

Promoting Positive Behaviour Local Procedures

Aurora Fairway School

Please refer to Main Policy A4 Promoting Positive Behaviour Policy

1. Student Involvement

1.1 Students will always be consulted and involved in devising the school rules. It is important that all young people have a say in what rules govern the operation of a school to enable it to be a safe and secure environment. This exercise is completed through ballots, and assemblies. The school rules will be reviewed every three years and redesigned if students feel that they do not reflect the ethos of the environment.

The rules as of September 2022 are as follows;

- Be Safe
- Be Ready
- Be Respectful

We do not have extensive lists of do and don'ts but through clear communication and modelling, we will influence what positive behaviours we want and expect to see.

The Student Council have input on rules, and the promotion of positive behaviour is deemed a whole site responsibility.

For example;

- Be Safe - Play fighting is not safe. Someone may get hurt unintentionally or lose their temper. Something may get broken in our school. What else could we do together?
- Be Ready – We want you to attend school everyday. You will get out what you put in, and you can be proud of your achievements and get what you need for your future. How can we encourage you to do this?
- Be Respectful - Do not use bad language or make offensive jokes; ie homophobic, racist, sexist. Let's think about how it makes others feel, and what we could do to make things better.

1.2. Rewards and Points

We believe in rewarding pro-social behaviour, this can be defined as behaviours that are positive, helpful and values social acceptance. We aim to nurture a positive internal discipline in all our learners so that they can reflect on their own behaviour choices and be proud of the decisions they make. We believe that progress is made when learners appreciate the value of the work rather than the value of an extrinsic reward. At Aurora Fairway, staff and peers can nominate learners for an Aurora Value Certificate. Learners are nominated if they have demonstrated one of the 5 Aurora values (Caring, Ambitious, Collaborative, Trusted and

Innovative). When a learner receives all 5 Value certificates they receive a reward of a £10 Amazon voucher or collate prizes and put them towards a bigger educational gift e.g. a book or a desired activity. Examples that may earn learners a Value Certificate are:

- helping a peer,
- sharing a resource,
- participating in a challenge
- completing a very challenging task
- working well in the community offsite

2. Sanctions

Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being.

At Aurora Fairway our approach to managing anti-social behaviours puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. Rather than punitive sanctions we prefer to implement logical consequences to actions, that are designed to help children learn and develop their pro-social behaviours.

We will always attempt to take preventative action to mitigate the risk of anti-social behaviours and our staff are trained to deescalate and support emotional regulation of our students. However, it may still be necessary to issue sanctions if a student has displayed a behaviour that has been difficult or dangerous.

Where appropriate students may be expected to spend a break or a designated period of lunch time alongside a trusted member of staff in a safe and supportive environment (not isolation), allowing time to emotionally recover from whatever feelings may have triggered the behaviour and to start the repair, reflect and restorative process.

If behaviour is dangerous it may be necessary to consider suspension to allow us time to plan a pathway forward, but this will be used as a last resort.

We have a zero tolerance approach to unprovoked physical violence towards staff or students and may use suspension as a logical consequence to these behaviours. This is understood by all learners which adds to their feeling of safety.

3. Student Support

3.1 Before joining Fairway/transition

We will seek information on existing or historic behaviour which challenges as part of the referral process.

As well as potential triggers, the following information will be gained through the most appropriate sources dependent on the level of potential risk that the behaviour may pose.

Source examples:

- Children and young person discussion/observation/direct work
- Discussion/information sharing with previous service provide
- Discussion/information sharing with the child or young person's family or other support (with their consent)

- Review of records and other relevant documentation
- Discussion/ advice from specialist staff such as psychologists, therapists, as is appropriate to each child or young person
- Home visit or school based observation as necessary If a behaviour or the likelihood of the occurrence of a behaviour is identified, the Clinical team and SLT will support the writing of the learner's Individual Provision Plan (IPP) and Positive Behaviour Support Plan (PBSP) and where necessary an individual risk assessment.

3.2 Positive Behaviour Support Plan

The Positive Behaviour Support Plan (PBSP) is written with the support of all stakeholders and the young person to develop strategies to support and help them to manage their own behaviours in the least restrictive manner as possible. Historic and new information is used to devise the PBSP. This supports the management of the young person. All strategies in the PBSP are written to support the young person to manage their own behaviour before the requirement for any physical intervention. The reasons for the use of any intervention should be recorded in a clear and transparent manner on this plan along with any triggers. These plans are updated regularly by all staff as a new behaviour is seen. This update is written in blue text to show that this is a new strategy.

