Giving students time to reflect on how to avoid sanctions in the future and where necessary, make amends.

An example of the second bullet point is where a child is constantly poorly prepared for learning (no equipment), we need to work out why and offer more support. Without recording this across every lesson, we would not be able to see a pattern.

The sanctions we use and that are outlined in Appendix 3 and reflect the Trust Behaviour policy.

We operate under the guiding principles laid out above and we expect all students to behave in a manner that allows everyone to achieve our values of enjoy, learn and succeed.

Detentions

Detentions are issued for not meeting our learning habits. Lateness to school results in a same day detention and where possible we will issue same day detentions for other breaches of our learning habits. However, to allow for communication with families, the cut off time to issue a same day detention will be 12.20pm each day. Detentions accrued after 12.20pm will take place the next day. There is a built-in escalation so that we do not jump from a detention to a severe sanction without building into the process multiple opportunities to intentionally over communicate the expectation that pupils follow instructions, reducing opportunity to forget.

Students who have an after-school detention will be asked to wait at the end of their period 5 lesson and will then be escorted to a detention room by their class teacher. There may be occasions where a member of on call staff will collect a student from period 5 to take them to the detention.

The initial detention issued will be 30 minutes. Extended detentions will be 60 minutes long if a student fails to attend detention either intentionally, or accidentally we have created opportunity for graduation of sanction in a fair, proportionate and reasonable way.

Students who are late to school receive a 30 minute detention to promote good timekeeping.

The school uses reset and reflection rooms as part of the sanctions system and as an alternative to fixed term suspension. Once a child has been removed from a lesson, they will be expected to wait outside the lesson for a member of staff to take them to reset and reflection. When in reset rooms, the students will continue working on the curriculum that they are studying in lessons and will be expected to meet the following expectations:

- Follow the timetable of the room.
- Work in silence – do not disrupt the learning of others.
- Complete any reflection booklets given to them.

Students may be placed in reset and reflection rooms for an extended period for reasons other than removal from lesson. These may include placement whilst investigating a serious incident, a placement as a result of an escalation in sanction due to a refusal to comply with staff or as a sanction for not meeting one of our learning habits.

Suspensions and permanent exclusion

Suspensions or permanent exclusions are issued at the discretion of the Headteacher. All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is serious. We follow DfE guidelines and our Trust Behaviour in determining which behaviours are deemed as serious. Appendix 3 demonstrates the graduated response to behaviour and the range of sanctions for any given issue.

All suspensions follow our Trust Suspensions and Exclusions policy in line with current DfE guidance and are looked at individually and, on some occasions the Headteacher may decide to use a short-term placement at another school as an alternative in exceptional circumstances. In very serious circumstances, the Headteacher may decide to permanently exclude. Following a suspension, it is expected that families engage in the reintegration process so that we work together to support the student to get back on track. If families DO NOT engage, we may pursue a case of educational neglect with the Local Authority.

Use of reasonable force

Reasonable force is a last resort and can be used to prevent students from committing a criminal offence, hurting themselves or others, from damaging property, or from causing disorder. More detailed information about the use of reasonable force can be found in our Trust Care and Control Policy.

Anti-bullying (see local Anti-Bullying Protocol and Child Protection and Safeguarding Protocol)

We are committed to the aims outlined in the Trust Anti-bullying policy and local protocol to providing a positive, and safe environment where students can learn to the best of their ability. We have a zero tolerance approach to all forms of child-on-child abuse including sexual harassment or violence and bullying. We will listen, taking all allegation of bullying seriously and deal with concerns or allegations of bullying promptly and efficiently This protocol outlines our approach to prevent and tackle all forms of bullying. The protocol has been adopted following research and consultation and reflects DfE and Trust guidelines.

Consistently applied policy and local protocol

Consistent implementation of this protocol is paramount to its success. Therefore, in line with other school systems and processes the local behaviour protocol is monitored, evaluated and quality assured. The many elements that make up the protocol have been split into discreet parts. Clear expectations and models of good practice are shared with stakeholders and form part of our CPD sessions, where these are practised by staff. Quality assurance is scheduled every cycle, where staff are provided with feedback, progress is evaluated and feeds directly back into the CPD calendar.

