



Local Behaviour Protocol 2024/25

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 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

Beckfoot Trust Core Principles

As Beckfoot Trust schools we share the same principles which must be reflected in our local protocol and our day-to-day practice, including, although not limited to:

- Schools where everyone's dignity is central; leaders can lead, teachers can teach, learners can learn
- Inclusive cultures where we expect the best and care for all
- Calm and consistent routines both in and outside the classroom to support all and particularly the most vulnerable learner
- Clear and fair rules with predictable and reasonable consequences (certainty not severity) that all are supported to achieve
- An understanding that to have high expectations you must have high levels of support, for some more than others
- An environment where students are taught to develop self-regulation
- Simple learning habits that we support students to develop and are integral to all lessons and driven by our values
- Strong and trusting professional relationships built on clarity of expectation, listening and unconditional positive regard
- A **'universal offer'** for all that is as inclusive as possible and supports students to learn and a **'universal offer plus'** of additional support for those students who need extra to meet our high expectations

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 weekly Team around the School meetings where we identify students who may need tailored support. Our SENDCO attends these meetings.

Types of interventions 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. All staff are aware of all students with SEND and plan lessons 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.

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 adjustments to meet expectations.

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 whistle 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 – 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, planner, 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

The following paragraphs exemplify our learning habits and why we have them.

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

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 formal black leather (leather look) shoe is acceptable. Slip-on or laced (laces must be black). The shoe must be wholly black –no large logos or sports logos. 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).
- Socks should be plain (black, grey, white) and should not be trainer socks.

- No false / acrylic nails may be worn.
- Studs may be worn in ears, but large hoops / dangling earrings may not be worn.
- A single nose ring/ 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.
- Hair should be natural colours (no bright colours)
- Plain headscarves should be worn
- 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.

If the student refuses to follow instructions around uniform the level of sanction will be increased. The images in Appendix 5 show what is and what is not acceptable as uniform for students at Beckfoot Oakbank. The list of images is not exhaustive.

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 all respect 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, students should only eat in identified zones and use the bins available for any litter. 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.

Punctual to school and lessons and attending daily

Attending school every day and on 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 which is kept in the planner and identifies where they should be at each point in the day. We expect students to 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)
- Clear pencil case (2 black pens, purple pen, one ruler, rubber, pencil) – we will provide this equipment at the start of the academic year in induction
- Planner with timetable inside
- Knowledge organiser/retrieval booklet
- PE kit as needed

Students can purchase a clocker for their time in school (see family handbook).

Learning beyond the classroom (a new learning habit)

So that students can know more, can remember more and do 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, and online work. English, maths, and science all use online platforms for learning beyond the classroom – these include, Sparx Maths, Sparx Reader, Century learning and Educake. 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 graduated response in Appendix 3). 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 2 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.

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 2. 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; these steps include:

- A verbal warning and instruction to the student about correcting behaviour
- A second verbal warning and the student planner given to the teacher and a further opportunity for students to correct their behaviour
- An off-task detention is issued if the behaviour persists and a further opportunity for the student to correct their behaviour
- 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
- If removed from a lesson, a student will wait outside the classroom until on call arrives
- Removal from a lesson is a significant event and will lead to a certain sanction
- Once removed from the lesson, the student will be taken to a reset and reflection room for a full day from the point of removal

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:

- A verbal warning and instruction to the student about correcting behaviour
- If the behaviour persists an off-task detention will be issued
- If there is unsafe behaviour or more serious behaviour, the student will be taken to a reset and reflection room for the remainder of the day

Mobile Phones (and smart devices/earphones)

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 are a significant distraction to young people. The device and the apps are designed to be addictive. Over-use undermines confidence, community, relationships, and community.

Many young people would rather communicate via a device than in person and this 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 (smart watches, earphones, music players, tablets) will not be used or seen in school at any point throughout the school day.
- Mobile phones should be turned off and inside the student's bag. They should not be in trouser / skirt pockets, coat pockets or tucked into waistbands as this makes them too tempting to use. We use the phrase "see it, hear it take it" to exemplify this with our students.
- If a student is seen with a mobile phone (or device), 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 when it will be returned. Once they have done this, they will continue their school day as normal.

If a student refuses to hand over their phone, comply with staff instruction or walks away from the member of staff, they will then face a more serious sanction.

Students who need to access a tablet/mobile device as part of their normal learning routine will be issued with school devices to do so.

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 the Senior Leadership link.