The PBSP must be monitored to:

- Judge the effectiveness of the strategies described through reduction/increase in challenging behaviour
- Ensure that physical or restrictive interventions are appropriate
- That all information is current and effective.

3.3 Reporting Behaviours

All safeguarding concerns are reported and recorded electronically using MyConcern. All incidents and behaviours are reported and recorded electronically using our management information system, Engage.

The following definitions and actions are not exclusive or exhaustive and are listed for illustration and guidance. Each site must undertake regular review, analysis and training to ensure levels are understood and applied consistently.

Pre level 1 - one-off instance of not attending lessons, taking time out to self-regulate, no disruption to the learning of others.

Level 1 - All incidents at Level 1 are recorded electronically

- These are low level disruption.
- This type of behaviour is well known and may be due to context and/or diagnosis.
- Consistent non engagement throughout the day/leaving lesson following a behaviour
- Walking out without permission.
- Leaves lesson but returns after a period of time.
- Off task or disengaged.

- NO USE OF RPI

Responsibility: Class Tutor/Teacher/Support Staff

Possible Actions:

- Review Student/Behaviour Support Plan
- Discuss issues with student
- Agree how to move forwards-proactive, solution focused approach

Level 2 - All incidents at Level 2 are recorded electronically

- Repetitive disruption
- Intentional behaviours
- Repeated refusal to engage
- Low level verbal aggression to peers and/or staff.
- Ongoing disruption to learning
- Refusal to follow instructions
- Generalised swearing
- Repeated absence from class during the day
- NO USE OF RPI

Responsibility: Class tutor

Possible Actions in addition to level 1:

- Review Student/Behaviour Support Plan and risk assessment
- Discuss issues with student
- Agree how to move forwards-proactive solution focused approach
- Tutor to inform Pastoral Lead Pastoral lead to meet with student and gather student voice
- Pro-active action taken

Level 3 - All incidents at Level 3 are recorded electronically.

- Serious intentional disruptive behaviour – irrespective of all support strategies
- Consistent disruption to the learning of others
- Property damage which does not significantly impact the ability to safely deliver services.
- Verbal abuse
- Physical aggression (not requiring hospital treatment)
- Missing from site (less than 2 hours and a low risk location environmentally)
- Self-injurious behaviour that does not require hospital treatment.
- Bullying of others
- Consistently out of class and influencing other to do same.
- May include use of RPI.

Responsibility: Pastoral Lead/Deputy Head

Possible Actions in addition to level 2:

- Meeting with parents/carers or other agencies

- Report card
- Discuss at weekly SLT Group or MDT

Level 4 - All incidents at Level 4 are recorded electronically & reported up

- Severe and intentional repetitive disruptive behaviour
- Behaviour that significantly impacts peers' learning
- Significant property damage this may include damage that disrupts the learning or residential aspect of others
- Significant verbal threats
- Significant physical aggression towards peers or staff resulting in injury requiring hospital treatment.
- Significant self-injurious behaviour.
- Missing from site for over 2 hours and low risk location.
- Illegal activities.
- Activity that requires RPI which may be repetitive or results in injury requiring hospital treatment.
- Incident that requires external agency support on site.

Responsibility: Deputy Head /Site Lead

Possible Actions in addition to level 3:

- Review therapeutic input
- Meeting with parents/carers and/or other agencies
- Discuss at weekly SLT or MDT to review risks and strategies
- Suspension

Advise Operation Director

Complete Reporting up form

Level 5 - All incidents at Level 5 are recorded electronically & reported up

- Death or serious harm (including violence, abuse and/or neglect) of or caused by a child or young person currently or previously under the care of the Aurora Group.
- Serious self-harm incidents of such severity that the child or young person required hospital treatment
- Attempted suicide of a child or young person
- Apparent work-related injury requiring hospital treatment or RIDDOR of an employee/contractor
- Radicalisation of a child, young person or employee
- Extreme level of physical aggression (multiple significant injuries, assault level GBH under criminal law)
- Extreme level of property damage.
- Significant sexual misconduct towards others.
- Significant injuries to requiring immediate on-site emergency services medical assistance.
- An incident that causes major disruption and prevents the service operating.
- Young person missing from site for more than an hour in a high risk location, or whilst in significant MH crisis
- Behaviour off site in the public domain requiring an RPI.