At the start of each term, we take the opportunity to remind students of the rationale and expectations of key elements of our behaviour protocol; we also take the opportunity to practise and deliver CPD on some key elements of the behaviour protocol on training days and at the start of term.

Regular monitoring and evaluation of behaviour data allows leaders and our pastoral team to respond accordingly. On a weekly basis our pastoral teams carefully monitor and implement the necessary interventions, from our behaviour pathway (appendix 2), for an identified cohort of students, partnership plans are created. Partnership plans, have three identified phases dependent on the level of support required by a student; each level of support has a range of interventions. Students on a level 3 phase of support, where external agency involvement is common, are discussed at a Senior leader level where student progress is carefully monitored.

Regular quality assurance cycle is:

- Every lesson everyday monitoring by DHT/HT
- Weekly review of behaviour data
- Half cycle review of key performance indicators per year group and whole school
- Half cycle student and staff voice
- End of cycle evaluation summary
- CEO challenge days and/or external quality assurance
- End of year SE

Pupil and family induction and reinduction

We want students to be successful; we know that having the opportunity for pupils to engage with elements of the behaviour protocol regularly, as part of our behaviour curriculum will help students realise this success; below outlines these opportunities:

- Line-ups – Daily at the start of the school day
- Morning meetings – Daily for the first 30 minutes of the school day
- Assemblies – Weekly
- Resets – Half termly
- PSHE lessons - weekly

Working in partnership with families helps with student support and success; we aim to communicate with parents regarding student behaviour:

Class Charts – Provides families with an overview of all positive and negative behaviour, it also is the platform where parents are informed of any serious sanctions such as detentions or periods in IEU

Phone calls – Parents may be phoned if there is a specific need to do so involving specific behaviour concerns or to inform parents of any pastoral issues.

Report cards – Students may be placed on a report card, where students work towards discreet behaviour targets; progress against targets are communicated through the report card.

School-home meetings - Where necessary, for serious incidents or for student reintegration back into school, parents will be invited into school to meet with behaviour leaders.

Partnership plans – A method of how we capture phase 1-3 support and interventions for students. Parents will be provided with weekly updates of student progress within the partnership plan.

Visible leaders who listen

Below are the different members of staff within our pastoral team who take a lead on culture and climate in the school

Year Teams

- Year 7 AAHT – James Ickringill; YTL – Linda Askham; AYTL – Eleanor Lockwood
- Year 8 AAHT – Chris Thacker; YTL - Charlotte Rhodes; AYTL Nosheen Majid
- Year 9 AAHT – Lisa Ward; YTL – Gemma Bennett; AYTL - Nousarath Novin
- Year 10 AAHT – Maria Humpherson; YTL – Nicola Farrar; AYTL - Neelam Rashid
- Year 11 AAHT – Connor Bentham; YTL – James Gill; AYTL – Lucy Cox

What they do

- Every year group has a Senior Leader AAHT who oversees all aspects of pastoral care including attendance, behaviour and wellbeing. They direct the work of YTL and AYTL.

Supporting every year group is a YTL and a AYTL who supports students to be successful within the behaviour protocol.

- The year team is the first port of contact for parents.

Deputy Headteacher for Climate and Culture – Sam Reeves

- Line manages AAHTs.
- Ensures that all quality assurance for behaviour detailed below is carried out in accordance with schedule.
- Ensures that all half cycle and end of cycle evaluation reports are completed.
- Runs team around the child phase 2.
- Oversees decisions for IEU and advises HT on suspensions.

Headteacher

- Line manages DHT Behaviour and Culture.
- Runs Team Around the Child phase 3.
- Decisions for suspensions and permanent exclusions.
- Updates Behaviour Protocol yearly.

