

# Aurora

## Promoting Positive Behaviour Local Procedures

### Aurora Summerfields School

Please refer to Main Policy A4 Promoting Positive Behaviour Policy

#### Appendix 1 : Summerfields School - Local Procedures

#### 1) Rules /code of conduct

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 discussions with school council, ballots and assemblies with the final school rules chosen from the top 4 Rules from a school wide vote. The school rules will be reviewed every three years and redesigned if pupils feel that they do not reflect the ethos of the environment.

The current school rules are:

- Be safe and Sensible
- Be polite to each other, staff and visitors
- Show kindness to everyone
- Listen to each other and work as a team

Each class are then responsible for determining their own class rules based on the rules of the school and Aurora Values:



Class and school rules are presented with visual support to aid understanding where necessary.

There is a no phones or other electronic devices rule in school. All pupils hand in electronic devices on entry to be stored securely in named bags in reception. These are returned when leaving school.

#### 2) Rewards - Site Specific

The rewards system is based on the Aurora Values. Each session/ lesson has a focus value. Pupils know explicitly which value is the focus and what they need to do to achieve points. Between 0 and 3 points are available per session/ lesson. At the end of the lesson, pupils are encourage to self-reflect and determine how many points they feel they should receive.

Staff are also able to award single points at any point in the day when a student displays behaviour/ attitude that shows a particular value. These points are also awarded at break and lunch and by support staff e.g. the school cook and the maintenance team.

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Points are recorded in class in a way that is visually clear to pupils so that they can monitor how they are doing. They are also recorded on an Excell tracker at the end of each week. This enables the staff team to see that each value has received the same level of focus and where students have achieved well or may have gaps.

Each Friday, pupils are able to spend their points at the 'reward shop'. The class team write a cheque so that pupils know how many points they have to spend. At the shop, pupils can buy tangibles such as fidget toys, magnets, stickers etc or experiences such as additional computer time or food technology lessons. Pupils can choose to save their points to buy more expensive items or to buy something smaller each week.

At the end of each half term, the student in each class with the most points in each of the 5 values receives a values wrist band in the end of half term assembly. These students then become 'values champions', supporting others to follow in their footsteps.

There is also a voucher for the student with the most points overall.

Individual students may also have more immediate reward systems whereby they choose to work for set periods/ complete set tasks for a reward item/ activity. Visual systems support the understanding of these more immediate rewards (e.g. first/then boards or task boards). Staff teams ensure that within their class, reward systems are fair for all pupils.

## 3) Sanctions

Points will never be removed from students. Sanctions will occur in a natural way. Where incidents occur and require restorative practise, the pupil will be supported by a member of staff, usually their class team, to reflect on their behaviours and actions using a proactive approach to repairing relationships and encouraging students to take ownership of their own actions.

Incidents and sanctions will be managed in a progressive manner initially with the teaching staff involved, moving to the head of school and finally the Principle. All incidents involving a RPI, or other level 3 incidents where appropriate, will be shared with parents/ carers.

## 4) Supporting Positive Behaviour

All behaviour is communication and almost all behaviour is learnt. Behaviour that challenges is no different. Our primary focus is to determine the function(s) of behaviour and to understand the root cause. Only then can we support a student to engage in more positive behaviour. This support may be in the form of changing the presentation of work, modifying reward systems, modifying language used with a student, considering sensory processing and making changes, updating SaLT plans etc. etc.

Our aim is to teach pupils to develop functionally equivalent skills, which means they no longer need to engage in the challenging behaviour. Our student support plans detail the ways in which we can achieve this in practice. These person-centred plans are written before entry to school and kept continually live. Students contribute to their plans and plans are regularly shared with parents.

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## 5) Physical Intervention

We have chosen PRICE as our physical intervention training provider. PRICE Training places a significant emphasis on the importance of primary, secondary and non-restrictive tertiary strategies. It is committed to restraint reduction. PRICE comes from a person-centred approach, that aims to understand and meet the needs of individuals before difficulties arise, to recognising an individual's early behavioural signs (physical, emotional, communicative).

Physical restraint is only used as a last or only resort.

## 6) Parents/Carers

Parents/carers are as much part of the Summerfields family as our pupils are. Our aim is to have a positive and open communication style with all our parents. Parents and carers have the email addresses of the staff team as well as the Parents Portal on Engage.

While a pupil is on transition, parents and carers receive weekly updates from the senior administrator. These are a summary of the transition logs kept by the staff team.

Each term, parents and carers receive an IPP which details the progress their child is making towards the targets in their IPP. They also receive an education report at the end of the school year. Both reports include aspects of behaviour in school.

Parents and carers are invited to our open days and celebration days as they occur throughout the academic year, with dates planned and communicated on a termly basis.

Where parents/carers have a need to discuss behaviour with a member of staff, appointments can be made through the school office. Positives and achievements will also be communicated with parents/carers via email or telephone call.

## 7) The Behaviour Curriculum

Our tailored curriculum will allow us to support and teach behaviour with each student at the heart of the learning, offering a unique personalised approach. Our PSHE and citizenship curriculum offers learning around British values, positive citizens, appropriate social interactions and staying safe. The Explicit teaching around expected behaviour will be woven into the curriculum and school ethos during sessions such as Mindworks and SaLT.

We explicitly teach the Zones of Regulation (ZOR) Curriculum, during dedicated sessions with all students each week. The ZOR is an empowering, instructional tool to build safe, supportive environments. It provides a common language to discuss emotions and emotional understanding. It supports students to problem-solve and to be more self-aware. It supports students in regulating their emotions and engaging in more positive behaviours.