

Local Behaviour Protocol

This Local Behaviour Protocol supports our main Beckfoot Trust Behaviour Policy and sets out how the Trust policy will be enacted at Beckfoot Nessfield. It is written in conjunction with our Local School Anti-Bullying Protocol, Beckfoot Trust Care and Control Policy, Beckfoot Trust Child Protection and Safeguarding Policy, Beckfoot Trust Code of Conduct Policy, Beckfoot Trust Equity and Diversity Policy, Beckfoot Trust Suspension and Exclusion Policy, Beckfoot Trust SEN and Disability Policy and Beckfoot Trust Supporting Pupils with Medical Needs Policy.

At Beckfoot Nessfield we are committed to building high quality positive relationships between children and staff. We know that by placing relationships at the heart of what we do, we can create an environment where exemplary behaviour enables productive learning.

Whilst every child is unique, we believe all children can learn to manage their behaviour. Therefore, staff are guided to teach self-discipline and self-regulation echoing our school sentence and values of Kindness, Hardwork and Ambition.

School Sentence and Values

At Beckfoot Nessfield we all strive to be even better tomorrow than we are today. We have three school values that permeate through all we do in our school, contributing to how we behave. These values help to shape us as people at 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 think because it is the right thing to do. We all understand 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.

Building positive relationships

Research shows that school staff that know their children well have a positive impact on classroom behaviour. Therefore, we invest in building relationships of trust and understanding. We seek to understand triggers and find solutions to poor behaviour choices. If incidents do occur, we use strategies to defuse the situation and/ or distract the child wherever possible. When multiple adults frequently work with groups and individual children, we ensure information is shared about key children. We work closely with families encouraging them to make school aware of any negative changes in circumstances that may impact on behaviour. This enables us to counteract the negative influence with an appropriate positive intervention.

In order to build and maintain positive relationships with children, we use an Establish- Maintain-Restore (EMR) method. We intentionally focus on the children who are most difficult to connect with, who may be most in need of a consistent, positive relationship.

Once we have established a positive relationship with a child, we maintain the quality of that relationship by intentionally striving for a 5 to 1 ratio of positive to negative interactions. Any negative interactions can weaken the

adult child relationship and subsequently cause the child to be less engaged and responsive to efforts to correct problem behaviour. Therefore, staff intentionally repair any harm after a negative interaction by reconnecting with the child.

We understand that all behaviour is a form of communication and that there are influences, in the community and at home, that may negatively affect a child's ability to learn or cope with the school environment. We recognise that this may lead to a withdrawal from learning and in some cases, this can lead to the void being filled with negative behaviour often linked to self-esteem and social standing with peers.

When children have had adverse childhood experiences (ACEs), we tailor our support for pupils in relation to the behaviours they exhibit whilst continuing to use the EMR approach to build, maintain and restore positive relationships.

	Establish	Maintain	Restore (R3)
Definition	<i>Intentional practices to cultivate a positive relationship with each child (i.e. build trust, connection & understanding)</i>	<i>Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)</i>	<i>Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with child)</i>
Practical strategies	<p>Set aside a window of time to spend with the child</p> <p>Inquire about the child's interests</p> <p>Communicate positively: open ended questions affirmations; active listening; validation; avoid sarcasm and judgemental language</p> <p>Reference information about the child</p> <p>Deliver constructive feedback wisely</p>	<p>5 to 1 ratio of positive to negative interactions</p> <p>Positive notes and messages home</p> <p>Greet the child warmly at the start of the day, lesson, group</p> <p>Relationship check-in</p> <p>Random, special activities</p>	<p>R3 = Reconnect, Repair, Restore</p> <p>Take responsibility for negative interaction</p> <p>Deliver an empathy statement</p> <p>Let go of the previous incident & start fresh</p> <p>Communicate your care for having the child</p> <p>Engaging in mutual problem solving</p>

Teaching children to manage their emotions

We know that the successful management of behaviour relies on far more than a set of strategies to draw on when pupils misbehave (Ellis and Todd 2018). Alongside, building positive relationships we teach emotional learning behaviours. We do this through My Happy Minds and The Story Project which supports children in managing their own mental well-being, how to deal with setbacks and and supports them in building their self-esteem, self-worth and self-confidence.

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. 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 will reduce frustration for children when a task is difficult. 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.

Recognition

We operate a house point reward system to reinforce desirable behaviours and improve children's learning behaviours. Children are rewarded house points for 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 housepoints 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
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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 (Quentin, I need your eyes on me)

Demerits for persistent low-level behaviours and difficult behaviours

1. Stop and Think demerit on Epraise which informs family ("This is a warning. You have chance to turn your behaviour around by...")
2. Amber demerit on Epraise which informs family. Restorative conversation with the child to problem solve and rebuild the relationship.
3. Red demerit on Epraise which informs family. Phone call home from class teacher. Restorative conversation with class teacher and reflection proforma completed. Child sent to SLT.
4. Move straight to a red demerit for serious behaviours such as bullying, swearing, fighting, kicking, homophobic and racist language. 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 apologise, be in a 'state' 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. 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 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.

SLT also provide support to staff in a proactive and reactive way to manage the behaviour of the children they work with.

Targeted approaches for individuals

Our behaviour protocol has been designed so that most children, including those with SEND, should be able to be included. However, we recognise that some children may need reasonable adjustments to help them be successful within our protocol. This may include time out cards, The Nest or designated calming spaces. These adjustments are made on a case-by-case basis.

Children needing reasonable adjustments may also be considered for the SEMH/ behaviour Trust Graduated Response. This approach aims to put a wide range of preventative support strategies in place for the child to help improve behaviour. Triggers for a child beginning the programme of support are any fixed term suspension, three red cards in a six-week period or a request from an outside agency e.g. Children's Social Care.