Appendix 1

Learning habit 1: Positive response

Our universal offer for all students:

- We will build the habit of positive response as part of our behaviour curriculum
- We will explain what this learning habit is, what it looks like and how students can show it as part of our student induction and any reset sessions
- We will use common language and phrases and model positive response
- We will use morning meetings, lessons, and assemblies to share and model the common language we will use
- We will practise school routines with students
- Staff will model positive response
- We will give clear instructions
- We will acknowledge positive response when we see it and hear it

Where additional support may be needed to build this habit, this would form part of our universal plus offer for students who may need it. This could include:

- Additional support through hour pastoral and SEN team to understand what the common language means and what the expected response is
- Giving individual students a chance to reflect with regular check-ins with a trusted adult
- Working 1-1 with students as part of a planned intervention
- We may set targets around positive response as part of a positive report card with students
- Consider use of mentoring programmes as appropriate to focus on positive behaviour strategies
- Identifying personalised strategies to support individuals including zones of regulation
- Adaptations to morning meetings for students that need it to access this learning

Learning habit 2: Perfect uniform

Our universal offer for all students:

- We review our uniform annually and keep it as cost effective as possible
- We will have preloved uniform available for families and be able to signpost families to outlets that also provide preloved uniform
- We will communicate clearly the uniform expectations including our PE kit in a timely manner; this will be available on the website and in the family handbook
- Before the start of the academic year parents will be able to check with identified school staff before purchasing uniform
- Students will be able to borrow any missing items of uniform at the start of each day
- We will acknowledge and recognise student who wear the school uniform correctly. Where additional support may be needed this may take a variety of forms:
- Morning check-in with key workers to support students before the morning meeting starts
- Providing financial assistance for families through uniform vouchers
- Providing specific items of uniform in discussion with families
- Making temporary adjustments to uniform based on a specific need
- Making uniform available to borrow for a longer-term period
- Where a student has a specific need such as a sensory or medical need a reasonable adjustment to uniform will be made and communicated to staff Adaptations to morning meetings for students that need it to access this learning

Learning habit 3: On task behaviour

Our universal offer for all students:

- We will have clear routines within school for movement to and transition between spaces
- We will have clear routines for lessons including the use of our three learning modes
- We will demonstrate, model and practise these routines as part of our morning meetings, student induction and any reset sessions
- Students will have a seating plan for all lessons that will be shared with students and reviewed regularly
- We will have seating plans for morning meetings
- We will use social timeline ups (Y7/8 only) to support calm and purposeful lesson transitions
- Language used by staff will be consistent and often be in the form of micro scripts
- We will communicate with families
- We will acknowledge on task behaviour and use our reward systems appropriately

Where additional support may be needed this would form part of our universal plus offer and could include:

- Tailored support given to individual students in line with identified need and any individual learning plans
- Teaching assistants are deployed to classes where students have additional needs
- Time limited positive report cards with clear targets will be used to address any specific lack of on task behaviour
- Individual reflection and reset sessions with students to better understand on task behaviour
- 1-1 mentoring
- Deployment of additional staff to support the most vulnerable is possible because of the use of seating plans

Learning habit 4: Punctual to school and lessons

Our universal offer for all students:

- Students who arrive early to school will be able to access breakfast club in the atrium from 8am daily
- We will start the day with a consistent line up and morning meeting
- Students will, in due course, be able to access the library before school
- We keep in touch with local bus companies and travel news that may affect the journey to school
- Some lesson transitions will be escorted for all students, and we will practise this with students
- Copies of the daily timetable will be on display boards on all floors to support students with their timetable
- Staff will be positioned on corridors to support corridor movement and to support timely transition to lessons
- Teaching staff will use the daily lesson schedule to indicate where students will be going to next.
- Dialogue with families by pastoral teams to remove any barriers
- Deployment of additional staff to support the most vulnerable is possible because of the use of seating plans

Additional support will be dependent upon need but could include:

- Morning check-in with a key worker as part of a start the day routine
- An adaptation to the start of the day to build confidence and reduce anxiety
- Break and lunch check-ins with key adults
- Supported lesson transitions with a key adult
- An adapted timetable where it supports learning
- Where a specific need has been identified, a reasonable adjustment will be made and communicated to staff e.g., because of an injury or medical need a student may need to transition early to a lesson
- Lift passes/keys to support timely transition will be issued dependent upon need. Temporary passes will be time limited. Permanent passes will be reviewed at least biannually
- Our family engagement team will work with individual families as needed to remove barriers to attending school

Learning habit 5: Equipped for success

Our universal offer for all students:

