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**Positive Behaviour Policy**

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| **Date:** | 21st October 2024 |
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| **Approver:** | Sharon Dobson-Waters |
| **To be reviewed:** | Annually |

Please read this document in conjunction with any specific localised procedures as directed by the Head Teacher.

1. **Bridging statement**

At Bishopton PRU, we endeavour to be ‘better than good enough’, this policy is aspirational in its scope; in our pursuit of excellence. At Bishopton PRU we recognise that we are on a journey towards meeting the standards outlined within this policy.

1. **Rationale**

Bishopton PRU is an inclusive school that meet the needs of a range of children and young people, including those with SEND and those that have been permanently excluded from previous settings. Many of our pupils have experienced adverse childhood experiences (ACEs) and developmental trauma and face a range of emotional, social and mental health challenges. At Bishopton PRU we recognise and understand that positive relationships are central to supporting and improving behaviour. Practice emphasises the value of relationships, the importance of helping pupils feel safe and adopting a proactive and positive, strengths-based approach to behaviour.

1. **Principles**

It is acknowledged that stakeholders may have different experiences and views on behaviour. The aim, however, of our Positive Behaviour Policy is to bring the school communities together to adhere to some key principles and practices. These principles reflect in Bishopton PRU’s commitment to trauma informed practice.

* To create a school culture with positive relationships and high expectations of behaviour, to the benefit of both staff and pupils, establishing calm, safe and supportive environments and providing the foundation for learning.
* Relationships are the foundation on which pupils learn and make behavioural changes. A trauma-informed approach should be reflected in the ethos at Bishopton PRU, as well as the practical measures adopted.
* Boundaries and expectations around behaviour should be clear and consistent. We recognise our pupils need predictable routines and responses to behaviour within the context of a safe and caring school environment.
* We adopt a proactive approach to understanding and responding to behaviour with a focus on noticing and recognising positive behaviour. We understand that behaviour can provide us with clues to what is happening for a pupil and we will actively work to understand what is beneath a behaviour.
* We are conscious and careful about our choice of words and adopt language that is strengths-based and shifts the focus onto qualities, resiliencies and solutions.
* We recognise the provision of an interesting and appropriate curriculum is a key tool in promoting positive behaviour.

**Aims**

* To have caring, orderly school community in which effective learning can take place and there is mutual respect between members.
* To help pupils develop a sense of worth, identity and achievement.
* To support pupils’ social, emotional and mental well-being.
* To help pupils become self-disciplined, able to regulate strong emotions, take responsibility for their actions and make positive choices.
* To develop in pupils the ability to listen to others, work together and appreciate other ways of thinking and behaving.
* To empower staff to respond in ways that are empathetic and kind, but also ensure consistent boundaries and firm approach.
1. **Ethos**

This policy provides guidance for staff as well as pupils, parents, the leadership team and visitors about the systems, attitudes and strategies that combine to contribute to its ethos. This ethos encourages acceptable, pro-social behaviour within a safe, supportive and stimulating learning environment, thereby reducing the likelihood and opportunities for behaviours of concern to occur.

We seek to adopt proactive relational practices based on knowledge of trauma and attachment within Bishopton PRU. This is because we understand the impact of adverse childhood experiences (ACEs) and developmental trauma on social and emotional development and ultimately the behaviour we see.

A proactive approach is the most effective way of promoting positive behaviour and reducing behaviour of concern. We adopt ‘positive noticing’ and recognition by means of reinforcing the behaviour we want to see from our pupils and within Bishopton PRU expecting and seeing the very best in our pupils. At Bishopton PRU, we use a range of strategies to affirm our pupils such as incentives, displaying work and phone calls home. We also recognise the importance on non-tangible rewards and affirmations including positive and open body language and genuine warmth.

Key to this is understanding that all behaviour is a form of communication. Behaviour can be the result of unexpressed need and we will consider a range of factors when endeavouring to understand a pupil’s behaviour. This would include but is not limited to trauma and attachment, sensory-processing, executive function difficulties and sense of self.

