



Behaviour and Relationships Policy

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Responsible Officer	Kathryn Dack/Philip Richardson
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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.

The PRU also recognises that some pupils may display behaviours so severe as to necessitate the use of reasonable force (DfE July 2013).

All staff are trained in TEAM teach, a structured non-violent programme that promotes de-escalation strategies using effective communication based on therapeutic approaches. Positive handling is a last resort of this process and staff are trained to use this with the minimum force necessary for the least amount of time possible.

“Team teach techniques seek to avoid injury to the user but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique but a regrettable and infrequent side effect of ensuring that the service user remains safe.” (George Matthews Director of Team Teach)

2. 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 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.

3. 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.

4. 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.

Relational approach to behaviour

- We seek to create opportunities to build positive relationships with our pupils.
- There are planned times throughout the school day to enable staff to 'check-in' with pupils for example at the start of the day as they arrive in the building and then at tutor time.
- Staff are encouraged to 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.
- 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.

Behaviour Support Plans

Bishopton PRU will put Behaviour Support Plans (BSPs) in place for 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).

Behaviour & Reporting

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

Behaviour & Safeguarding

All staff are aware of their responsibilities as set out in Part 1 of Keeping Children Safe in Education (2025). 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.

Restrictive Practice

All restrictive practice including the use of physical intervention, must be least restrictive and kept to an absolute minimum. All incidents leading to the use of physical interventions must be recorded and completed on CPOMS and recorded in the Bound and Numbered book which is referenced on CPOMS. Incidents are debriefed by the senior leadership team.

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

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.

Assaults on staff

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.

Consequences

From September 2025, Bishopton is moving to a points-based rewards and consequence system. In terms of consequences, pupils will lose points on a category-based system (categories 1-4). Category 1 and 2 consequences will be responded to by classroom-based staff, Category 3 and 4 consequences will be responded to by senior staff.

Rewards

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.

From September 2025, each pupil will be given a bank of points (depending on the duration of the half-term (e.g. HT1 is 8 weeks therefore each pupil starts with 800 points). Each pupil has the opportunity to add to this total by 4 points every lesson (3 points for meeting our Core Values (Respect, Ready and Resilient) and a half-termly whole-school focus point (e.g. staying in class). At the end of each half-term, pupils will get the opportunity to access a day-long end of half term reward trip as well as further rewards (if their points totals allow). In addition, a weekly rewards trip will operate as previously.

Intervention following incidents of behaviours of concern

Inclusion Base

The Inclusion Base will be situated in a separate area of the school that is restricted to referred pupils only.

Regulation and Return

At Bishopton we recognise that children can become dysregulated and display negative behaviours not conducive to learning for them or their peers.

If a pupil continues to disrupt learning or persists in internally truanting, they will be required to spend the rest of the day in the base.

This is a non-negotiable and refusal will lead to suspension.

Whilst in the base the child will be offered pastoral support and 1-1 support to complete their normal schoolwork.

Teachers will provide work for pupils to complete.

The decision to place a child in the base can only be made by SLT.

Return from suspension

On return from suspension, the pupil will be required to spend the morning in the base. Their work will be brought to them by their teachers and there will be opportunity for pastoral support including reflection and restorative work.

Respite and Re-engagement

At Bishopton we recognise that some pupils struggle to engage with traditional classroom learning. We understand that some pupils need a period of one to one and small group intensive support to allow them to rediscover a love for learning.

Within this model, the pupil will be offered the following support within our Inclusion Base.

An initial placement will be for five days. Before it commences, parents/carers will be invited into school to assist in designing a bespoke package for their child. A review will be held with parents on day five which will ideally be in person but can be facilitated via TEAMS.

The package will include the elements listed below:

- THRIVE intervention from licensed practitioners
- Support for English and Maths
- Reading and phonics support
- Restorative pastoral support
- SEN support and observation from SENCO
- Referrals to any appropriate partnership agencies

Day to day housekeeping arrangements

- Pupils will enter and exit the unit through the KS3 entrance
- Breaks and lunch will take place within the atrium area.
- Food and drink will be brought through from the dining room
- Students will use the grassed area outside the classrooms if outdoor space is required

Admissions

Pupils placed on roll with Bishopton PRU will start their journey in the Inclusion Base.