- We will provide each student with pencil case, planner and timetable as part of their induction
- We will provide students with knowledge organisers each cycle
- We will provide timetables at the start of each term and when a timetable is changed
- Replacement pencil cases will be available to purchase - before school each day 8am-8.15am and at break time from identified places
- Morning meeting / tutor time/social time line-up allows for a check in /equipment check
- We will reissue timetables as part of any reset

Where additional support may be needed to build this habit this would form part of our universal plus offer for students who may need it. This could include:

- Scaffolded support for individual students e.g., having spare equipment / timetable with tutor (hub)
- Having a ground floor locker to store spare equipment
- Breakfast club check in
- Copies of timetables visible in key spaces (e.g., year office / Hub)

Learning habit 6: Learning beyond the classroom

Our universal offer for all students:

- We will provide students with knowledge organisers each cycle, these will be available on the website also and contain the essential knowledge for each subject
- We will teach students how to use knowledge organisers
- We will explicitly teach study skills as part of our curriculum
- At Key Stage 3, a minimum expectation will be retrieval practice, weekly Sparx Maths and Sparx reader
- All students will be able to access ICT in the library before and after school to support with learning beyond the classroom
- Where appropriate lessons and resources will be uploaded to Microsoft TEAMS
- We will acknowledge and reward learning beyond the classroom
- We will offer workshops at parent events to support parents with learning beyond the classroom

Where additional support may be needed to build this habit this would form part of our universal plus offer for students who may need it. This could include:

- Tailored support as part of a small group or 1-1 intervention
- Some students will be invited to specific workshops
- We will offer specific workshops and events for families to support study e.g., Y11 Parent Power hour focusses on how families can support students to prepare for external exams
- Homework club with staff support in the Hub
- Laptops and assistive technology will be used to support students as appropriate

Where a student is receiving multiple sanctions the behaviour pathway support system is put into place. We take a 'team around the school' approach and the plan where necessary, will include involvement of external agencies.

Appendix 2: The Behaviour 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**
	Chair AAHT Lead	Chair DHT B&C	Chair HT
	YTL/AYTL – Named support	AAHT/Asst SENCO – Named support	SLT/SENCO – Named
• Behaviour system (usual rewards and consequences) • Behaviour curriculum as delivered and reinforced through: Line-ups, Morning meetings, Assemblies, PSHE lessons, start of half term reset process. • Visual display of rules, rewards and consequences • Positive framing and rule reminders • Self-regulation strategies (e.g. zones of regulation) • EMR (Establish, Maintain, Restore) approach. • Form tutor report • 100% strategies • Learning modes to frame expectations. • Small steps in learning through scaffolding and checking for understanding. • Forensic monitoring: targeting students who need the most support. • Literacy everywhere strategies • Pastoral check-ins • Regulation check-ins	• Team Around Child (TAC) meeting (AAHT) • One page profile about child (triggers and support) (Named) • Voice of child (Named) • Voice of family (Named) • Report Card (Named) • Time out card (SENCO) • Sensory breaks (Asst Senco) • Check for friendship issues (Named) • Support for unstructured times (Named) • Inform child of changes to the day in advance (Named) • Monitor student for SEND (Asst SENCO) • Refer to in school support (e.g. pastoral) (Named) • RAG timetable (Named) • Check for and understand ACEs (Named) • Restorative and reflective work (Named) • Peer mentoring	• Update profile, what is working/ not working (Named) • Voice of child (Named) • Voice of family (Named) • Check for Child Protection (Named) • Early Help (Named) • Risk Assessment (Named) • Allocate a lead worker for family (Named) • Increased parent/family contact (Named) • Partnership Plan for behaviour (Named) • Team around the child (trusted adults) • Interventions e.g., anger management, friendship work etc (Asst SENCO) • SEND screening and add to register if req'd (Asst SENCO) • Reasonable adjustments to timetable (DHT) • Sensory profile and plan (Asst SENCO) • Multi -agency work (Named) • School nurse referral (Named) • SaLT referral (Named) • TFTF (AHT Inclusion)	• Update profile, what is working/ not working (named) • Voice of child (Named) • Voice of family (Named) • Review and update Partnership Plan for behaviour (Named) • Check for and understand ACEs (Named) • Check for Child Protection (Named) • Early Help (Named) • Update Risk Assessment (Named) • Alternative Provision (DHT) • Step-out place at PRU (DHT) • Respite at another school with reintegration plan (DHT) • Managed Move (DHT) • Review SEND and consider EHC assessment (SENCO) • Re-refer to SCIL team (SENCO) • Specialist teacher from SCIL team (SENCO) • Therapeutic offer (SENCO) • MHST referral (SENCO) • CAMHs referral (SENCO) • Early review of EHCP (SENCO) • Multi-agency meeting with exclusions team, SEND, school staff and wider professionals (SENCO) • Ed Psych referral (SENCO) • Seek specialist advice (SENCO) • CTMC (AHT Inclusion)