When behaviour of concern does occur, we will ensure responses are calm, consistent, least restrictive and above all are not re-traumatising. Punitive sanctions that can shame or isolate will not be used, instead natural consequences that follow certain behaviours should be made explicit.

1. **Key Roles**

**Pupils** – All behaviour happens for a reason, and behaviours of concern are no different – as such it is vital that we work closely with pupils so they can learn and understand how their feelings are linked to their behaviour. Pupils will be supported to understand their feelings, the impact of their behaviour and where they can seek help and support, as well as working to understand Bishopton PRU behaviour standards, expectations, pastoral support, reward and consequence processes. Pupils will be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Pupils should be asked about their experience of behaviour and provide feedback on the Bishopton PRU’s behaviour culture e.g. via the school council. Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture, and as required bespoke pastoral/therapeutic support so we ensure that pupil needs are met proactively.

**Staff:** All our school staff have a vital role in promoting positive outcomes from our pupils. As such the way we behave as adults is key, and it is expected that our staff work to model relational warmth, curiosity, care, and consistency, in essence the behaviour we expect from our pupils. All staff also have an important role in ensuring and, developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Adult escalation in behaviour is unacceptable, Bishopton PRU hold an absolute expectation that our staff work calmly and consistently in response to behaviours of concern. Where pupil’s behaviour may not meet the school’s expectations of acceptable conduct, our staff will always respond confidently to address this while working to understand the communication behind the behaviour, and work in nurturing ways to meet any unmet need.

**Parents/Carers** - To support Bishopton PRU, parents/carers are provided a copy of the policy in an accessible format. They will be encouraged to take part in the life of the school and its culture. Parents/Carers have a vital role in supporting our pupils’ engagement at Bishopton PRU, and where this is deemed supportive and beneficial to our pupils our school leaders will ensure efforts to build positive relations, seek engagement and offer appropriate support in the interest of developing partnership working.

In doing so, parents/carers can provide support in regardthe schools behaviour policy and can provide support to reinforce this where appropriate. It is important to note here that this is not done in isolation of the pupil but rather collaboratively, with them included, and all parties very much invested in a pupil’s best interests. Should a concern arise regarding Bishopton PRU management of behaviour, good working relations would dictate that they feel comfortable in raising this directly with the school, with minimal impact upon working in partnership with them.

**Leadership -** The Bishopton PRU leadership team should be highly visible, with leaders engaging daily with pupils, parents and staff to support setting and maintaining a culture and an environment where everyone feels safe and supported.

Leaders are frequently visible across Bishopton PRU with pupils and adults role-modelling the care and warmth expected from all staff working within the school.

In addition, school leaders being visible and present, is required so as to fully understand the experience of our pupils and staff – make informed decisions based upon the context and merit of every situation, and if following a gradual and graded response to behaviours of concern; where behaviour persists becoming unsafe; where staff escalate this matter to school leadership (Head/Deputy), they are then in a better position to make informed decisions.

1. **Behaviour Support Plans**

Bishopton PRU will put Behaviour Support Plans (BSPs) in place for some or all of their pupils. This will be decided at individual pupil level. BSPs are a way to help staff understand and respond consistently to pupils’ behaviour. These plans should include proactive strategies as well as outlining how adults are to respond to an escalation in behaviour.

A template BSP forms part of the appendices (Appendix B). These plans can be developed further as required with input from multi-disciplinary teams (e.g. social care, Educational Psychology, SaLT).

