

## Promoting Positive Behaviour Local Procedures Aurora Keyes Barn School

Please refer to Main Policy A4 Promoting Positive Behaviour Policy

### Appendix 1 : Aurora Keyes Barn School - Local Procedures

#### 1) Rules /code of conduct – site specific

All pupils are supported to follow the Classroom Code:

1. Stay in your seat
2. Put your hand up to speak
3. Try your best
4. Ask for help if needed
5. Remember your manners

Pupils are not permitted to have a mobile device within the classroom.

#### 2) Rewards

Following the Classroom Code will result in stars and points earned - this is the Reward System for our pupils and is designed to help pupils make pro-social choices, the school operates a points system.

Points are awarded for each period:

- travelling to school
- each lesson
- breaks and lunchtimes

Pupils earn:

- 3 points for following the Classroom Code
- 2 points for not following the Classroom Code, however with prompts and support from the teacher pupil is back on track
- 1 point for not following the Classroom Code even with prompts and support from a teacher
- PUPILS CAN EARN A STAR FOR EXCELLENT BEHAVIOUR

Rewards:

- Pupils receive weekly certificates for maximum points and/or maximum stars
- Pupils who achieve their weekly star target achieve one prize during the weekly prize ceremony.
- Pupils who achieve their weekly star target and achieve maximum stars achieve two prizes during the weekly prize ceremony.

Pupils also recognised for 'wow moments' this is to provide instant gratification for pupils who have made progress towards a personal achievement.

### 3) Sanctions

Following an incident, a record will be made within 24 hours on Engage and parents and carers will be informed either via telephone, email, or face to face. There will be a record of the outcome of the incident within this report. Pupils are encouraged to take part in a restorative justice approach.

### 4) Supporting Positive Behaviour

Pupils have Smiley Face profiles, Individual Risk Assessment and FAGUS profiles. These documents help to keep staff informed on the best strategies on how to support and respond to a pupil's needs to promote positive behaviours for the pupils.

### 5) Physical Intervention

To support pupils all members of staff are trained in TEAM TEACH. This promotes the least intrusive positive handling strategy. Our members of staff understand how to exhaust all verbal and non-verbal de-escalation strategies before positive handling strategies are used. They respond to disruptive, disturbing, or aggressive behaviours while maintaining a positive relationship.

All behaviours and interventions are recorded using Engage.

### 6) Parents/Carers

Pupil's record and colour in their points on a palm tree which they take home each day to show their parents/guardians. Any additional information may be written on the palm tree by the teacher.

If there has been an incident, staff who supported the pupil will contact the parent/carers via phone call, email, or face to face.

### 7) The Behaviour Curriculum

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

- 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.
- Action plans are derived from FAGUS and embedded within the curriculum. FAGUS developmental programme focuses on the following areas; Awareness and Understanding of Others, Cognitive Development, Coping, LD: Expressive Language, LD: Non-Verbal Communication, LD: Pragmatics, LD: Receptive Language, Moral Development, Motivation and Self-Efficacy, Play, Self-Awareness, Self-Concept, Self-Control, Self-Esteem and Socialisation.

### 8) Specialist staff

FAGUS support – Hollie Webster (Therapeutic Keyworker) and Dalziel McAlister (Head teacher)

Safeguarding support- Dalziel McAlister (Head teacher), Hollie Webster (Deputy DSL) and Kelly McLaughlin (Deputy DSL)

Occupational Needs – Amy Greenbank (Occupational Therapist)