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 co-operate – 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. Have 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 1.20pm each day. Detentions accrued after 1.20pm 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 45 minutes or 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.

We understand that at times there can be a valid reason for lateness, for example, traffic congestion or poor weather. We always want students to attend and in circumstances like this, we will not issue detentions.

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

The day in reset and reflection rooms finishes at 3.20pm.

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

Students who persistently fail to meet expectations or who are involved in a particularly serious incident may receive a fixed term suspension. 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.

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 zerotolerance 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.

Appendix 1

The table below outlines just some of the ways we will support our students to be successful and build learning habits.

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

Learning Habit 3: On task behaviour

Our universal offer to 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 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

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 a graduated 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 – Graduated response to recognition

The SIMS Parent App allows parents to see the rewards issued by staff.

What the reward is	How it is achieved	How is it communicated	Recognition or reward
Positive calls home	For a positive contribution to the school community that demonstrates our values of enjoy, learn succeed.	Phone call to families	Recognition
Community ticket	By making a positive contribution to the school community e.g. helping another student, picking up litter, supporting an event.	Ticket is issued to student	Daily reward draw
Golden ticket	For showing excellence in learning. Teachers will award up to 3 golden tickets each lesson.	Golden ticket issued to student and teacher records on SIMS so parents can see. <i>We know that some students like to take their tickets home – they are still included in the prize draws if they do this</i>	Prize draws, Weekly, Half termly, Termly, End of year
Platinum ticket	Platinum tickets are awarded by visitors to school who have been impressed by a student's work, contribution or actions.	Golden ticket issued to student and teacher records on SIMS so parents can see.	Each platinum ticket is another entry into the prize draws above.
Achievement points	An achievement points is awarded for meeting any of our learning habits both in and out of lessons. Each golden ticket is worth 3 achievement points Each platinum ticket is worth 9 achievement points	Verbally to students and record on SIMS so they are visible to parents via the SIMS Parent app.	Recognition of success
Bronze awards	For achieving 300 achievement points	Certificate issued and logged on SIMS	Recognition
Silver awards	For achieving 500 achievement points		
Gold awards	For achieving 750 achievement points		
Platinum awards	For achieving 1000 achievement points		
Work of the week (WOW)	Staff can identify work of the week. Students can also share the work that they are most proud of and share it with SLT	Parents are informed by call home and or letter home. Student is awarded a WOW postcard.	Recognition
Headteacher certificates	For demonstrating our values	Certificate and letter home	Recognition

Tutee of the week postcards	Each week tutors will recognise the positive contribution of one of their tutor groups.	Postcard given to student and award logged on SIMS	Recognition of success
Annual prize events	We hold an annual prize event where prizes are awarded for by subjects, by year group and by leaders. Awards are linked to our values and recognises academic success, improvements, effort, sports awards, participation and community contribution.	Parents and award nominees and recipients are invited to the prize event by letter. Students receive certificates and a reward.	Recognition and reward.
Attendance rewards take a number of forms and recognise good attendance but also improvements in attendance for individuals.	<p>100 % attendance achievement are awarded weekly by tutors.</p> <p>Friday Five events recognise positive attendance and improvements in attendance.</p> <p>Attendance certificates will be issued termly.</p>	<p>Verbally to students and logged on SIMS</p> <p>Small rewards</p> <p>Logged on SIMS and letter home.</p>	<p>Recognition</p> <p>Recognition and reward</p> <p>Recognition</p>

Appendix 3: Graduated response to behaviour

Table of Possible Consequences for Different Behaviours and who issues	Linked to value	Teacher	Teacher	Teacher	YTL/SLT			DHT	HT/Exec HT	
		Verbal warning	Planner warning	30 min det	45 min det	60 min det	Isolation	Placement at another school	Fixed term suspension	PEX
Off task behaviour in lessons	Learn	X	X	X						
Answering back to staff	Enjoy	X	X	X						
Misbehaving in detention	Succeed				X	X	X			
Late to lessons x 1 in a day	Learn			X						
Late to school	Enjoy			X						
Chewing gum	Enjoy	X		X						
Uniform policy infringement (refusal to borrow)	Enjoy						X			
Refusal to hand over mobile	Learn			X			X			
Missing one detention	Succeed				X					
Missing two detentions	Succeed					X				
Missing three detentions	Succeed						X			
Walking out of a lesson	Succeed						X			
Walking out of detention	Succeed						X			
Walking away from line up	Learn			X						