1. **Relational Approach to Behaviour**
* There are planned times throughout the school day to enable staff to ‘check-in’ with pupils for example tutor time at the start of the day.
* We seek to create opportunities to build positive relationships with our pupils.
* Our staff make effort and show genuine interest in our pupils at all times, being playful, inquisitive, curious; asking questions – remembering a pupils’ hobbies, interests, enquiring about events, dreams, aspirations.
* Staff deliberately “show up” for our pupils, and are calm, consistent and authentic.
* We aim to provide a creative and bespoke curriculum to increase engagement and achievement, with adaptable and flexible approaches to teaching.
* A focus on ensuring a sense of purpose and meaningful engagement within a clear structure and routine is adopted by all staff.
* There is an emphasis on celebrating success and focusing on what pupils can do. Praise, incentives and rewards will be used consistently whilst recognising that many children who have experienced developmental trauma may find these difficult to accept.
* Target areas are identified based on detailed knowledge of individual pupils including pupil voice. Individual targets are positively framed and viewed as opportunities to learn.
* Individual support and interventions are carefully planned and employed proactively to build pupils’ skills to increase positive behaviour.
* When behaviours of concern occur, staff remain calm in their approach and maintain curiosity for why the behaviour is occurring. They seek to understand the experiences, motivating factors and feelings that underpin the behaviour. Their approach should be empathetic whilst reminding the pupil of the boundaries and expectations.
* Unstructured times can be difficult for pupils as such working proactively in offering activity and games at these times can help reduce difficulties
	+ - Punitive sanctions that shame or isolate will not be used. Everyone at Bishopton PRU, should be aware of consequences that are given and these should be applied consistently and fairly. They should be appropriate to the age and developmental stage of the pupil.
* All sanctions will be monitored every half term by Bishopton PRU leadership team and periodically by the Central Executive Team for appropriateness.
* An indication of the path taken before a natural and logical consequence is given would be:
	+ Proactively mitigate the need for the behaviour of concern (Understand).
	+ Anticipation\early intervention.
	+ Agreed time out of class, with a focus on helping the pupil manage difficult emotions through co-regulation.
	+ Restorative conversation to be held including consequence awarded and a focus on repairing relationships, followed by a debrief or mentoring session.
1. **Behaviour and Reporting (SIMS / CPOMS)**

All events involving behaviours of concern must be recorded on SIMs, or CPOMS as an incident. All incidents resulting in physical contact to pupils and staff are recorded on CPOMs and in the Bound and Numbers Book, which is then scanned and uploaded to CPOMs. All other incidents regarding behaviours of concern are reported on SIMs. In both instances the workflow allows for all information to be captured. Staff completing the report must consider what actions need to take place following an incident; consideration must be given to reviewing risk assessments and behaviour support plans (where used). Bishopton PRU embraces a learning culture, therefore, a thorough and considered evaluation of all incidents must be undertaken. Lessons learned are implemented and clearly documented. Trends and patterns are analysed to ensure that practice effectiveness is reviewed regularly and lessons learnt are shared to effect meaningful practice change that meets the needs of our pupils.

1. **Behaviour and Safeguarding**

All staff are aware of their responsibilities as set out in Part 1 of Keeping Children Safe in Education (2024). Staff receive regular training and updates to ensure they remain knowledgeable and vigilant.

Behaviours of concern can be a sign of wider safeguarding concerns, as such all staff need to be alert to early signs of a change in behaviour and aware of its possible connections to wider safeguarding issues, ensuring that where concerns are present these are raised and escalated.

1. **Restrictive Practice**

We understand that pupils entering Bishopton PRU have a vast range of needs, and typically to date mainstream education is likely to have been a negative experience for them. We understand that due to contextual circumstances, potential trauma history, and special educational needs, that are not fully understood and have not yet been mitigated against proactively, the potential for behaviour that places the pupil and those around them at risk increases.

As such staff are trained in personal safety and physical intervention techniques, by a facilitator approved under Restraint Reduction Network training standards, for use as an absolute last resort to keep pupils and staff safe.

Some pupils may go through particularly traumatic periods, lack understanding of potential risk, or by virtue of their needs not being met test the physical safety of their environment. Staff at Bishopton PRU are committed to working through these periods with pupils endeavouring to build warm and trusting relationships so that pupils’ needs are met, they feel safe and are ready to access their learning and curriculum.

All incidents leading to the use of physical interventions must be recorded and completed on CPOMs and recorded in the Bound and Numbers book which is scanned and uploaded to CPOMs. Incidents are debriefed by the schools senior leadership team.

All restrictive practice including the use of physical intervention, must be least restrictive and kept to an absolute minimum. As a responsive and trauma informed school, Bishopton PRU will endeavour to work toward zero restraint culture.

