

Promoting Positive Behaviour Local Procedures

Aurora Hedgeway School

Please refer to Main Policy A4 Promoting Positive Behaviour Policy

Appendix 1 : Aurora Hedgeway School - Local Procedures

1) Rules /code of conduct – site specific

Students are not to have access to Mobile phones while at school, all students must hand in their phones at reception or to be safely locked away in a teacher cupboard. This is a Safeguarding matter and is in place to keep all students and staff safe.

2) Rewards - Site Specific

The 4 categories that are monitored to gain points in lessons and around school are:

Active Learning/ Attitude

- > Asking & answering questions.
- > Collaborating with adults/peers.
- > Finding out more about your learning or at home or at school.

Consideration/ Respect

- > Considering your noise levels.
- > Being polite and respectful to adults/peers.
- > Listening to others.
- > Showing an interest in others.

Engagement/Participation

- > Completing work to the best of your ability.
- > Participating in discussions and activities.

Personal target

- > This is set to the individual and could be work/behaviour/social or emotional.
- > To simplify and show that one negative action in the day can be worked through and improved upon. We will evaluate and average the daily scores with the learners so they can see what they are achieving and how to progress.

- > Each category will be worth 5 points a day
- > So up to 20 points a day
- > 100 points a week
- > 500 points = a £5 gift card. (Check with SLT and Bus Manager)
- > If you get 100 points in a week you get a certificate and your name goes into a raffle to win a bonus prize. (Check with SLT and Bus Manager)
- > WOW points can be awarded for work, behaviours and attitudes that are a standout, make a member of staff say Wow.
- > Instant rewards can be given out for something that needs to be recognised and rewarded there and then.
- > Personal target could be based on specific EHCP development points, it could be part of the new PBS and behaviour improvement plan, it could be work and learning based. This will be agreed with the teaching team and the student to show understanding, student voice and a rounded approach.
- > Standardised awarding of points and what we as a school expect:

3) Sanctions

Sanctions are assessed and delivered by Class team (low tariff incident) and SLT (High tariff incidents). These are logged on school pod under every behavioural report.

A successful system of sanctions relies upon the pupils being aware of what constitutes appropriate behaviour, opportunities to address undesirable behaviours and the acceptance that the imposition of a sanction is a consequence of their actions. A classroom philosophy that aims to encourage and stimulate learning and behaviour should reduce the need for sanctions. Individual Plans and PBS plans enable bespoke support and regular re-evaluation of sanctions and/or reward also highlight progress.

Acceptable Sanctions Include:

- > Time out of class
- > Phone call home
- > Meeting with parents/carers
- > Loss of activity/reward/vouchers

The adult-pupil relationship is central to this process. Staff should use simple and appropriate language that indicates to the pupil that a problem is arising and this could lead to a consequence. Before a member of staff imposes a sanction, she / he must take account of the pupil's current circumstances that may account for, if not, justify their actions. Any sanctions used should be recorded appropriately on Engage.

Where sanctions are employed, the pupil will be encouraged to respond appropriately to the sanction, in discussion with staff, reflect upon the actions and work together to move forward. It is the intention of the staff that once a pupil has accepted responsibility for their role in a dispute; has accepted ownership, then the matter is closed and we "move on".

4) Supporting Positive Behaviour

At Hedgeway we use PBS, this is individualised and is contributed to by education, Therapy and Home. We also utilise a therapeutic model with support from the wider therapy team. As a learner centred school and as a learner centred model the students also contribute, review and understand their PBS plans. This develops co-regulation and self-regulation strategies.

5) Physical Intervention

At Hedgeway we use and train the staff in PRICE. This means all staff have a rounded understanding of theory, de-escalation and a range of PI and RPI as required as a last resort.

6) Parents/Carers

Parents/Carers receive daily handovers by email to ensure they are aware of any achievements or incidents/behaviour difficulties that their child has been involved with. If a significant incident occurs the class teacher will call the parents/carers and speak personally to them to discuss what has happened. Staff will record all incidents on Engage to ensure clear accounts of what happened is recorded.

7) The Behaviour Curriculum

Our curriculum places a strong emphasis on supporting students to develop positive relationships and manage their own behaviour.

- All students are taught and use the Zones of Regulation to support them to communicate their feelings and needs.
- All students have a Personal Behaviour Support Plan which they have contributed to and discussed their triggers and ways they would like to be supported.
- All students have personal behaviour targets to focus on.
- Our PSHE curriculum includes support with building healthy relationships, developing personal skills, making positive decisions, managing conflict and reflecting on personal responsibility.
- Weekly assemblies highlight expectations for behaviour and allow discussion between students and staff.
- Our reactive personal development curriculum effectively supports students with any issues that arise.

8) Specialist staff

Procedures at Hedgeway – DDSL Klaire Rowland (Head Teacher) DSL Natalie Leitch

Behaviour and Pastoral Dept Head Natalie Leitch

PRICE Trainer Steven Voake

Hedgeway logging system– Engage for behaviour and incidents, My Concern for Safeguarding concerns.