Out of bounds social times	Enjoy			X						
Eating/littering	Enjoy	X		X						
Public defiance of staff	Learn/Succeed					X	X	X	X	
Misuse of ICT	Enjoy			X	X	X	X	X		
Plagiarism	Learn						X			
Unsafe behaviour on the corridor (inc running)	Enjoy						X	X	X	
Lapping corridors (repeated refusal to stop)	Enjoy/Learn			X			X	X	X	
Hiding in toilets	Learn			X			X			
Losing report	Succeed			X			X			
Internal truancy	Learn			X			X	X	X	
Persistent off task behaviour	Succeed						X	X	X	
Vandalism of school property (depending on level)	Enjoy			X			X	X	X	
Overheard swearing	Enjoy	X	X	X						
Vaping	Enjoy			X			X			
Leaving site without permission	Learn/Succeed			X	X		X			
Fighting	Enjoy						X	X	X	X
Racist comments or behaviour	Enjoy						X	X	X	
Swearing at member of staff	Enjoy						X	X	X	
Trans/homophobic comments or behaviour	Enjoy						X	X	X	
Online abuse/bullying	Enjoy/Learn						X	X	X	

Persistent bullying of student	Enjoy						X	X	X	X
Sexual/homophobic/racist harassment	Enjoy							X	X	X
Verbally threatening a member of staff	Enjoy							X	X	X
Persistent disruptive behaviour	Learn						X	X	X	X
Persistent refusal to follow instructions of staff (being beyond the control of the school which is dangerous)	Learn							X	X	X
Misconduct while travelling to and from school	Enjoy						X	X	X	X
Posting or sharing harmful images/content about students, staff or the school	Enjoy						X	X	X	X
Bringing a dangerous weapon into school	Enjoy								X	X
Bringing drugs into school	Enjoy								X	X
Dealing drugs in school	Enjoy								X	X
Serious physical violence toward staff	Enjoy								X	X
Using a weapon to harm another person	Enjoy								X	X
Bringing fireworks into school	Enjoy								X	X
Making a proven false allegation against a member of staff	Enjoy								X	X

Where a student is receiving multiple sanctions a graduated 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 4

Detentions form part of the sanctions system that we use and where they are needed we want to be able to support students' attendance at the detention to avoid any unnecessary escalation.

Accessing Detentions

Our support for all students:

- As part of our student induction and any reset we will be clear about the purpose of detention, why we use this as a sanction and how we ensure certainty
- As part of their daily routine tutors, Year teams, Phase leads will talk to students about how we can address / remove any barriers to successful learning
- When a detention is issued – the teacher issuing the sanction should make clear the reason for the detention
- A text message will be sent home informing parents of the time, length and reason for the detention e.g., "Student X has a 30 minute detention 12/5/24 for lateness to school"
- Class teachers period 5 will ask students with a detention (of any length) to wait behind at the point of dismissal and will then walk students to the appropriate detention room. Students who choose to walk away and not attend the detention will experience an escalation in sanction
- At the start of each day, year teams can have a quick word with students who have a 45/60-minute detention later that day as a reminder
- Any student who fails to attend 45/60-minute detention will receive a call home 3pm -3.30pm to alert families and an additional detention issued if they do not return / complete the detention
- Students who fail to attend 60-minute detention will be placed in reset and reflection for the day – contact / call home will be made to explain this

Where additional support may be needed with accessing detentions support could include:

- Adapted detentions for students with additional needs
- Support for understanding why the detention is fair for students with additional needs
- Some students being collected at the end of period 5 to be escorted to their detention
- When there is a genuine one-off reason why a student cannot attend a detention the year teams will call home and discuss when the sanction will be completed
- Where needed, reasonable adjustments are needed – the SENDCO will lead this. Reasonable adjustments may include adjusting the location and or the time of a detention, agreeing with family to do next day detention or a supervised social time detention
- Where reasonable adjustments are needed for reset and reflection rooms the SENDCO/AHT Behaviour and inclusion will liaise with year teams about how isolation will be managed
- Referral to Team around the Child to discuss support intervention for those who are receiving high numbers of detentions
- A meeting with a senior member of staff and the family for students that are receiving repeated detentions to consider a behaviour plan

Appendix 5: Uniform exemplification

The branded uniform (polo shirt, jumper and PE kit) is available from Whittaker’s Schoolwear and Top Trends in Keighley. All other Uniform is available to purchase in supermarkets and other clothing shops both in person and online. We have ‘preloved’ uniform available from school.