After every incident there is an opportunity for the pupil to take part in a debrief session with any appropriate member of staff, it does not have to directly include the staff member involved in the incident, however opportunities for restorative practice and mediation to rebuild and maintain relationship is vital and must not be overlooked

1. **Intervention following incidents of behaviours of concern**

At Bishopton PRU, we understand that a key part of our role is to help pupils understand when and why their behaviour has dropped below the expected standard – whilst remaining accountable to where our support and practice may have contributed to situations leading to risk behaviour from our pupils.

For many of our pupils they find it difficult to identify the link between feelings, emotions and behaviours and can fail to see the potential risk associated with their behaviour at times. It is important that following incidents, Bishopton PRU invests time to support and educate pupils to reflect on their behaviour and explore opportunities to collectively reflect and develop regulation and coping strategies to avoid repeated presentation of behaviours of concern under the same circumstances. Debriefing can occur in varying means at Bishopton PRU the intention being to inform development of behaviour planning strategies to reduce potential harm, re-traumatisation, and restrictive practices including the need to impose sanctions or suspensions in future. Following periods of dysregulation there should be a focus on restorative approaches that focus on ‘putting right’ what has happened as well as repairing relationships.

It is also important that after significant incidents staff have opportunity to debrief; holding reflective and solution-focused conversations that support the sharing and development of best practice. While all staff are provided with training and have access to a range of support to mitigate risk and safeguard pupils and themselves, we have a legal necessity here to remind each member of staff, that they have the right to contact the Police if they have been subjected to violence or aggression at work. Such decisions are difficult, and staff members will be given full support from the Head of Centre in their decision.

1. **Sanctions for behaviour outside of school**

Pupils’ behaviour outside of school can directly affect behaviour in school. Therefore, Bishopton PRU can support pupils and families with some behaviours beyond the school gate such as online conduct. Other behaviours that school might sanction pupils for include;

* misbehaviour: when taking part in any school-organised or school-related activity;
* when travelling to or from school;
* when in some other way identifiable as a pupil at the school;
* that could have repercussions for the orderly running of the school;
* that poses a threat to another pupil; or
* that could adversely affect the reputation of the school.
1. **Training Requirements**

The Head of Centre will ensure that familiarisation with this policy is a part of the induction process for all staff. Staff will also receive training in Team Teach, personal safety and physical intervention techniques (including physical restraint). There may likely be further training in addition to this identified by the Leadership Team at Bishopton PRU, dependent on pupil population and student need including but not limited to, specific SEN training (e.g Autism), PBS training (Positive Behaviour Support), Specialist Advisor training (e.g. substance misuse, police liaison, sexualised behaviour, exploitation)

1. **Equality Impact Statement**

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact your line manager. Bishopton PRU and/or Tees Valley Collaborative Trust will then actively respond to the enquiry.

1. **Roles and Responsibilities:**

Responsibility for promoting the highest quality learning environment and creating a positive behaviour school culture lies with the whole school community. It requires professionalism (based on Teachers Standards and Performance Management) from teachers and staff in the school and in return expects learners to understand the part they play in the process so that they can take responsibility for their own learning.

Key roles and responsibilities include:

The school expects the Governors and management committee to;

* Review and ratify the behaviour policy annually in accordance with Section 88 of the Education and Inspections Act 2006 (Further guidance can be found in the Department’s publication ‘A Guide to the Law for School Governors’)
* Challenge the Head of Centre and SLT, holding them to account within this policy

The school expects the Head of Centre and SLT to;

* Review the policy annually and ensure it meets the needs of the students and staff
* Share the policy on the school website in accordance to DfE guidelines
* Support all staff in the upholding of this policy
* Provide relevant CPD in accordance to this policy
* Support all members of staff with pupil behaviour management through monitoring and recording student behaviour
* To meet with parents as and when necessary

The school expects teachers to:

* Read, understand and utilise this policy
* Support pupils to meet Bishopton PRU expectations (outlined within the policy)
* Plan effectively for lessons, which minimise negative behaviour and engage students
* Set work that is interesting, relevant and appropriate to learners’ abilities
* Maintain high expectations of learners
* Recognise and reward positive behaviour
* Model appropriate behaviour
* Provide positive feedback about learners’ efforts and achievement
* Treat learners with fairness and respect at all times
* Collect learners at the end of breaks and lunch, from the dining hall
* Issue personal development target points during each lesson
* Monitor pupil behaviour
* Support with loss of social time
* Engage with pupils at social times
* Report behaviour / issues on SIMs / CPOMS .

