

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 Hazelbeck we work hard to meet our mission of creating a connected community which empowers young people to overcome barriers and flourish in their future life. We live our values of enjoy, learn and succeed.

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

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

One Trust Contract

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

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

Readiness for learning

In our school and in lessons, we expect and support all students to be ready to learn so that they can make progress.

- Follow the classroom pledges based on empathy, respect of people and places, safety and being heard
- Engagement - Working hard, taking part, turn taking,
- Punctual to school - Arrive to school before 9am
- Participate In zones of regulation activities

Behaviour in Lessons

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

Rewards

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

These rewards include:

- Praise
- Reward charts resulting in prizes or working towards trips
- Additional choosing time
- Special drawer/visits to SLT
- Notes home to parents on Dojo
- Additional responsibilities (e.g. lanyard use)

Classroom Management

Behaviour support is personalised to the individual and based on an in depth knowledge of the young person. Observations allow us to identify how a young person presents when they are ready to learn, showing signs of anxiety and how that further escalates. We have strategies that we use at each point. These are recorded in the behaviour support plans which make part of the personal learning plan. Different bases will create a classroom environment to ensure that there is an appropriate level of sensory and adult support to meet the needs of students so that they have the best chances of regulating their behaviour. Zones of regulation are used regularly with all students throughout the day and strategies implemented to support regulation based on where they are at.

Mobile Phones

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

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

Therefore, to support the learning of our students':

- Mobile phones and all other electronic devices will not be allowed in school at any point throughout the school day.

- Mobile phones should be turned off and handed in to the designated member of the leadership team when coming into school.
- If a student is seen with a mobile phone, they will be required to give it to the member of staff who asks and then it will be stored until the end of that student's school day. Once they have done this, they will continue their school day as normal. However, if a student refuses to hand over their mobile phone a phone call home will be made and their phone will have to be left at home in future.

Uniform

We expect all students from year 7 - 11 to be in full uniform every day.

Uniform

- Navy blue sweatshirt/cardigan or hoodie (with or without logo)
- White polo t-shirt or t-shirt
- Grey or black trousers, leggings, jogging bottoms, dress, skirt, or shorts
- Black or navy blue shalwar kameez

Our sixth form do not have to wear uniform although they are not allowed to wear any clothing that could be offensive or derogatory.

Serious Behaviours

Any serious behaviours will be dealt with in an appropriate manner and will be investigated promptly.

We define a serious Incident as being:

- An incident that took place in exceptional circumstances/environment which increased risk e.g. out in the community
- An incident which involved a high number of staff to reduce risk
- An incident which resulted in injury to staff or students requiring external medical treatment
- An incident that lasted an exceptional amount of time for that young person.

These serious behaviours will receive an appropriate consequence after investigation. The consequence will be proportionate to the behaviour and the needs of the student

Suspensions and Permanent Exclusion

Suspensions or permanent exclusions are issued at the discretion of the Headteacher following investigation. All decisions to exclude are serious and only taken as a last resort or where the breach of safety is extremely serious and there are no other options.

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

Use of Reasonable Force

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

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

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

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

We recognise that:

- bullying causes real distress.
- it can affect a person's health and development and, at the extreme, can cause significant harm all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

Why is it important to respond to bullying?

Schools have a responsibility to respond promptly and effectively to issues of bullying. Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Young people who are bullying need to learn different ways of behaving.

Prevention.

Following our behaviour policy that sets out how pupils expected to behave, in face-to-face contact and online, and within and outside of our activities holding regular discussions with staff, volunteers, children, young people and families who use our organisation about bullying and how to prevent it.

We recognise that bullying is closely related to how we respect and recognise the value of diversity. We will be proactive about:

- seeking opportunities to learn about and celebrate difference
- increasing and celebrating diversity within our staff, volunteers, children and young people
- welcoming new members to our organisation.

A listening school

Hazelbeck takes all allegations of bullying seriously. We will deal with allegations of potential bullying promptly and efficiently.