



Promoting Positive Behaviour Local Procedures

Aurora Hanley School

Please refer to Main Policy A4 Promoting Positive Behaviour Policy

Appendix 1 : Aurora Hanley - Local Procedures

1) Rules /code of conduct

- 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

2) Rewards

- Reading raffle to celebrate reading engagement and efforts
- Attendance certificates
- Positive postcards for individual achievements and development
- Feel Good Friday opportunities are given to all pupils for engagement in lessons
- Heads Celebration lunch

3) Sanctions

- Catch up opportunities offered at break and lunch times for refusal of work
- If catch up opportunities are refused catch up will be completed during Feel Good Friday sessions
- Internal/External exclusions
- Restorative/mediated meetings with pupils

4) Supporting Positive Behaviour

- Positive ethos where staff recognise what pupils do well and give descriptive praise
- Clear school rules
- We recognise that behaviour has a communicative function – we try to understand the function of the behaviour in order to understand the issue
- Zones of regulation embedded for social communication in supporting pupils to identify and express their emotional and physical state
- Staff to role model and demonstrate positive behaviours
- Use of daily tasks/schedules to reduce anxiety and use of visuals to support communication
- Clear expectations- reinforced with social stories or other visual tools
- Mind works sessions teach emotional understanding and self-regulation
- Good autism practice- we try to be consistent and clear
- Every pupil has an individual Student Support Plan and a risk assessment in place

Aurora

5) Physical Intervention

- We have a trained PRICE trainer on site
- The focus is always on de-escalation, understanding and addressing triggers, and supporting the young person to manage their own behaviours effectively
- All pupils have an individual Student Support Plan.
- New staff undertake a 2 day Price training course
- Trained staff undertake an annual refresher
- We carry out a debrief as a team and with the young person if a restrictive physical intervention has been used, to try to understand why the situation escalated and to focus on prevention in the future
- We inform parents/carers on the day of any restrictive physical intervention

6) Parents/Carers

- In Lower School we communicate with parents through class dojo
- Open door communication between parents/carers and tutors
- Parents evenings – either online or face to face
- Clinical support sessions
- Pastoral support and communications

7) The Behaviour Curriculum

- PSHE – To educate pupils on self-awareness including the impact of their behaviours and words to others i.e. Bullying v's Banter, feedback and constructive criticism, trolling, self-kindness, socially acceptable behaviours and consequences of socially unacceptable behaviours.
- Mind works - Sessions explore anxiety, fear and avoidance, mental health, diagnosis and the impact this may have on behaviour, strategies on how to manage different aspects.
- SaLT/Performing Arts- weekly sessions to develop pupils abilities to effectively and appropriately communicate their needs.

8) Specialist staff

All staff undertake regular training on Autism and SEN

Occupational Therapist – Identifies and implements programmes and equipment to support the sensory needs of individuals to access learning.

Speech and Language Therapy (SaLT) – Supports pupils in their communications with others, to develop effective social interaction and communication. Advises and trains wider team.

Clinical Team – Give 1:1 and group work, support and strategies to pupils around mental health and well-being.

Pastoral Lead - Offers daily support to pupils in crisis or struggling with learning, mental health and well-being, by reviewing Student Support Plans, listening to concerns and worries and planning ways forward and giving advocacy around their needs. Monitoring attendance and transitions allowing and supporting pupils to reach their full potential.

Safeguarding/Family Support Worker – To safeguard pupils in line with Child protection policies and legislations and KCSIE. To offer or provide wider multi-agency support as required.