Item	Notes
Polo shirt	All students should wear a polo shirt in their year group colour with the school logo. Year 7: Red: Year 8 Green: Year 9: Blue Year 10: Black Year 11: Purple
Jumper or cardigan	Students who wish to wear a jumper or cardigan must wear the official school jumper or cardigan with the school logo. Other jumpers, including PE hoodies are not acceptable to be worn in school.
Trousers and skirts	Trousers should be plain black. Please see the examples below 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.
Shoes	Any formal black leather (leather look) shoe is acceptable. Slip-on or laced (laces must be black). The shoe must be wholly black –no large logos or sports logos. 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).
Socks	Socks should be plain (black, grey, white) and should not be trainer socks
Bag	All students must bring a school bag that is large enough to carry all of their equipment and is capable of holding an A4 folder. School bags are compulsory, and this is where any mobile phones or other technology should be stored (and turned off) throughout the day.
Physical appearance	Discreet make up only, this includes discreet lashes and subtle nail varnish (no bright colours). No false / acrylic nails may be worn. Studs may be worn in ears, but large hoops / dangling earrings may not be worn. A single nose ring/ 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 (2 max), 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. Hair should be natural colours (no bright colours).
Badges	Only school issued badges are to be worn on your school uniform.

Shoe examples (images are not exhaustive)

		
 <p>Formal plain black leather shoe with black laces and a black sole</p>	 <p>Formal black leather shoe with black laces and black sole.</p>	 <p>Formal black leather shoe with black laces and black sole.</p>
		
 <p>Kickers shoes with small tag are acceptable</p>	 <p>Plain black shoe with black sole and black laces</p>	 <p>Plain black shoe with black sole and black laces</p>
		
 <p>'Mono' Dr Martens</p>	 <p>Black Mono Vans</p>	
		
 <p>Plain black leather 'dolly' shoes</p>	 <p>Dr Marten Shoes – with yellow stitching</p>	

		
 Trainers (large logo)	 Canvas pumps	 Trainers
		
 Trainers with sports sole	 Trainers with sports sole	 Trainers with sports sole and large logos
		
 Canvas	 Canvas	

Trousers: All trousers must be black and have pockets. Leggings are not acceptable.

 <p>Adjustable Waist</p>	 <p>Adjustable Waist</p>	
 <p>ASDA Boys black regular leg school trousers from £7 for two pairs</p>	 <p>ASDA Boys black slim leg school trousers from £7 for two pairs</p>	 <p>Sainsburys longer leg trousers (age 10-16) from £9</p>
 <p>Adjustable waistband</p> <p>Slim leg</p> <p>AVAILABLE IN PLUS AND SLIM WAIST</p>		
 <p>NEXT Black formal Slim leg trousers (3-17 yrs) £8-£16</p>	 <p>Next Trutex black senior boys classic school trouser £20-25</p>	 <p>Morrisons (only up to Age 13) 2 pack boys regular fit trousers £9</p>

	 <p>Adjustable Waist</p>	
 <p>ASDA Girls black straight leg trousers 2 pack from £6</p>	 <p>ASDA Girls black slim fit slim leg trousers 2 pack from £7</p>	 <p>ASDA senior girls High waist slim leg school trousers from £7</p>
		
 <p>Black Senior High waist school trousers (9-17 yrs) £13-£19</p>	 <p>Black Senior Tapered Trousers (9-17 yrs) £10 - £16</p>	

Non example trousers (all of these are sold as school trousers in supermarkets and shops) Leggings are not acceptable as school trousers.

		
 Skinny stretch trousers and leggings are not acceptable. This includes school PE leggings outside of PE lessons	 Cargo pants are not acceptable	 Skinny leg jean style trousers with patch pockets are not acceptable
		
 Leggings with zipped / fake pockets	 Sports leggings (inc PE leggings)	 Leggings with seams

Skirts (all skirts must be worn with thick plain black tights, wearing leggings under skirts is not permitted).

		
 <p>ASDA black permanent pleats school skirt from £7 for two</p>	 <p>ASDA Black skater school skirt two pack. From £6</p>	 <p>ASDA Senior girls waist panel permanent pleats skirt from £6</p>
		
 <p>Senior girls black skater school skirt from £6</p>	 <p>Sainsburys black permanent pleat skirt from £6</p>	 <p>Sainsburys jersey skater skirt 2 pack from £10</p>

Skirt non examples (these are sold as school uniform in supermarkets however, they are not acceptable at Beckfoot Oakbank)



Examples of skirts worn with tights which are acceptable



Examples of skirts worn with socks