- Behaviour off site in the public domain resulting in significant injuries.
- Behaviour off site in the public domain requiring immediate emergency services response
- Behaviour will result in reputational damage to the service and the Aurora Group, which may be reflected in the media.
- An incident that prevents/threatens the site's/group's ability to continue to deliver an acceptable quality of care (e.g. fire, flood, infection)
- Significant data breach which requires reporting to the ICO
- Whistleblowing or complaint which may cause disruption to the provision or quality of care or education.
- Incident requiring report to regulator
- Incident resulting in a staff suspension
- Financial misconduct
- Litigation, judicial reviews, employment tribunals and other legal challenges.

Responsibility: Site Lead

Possible Actions in addition to level 4

- Suspension or permanent exclusion from site
- Take steps to make YP, staff and site safe
- Emergency services support as required
- Inform Operations Director
- Undertake any regulatory notifications required.
- Complete reporting up form

3.4 Physical Contact

At Aurora Fairway we acknowledge that there are occasions when it is entirely appropriate and proper for staff to have physical contact with young people, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs and any agreed Positive Behaviour Support Plan.

Not all young people feel comfortable about certain types of physical contact; this should be recognised and, wherever possible, staff should seek the young person's permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed.

Staff should acknowledge that some people who use our services are more comfortable with touch than others and/or may be more comfortable with touch from some staff than others. Staff should listen, observe and take note of the young person's reaction or feelings and, so far as is possible, use a level of contact and/or form of communication which is acceptable to the person. It is not possible to be specific about the appropriateness of each physical contact, since an action in one set of circumstances, may be inappropriate in another, or with a different person.

Any physical contact should be in response to the young person's needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background.

Staff should therefore, use their professional judgement at all times. Physical contact should never be secretive, or for the gratification of the member of staff, or represent a misuse of authority. If a member of staff believes that an action by them or a colleague could be misinterpreted, or if an action is observed which is possibly abusive the incident and circumstances should be immediately reported to the manager and recorded. Where

appropriate, the manager should consult with the Local Authority Designated Officer (the LADO) or Adult Safeguarding Team.

Extra caution may be required where it is known that a young person has suffered previous abuse or neglect. Staff need to be aware that the young person may associate physical contact with such experiences. They also should recognise that people who use our services may seek out inappropriate physical contact. In such circumstances staff should deter the young person sensitively and help them to understand the importance of personal boundaries. A general culture of 'safe touch' should be adopted, where appropriate, to the individual requirements of each young person. People with physical disabilities may require more contact to assist their everyday living and learning. The arrangements should be understood and agreed by all concerned, justified in terms of the young person's needs, consistently applied, open to scrutiny and clearly detailed in the care plan.

This means that staff should:

- be aware that even well intentioned physical contact may be misconstrued by the young person, an observer or any person to whom this action is described
- never touch a young person in a way which may be considered indecent
- always be prepared to explain actions and accept that all physical contact be open to scrutiny
- never indulge in horseplay or fun fights
- always allow/encourage people who use our services, where able, to undertake self-care tasks independently
- ensure the way they offer comfort to a distressed young person is age appropriate
- always tell a colleague when and how they offered comfort to a distressed person, making a note of the incident in the young person's daily notes
- establish the preferences of people who use our services
- consider alternatives, where it is anticipated that a young person might misinterpret or be uncomfortable with physical contact
- always explain to the young person the reason why contact is necessary and what form that contact will take
- report and record situations which may give rise to concern
- be aware of cultural or religious views about touching and be sensitive to issues of gender
- treat people who use our services with dignity and respect and avoid contact with intimate parts of the body
- always explain to a young person the reason why contact is necessary and what form that contact will take
- when it is a child seek consent of parents where a pupil is unable to give this
- make a 'best interests' decision if a young adult is unable to give consent
- consider alternatives, where it is anticipated that a young person might misinterpret any such contact
- be familiar with and follow recommended guidance and protocols
- conduct activities where they can be seen by others if appropriate to do so
- be aware of gender, cultural and religious issues that may need to be considered prior to initiating physical contact

This means that settings should:

- ensure they have a system in place for recording incidents and how information about incidents and outcomes can be easily accessed by senior management
- provide staff, on a 'need to know' basis, with relevant information about young people in their care

- have in place up to date guidance and protocols on appropriate physical contact, that promote safe practice and include clear expectations of behaviour and conduct
- ensure that staff are made aware of this guidance and that it is continually promoted

4. Review and alterations

Monitoring of the different levels of behaviour displayed within school occurs weekly along with student lesson attendance. The Pastoral lead has the overall picture which is supported by all staff, with teachers reporting issues/concerns /engagement.