They will be met by our Admissions and Inclusions Officer and undertake a variety of baseline assessments. This will include:

- Lexia
- BKSB Maths and English
- Phonics
- Handwriting
- THRIVE
- School orientation including timetable, behaviour expectations and instructions to key staff members.

Children will be integrated into the whole school population, over the two days, at the discretion of the Admissions and Inclusions Officer.

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-taking 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.

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.

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)

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 Atomix Trust will then actively respond to the enquiry.

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

Search, Screening and Confiscation

Pupils are screened on their arrival to school using a handheld metal detecting wand. Ref DFE 'Searching, Screening and Confiscation Policy' Advice for schools July 22.

The list of prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs (any non-prescription not in original packaging)
- Stolen items
- Any article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause person injury, or damage to property, any person (including the pupil), an article specified in regulations:
- Tobacco, lighters, cigarette papers, vapes and vape liquid
- **If a pupil is found to have brought a weapon (bladed or pointed article, gun, ordnance, or other item intended to cause harm) into school, even if it is found to be imitation, the police will be called immediately.**

Procedure for pupils' personal property that is prohibited from being in the building but not deemed a threat:

- Mobile phones
- Money
- Jewellery
- Keys
- Bus tickets
- Personal care items
- any other item not appropriate for school but not threat

Suspensions and Exclusions

See Bishopton Suspension & Permanent Exclusion Policy (next review Sep 2026)

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:

- Ensure the behaviour policy is consistently and fairly applied
- Support pupils to meet Bishopton's values
- Plan effectively for lessons, taking into account SEND and SEMH needs
- Deliver an explicit curriculum for teaching and learning that aims to develop appropriate behaviour
- Monitor and track behaviour
- Provide positive feedback about learners' efforts and achievement

The school expects teaching assistants to:

- Ensure the behaviour policy is consistently and fairly applied
- Support pupils to meet Bishopton PRU's values
- Provide unconditional positive regard
- Engage with pupils during social times
- Engage with parents and carers
- Support SEND/SEMH needs in the classroom

The school expects parents and carers to:

- Be aware of and support Bishopton PRU's Behaviour Policy and Positive Handling Policy
- Support Bishopton PRU's policy on attendance and punctuality by notifying the school of any absences or lateness
- Support Bishopton's PRU's policy on uniform
- 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

The school expects pupils to:

- Attend school regularly
- Wear full school uniform
- To follow all reasonable instructions and uphold Bishopton's values
- Reflect with staff on progress and difficulties
- Engage in opportunities for development
- Support other pupils

Appendix A

Behaviour Support Plan Template

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

Appendix B

Positive Behaviour Points

How are points earned?

Every half-term, each pupil gets an allocation of points (the number is set depending on how many weeks are in that half-term). For example, HT1 8 weeks = 800 points.

Each pupil has the opportunity to add to this total by 4 points every lesson (3 points for meeting our Core Values (Respect, Ready and Resilient) and a half-termly whole-school focus point (e.g. staying in class). At the end of each half-term, pupils will get the opportunity to access a day-long end of half-term reward trip as well as further rewards (if their points totals allow). In addition, a weekly rewards trip will operate as previously.

Potential points awarded each lesson

Ready	1 point
Respectful	1 point
Resilient	1 point
Half-termly focus point	1 point

Behaviour Tariffs

Category 1 (C1)

Damage to equipment (10)
Defiance (10)
Kicking through doors (10)
Swearing at staff (5)

Category 1 (C1) Responses

Verbal reminders of points (Core Values)
Warnings to modify behaviour
Loss of points
Possible call home

Category 2 (C2)

Internal Truancy

Category 2 (C2) Responses

Call home to parent

Category 3 (C3)

Damage to property (20)
Absconding (20)
Fighting (20)
Theft (20)
Threatening Behaviour (20)
Vaping (20)

Category 3 (C3) Responses

Call home to a parent
Loss of that day's points (20)
Internal suspension (P4 +P5 for am).
Internal suspension for (P1,P2 +P3 the following day) for pm issues.

Category 4 (C4)

Unsatisfactory IB conduct (100)
Assault on a pupil (100)
Assault on staff (100)
Discriminatory language / behaviour (100)

Category 4 (C4) Responses

Call home to parent
Loss of week's points
Fixed period suspension (1-5 days)