The table below outlines the different phases of our behaviour pathway, the interventions available at each phase and the members of staff leading each phase.

Appendix 3

		Learning Habit 2	Larning Habit 3		Learning Habit 4	Learning Habit 5	Learning Habit 6
		Uniform	**On Task Behaviour**	**On Task Behaviour Community**	**Punctuality and Attendance**	**Equipment**	**Learning beyond the classroom**
R6	We acknowledge, celebrate and reward positive choices and polite response	Annual reward	Consistent high effort or attainment all year	Positive impact on the wider community	Annual reward - 96%+	Annual reward	
R5		End of cycle reward	Taking opportunities to extend own learning	Representing the Trust	End of cycle reward - 96%+	End of cycle reward	
R4 Cert Badge		Half cycle reward	Sustained excellence/ improvement over a cycle	Representing the school	Half cycle reward - 96%+	Half cycle reward	Sustained excellence over a cycle
R3 CC points Ph call Golden ticket		Recognition of outstanding or improved uniform habits	Independent work showing improvement or excellence	Being a leader (prefect, sports leader, anti-bullying)	Recognition of outstanding or improved attendance	Recognition of outstanding or improved equipment habits	Homework showing excellence or an improvement
R2 CC points		Perfect uniform each week	Active participation and engagement	Helping other children, helping staff	100% attendance per week	Perfect equipment each week	Learning beyond the classroom
R1 Verbal praise		Perfect uniform each day	A good answer/modelling school values	Polite or kind (opening doors, tidying up, good manners)	Punctuality to school and lessons	Perfect equipment each day	

Appendix 3: CC – ClassCharts

	Learning Habit 1	**Learning Habit 2**	**Larning Habit 3**		**Learning Habit 4**	**Learning Habit 5**
	Positive Response	**Uniform**	**On Task Behaviour**	**On Task Behaviour Community**	**Punctuality and Attendance**	**Equipment**
		Non-verbal signal, positive framing and 100% strategies to encourage appropriate choice				
C1	1st verbal warning (Chance)	Opportunity to be supported with uniform	Verbal warning to reassert expectation	Verbal warning to reassert instruction*	Late to school - 30 minute detention	Opportunity to be supported with equipment
C2	2nd verbal warning (Choice)	Opportunity to be supported with uniform.	Second verbal warning	Classcharts Notification with consequence points*		Opportunity to be supported with equipment
C3	Detention (Consequence) 30 min (if detention is missed then increased to one hour	Persistent uniform	Consequence Persistent disruption - Final warning	Persistent Disruption - Final Warning*	Late twice to school in a week or 3 x C2 for lateness in a week	Persistent equipment
C4	Lesson Removal to reflection room		Consequence Lesson removal to a different learning space	C4: Lesson Removal to a different learning space**	Persistent lateness	Missing tough bag - 30 minute detention
C5	Isolation Reset room, IEU, Behaviour Placement	Refusal to wear uniform	Continual disruption in learning space	C5: Continual disruption in reset***		
C6	Suspension		Suspension	Suspension		

*Out of bounds on a corridor, inappropriate movement i.e. going against one way system, eating in the wrong area (unless safety issue)

** Health and safety issue i.e. throwing food, inappropriate physical contact (not transgressing equality), swearing directly at staff child dysregulated)

*** Intent to cause harm on a corridor or unsafe behaviour (physical, verbal, protected characteristics)