- The Pastoral Lead reviews all elements of any physical intervention to ensure compliance. The Head teacher signs off any level 4/5 reports as well as any physical intervention to ensure the actions are justified.
- If necessary the Team Teach trainer may be asked to offer further guidance on de-escalation strategies if a particular young person is seen to have had a number of behaviour concerns in school.
- The clinical teams may also support de-escalation of incidents through assessments, observations and training.
- The Positive Behaviour Support Plan is reviewed in line with incidents to ensure it is followed and if necessary updated.
- If the review reveals issues these must be addressed through a Review of the Positive Behaviour Support Plan with all associated staff.

If no behaviour change has occurred and strategies are not having a positive impact than the child may be the subject of a Team Around the Child meeting (TAC). This is conducted in house and involves all staff to solution focus the issues at hand. This meeting will potentially include the teacher or Tutor, SENCo, Pastoral lead, Deputy Head, Clinical team and Head teacher. The purpose of the meeting will be to establish the whole picture of the young person:-

- The review must not be focused solely on measures of the frequency of incidents of behaviour but on a plan to support de-escalation and reduction of behaviours seen in class or on site.
- The review must focus on wider quality of life measures with the child and young person views at the centre where possible.
- The Family may be requested to attend a further meeting to support the actions agreed.
- External factors should also be taken into consideration as any 'change' at home can have significant impact on a young person attending education and on their mental wellbeing on site.

Any progress should be focused on whether the child or young person's life is improved as a result of having a range of strategies put in place. Staff training needs may also be a factor and if identified then training should be delivered as soon as is feasible within the training calendar. A Student Report Card can be used for any behaviours that require closer monitoring and action.

5. Legal and regulatory requirements:

This policy sits within current legislation concerning behaviours that challenge, in particular ‘ensuring quality services: Core principles for the commissioning of services for children, young people, adults and older people with additional needs and/or autism who display or are at risk of displaying behaviour which challenges.’ (NHS England 2014). The following is a list of legislation, regulation and guidance that The Aurora Group is governed by when supporting children and young people in behavioural support and physical intervention.

Legislation:

Nothing in this policy is intended to deprive individuals of their right to defend themselves, or others, in situations where they are in fear of harm in the course of their employment. The Aurora Group will support staff where this has happened, providing the action taken is in self-defence, and is proportionate to the risk posed to them or others whom they support. All staff are responsible and accountable for their own actions and omissions. Staff are expected to fulfil their duty of care within the law.

Offences against the Person Act 1861: Unnecessary use of force during a physical intervention could lead to criminal charge of assault and/or a civil claim for compensation for any harm suffered as a result of the restraint. Restraining another person without their consent may be a criminal act. If convicted, the staff member could be fined or imprisoned. It is important that whenever restraint is used by The Aurora Group staff it is in accordance with accepted training, best practice standards and can be justified in the particular circumstance.

Health & Safety in the Workplace 1974: Concerned with health, safety and welfare at work, protecting others against risks to health and safety in connection with the activities of persons at work, for controlling the keeping and use and preventing the unlawful acquisition, possession and use of dangerous substances and for controlling certain emissions into the atmosphere.

Human Rights Act 1998: Requires ‘public authorities’ to act towards all citizens in accordance with the European Convention on Human Rights. It is unlawful for public bodies, which include local authorities, to act in a way that is incompatible with those rights and freedoms. A ‘public authority’ includes any organisation that exercises “functions of a public nature”. In some circumstances this includes The Aurora Group, as it acts on behalf of local authorities and other public authorities such as health bodies.

Legislation and Regulation – Children and Young People:

The Education Act 1996 forbids corporal punishment, but allows teachers to use reasonable force in order to prevent a pupil from:

- Harming him/herself or others*
- Seriously damaging property.
- Committing a criminal offence
- Acting in a way that is counter to maintaining good order and discipline at the school.

*Injury (or harm to self or others) is” ...actual or grievous bodily harm, physical or sexual abuse, risking the lives of or injury to self or others by wilful or reckless behaviour and self-poisoning”.

Section 93 of the Education and Inspections Act 2006 and DfE (July 2011)

‘Use of Reasonable Force’ enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

Committing a criminal offence (or for a pupil under the age of criminal responsibility, doing what would be an offence for an older pupil)

Causing personal injury to or damage to property of any person (including the pupil himself)

or

Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at school, whether during a teaching session or otherwise.

The staff to which this power applies are defined in Section 95 of the Act as:

Any teacher who works at the school and any person that the Head teacher has authorised to have control or charge of pupils. This: includes support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors; can also include people to whom the head has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (e.g. catering or premises-related staff) and unpaid volunteers (e.g. parents accompanying pupils on school organised visits).