The school expects teaching assistants to;

* Monitor behaviour and support teachers with enforcing the Behaviour policy
* Support pupils to meet Bishopton PRU’s expectations (outlined within the policy)
* Be at designated posts for duties promptly
* Meet and greet pupils during breakfast times
* Engage with pupils during social times
* Re-iterate basic behaviour expectations
* Facilitate behaviour for teaching and learning
* Provide the equipment required for each session
* Call parents to report positive / negative behaviour and record on SIMs / CPOMs
* Reporting on behaviour / issues in staff briefings
* Monitor student attitudes and report to teachers at the beginning of lessons
* Escort students to their next lesson
* Ask students whether they understood what was being taught
* Encourage and praise students to improve attitudes and behaviours for their next lesson
* Enforce no smoking policy
* Escort students to social areas

The school expects parents and carers to:

* Support Bishopton PRU’s policy on attendance and punctuality by notifying the school of any absences or lateness
* Notify Bishopton PRU of any factors which may affect the behaviour of their child
* Support their child by attending regular reviews, open days and other meetings
* Be aware of and support Bishopton PRU’s Behaviour Policy and Positive Handling Policy

**Appendix A**

Staff at school will:

* Treat pupils with respect
* Have high expectations of themselves and their pupils
* Teach and promote social and emotional aspects of learning
* Investigate incidents carefully and promptly
* Keep classroom and other areas of school safe

Pupils will:

* Arrive at school and in lessons punctually
* Treat adults and other pupils with respect
* Work hard in class
* Respect and follow the agreed class and school rules
* Look after other people in the school
* Report bullying or any accident or other incident
* Look after the school equipment

Family Will:

* Ensure their child arrives in good time and with the correct clothing and equipment
* Ensure that on school days children have had a good night’s sleep and have eaten breakfast
* Treat school staff and other school families with respect
* Let the school know if and why their child is not at school today
* Model good behaviour to their children particularly around the school site
* Attend parents' evenings and discussions

Reward System: Each pupils has Individual Behaviour Targets, which are specific to their needs and support them to engage in teaching and learning. Each pupil can gain a total of 5 points per lesson. Points are calculated and a weekly percentage used to identify pupils’ rewards. Each pupil is provided with information relating to the reward system and targets are planned collaboratively with them and staff members.

**Appendix B**

**Behaviour Support Plan Template**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Students** **Name** |  | **Year &****Form**  |  | **Last reviewed** |  | Signature |
| **School wide: Values** |
|  |
| **Context: What is the young person’s story? How does this help us understand them?** |
|  |
| Strengths and Qualities | Known triggers |
| *What does the child enjoy and what interests them?**What are their strengths and signs of resilience?**What helped them to get through?**What do we need to build on?**When have they been successful in the past and what is working well now?* | - |
| **Pupil Risk Assessments to be read associated with this plan:** |
|  |  |
|  |  |
|  |  |

**Appendix C**

**Positive Behaviour Points**

**How are points earned?**

**For each lesson each student starts at 0 and are able to achieve 5 points. Points are calculated from Friday to Thursday, with rewards the following day (Friday).**

|  |  |
| --- | --- |
| **Behaviour For Learning**  | **1 point** |
| **Appropriate Language** | **1 point** |
| **Completing Work** | **1 point** |
| **Attending On Time**  | **1 point** |
| **Bespoke IBP** | **1 point – this is an individualised target for each student.** |

**What about green, amber and red?**

|  |  |  |
| --- | --- | --- |
|  | **Percentage** | **Points** |
| **Green** | **70-100%** | **84-120** |
| **Amber** | **40-70%** | **48-83** |
| **Red** | **0-40%** | **0-47** |

**Green – off site reward**

**Amber – on site reward**

**Red – Catch up**