



Promoting Positive Behaviour Local Procedures

Aurora Beeches School

Please refer to Main Policy A4 Promoting Positive Behaviour Policy

Appendix 1: Beeches School - Local Procedures

1) Rules /code of conduct

- We respect each other and where we learn.
- We show kindness to everyone we meet.
- We do not use our words or actions to hurt one another.
- We support each other to succeed.
- We like to have fun.

Additionally, pupils are not to have access to Mobile phones while at school, mobile phones are taken in by Tutors when the pupils arrive in school and are locked away. They are then handed back just before they depart school in the afternoon. This is a Safeguarding matter and is in place to keep all pupils and staff safe, exceptions to this are due to medical reasons, including SEMH.

2) Rewards

At Beeches School, we believe it is important to focus on and celebrate positive choices and promote good behaviour using praise, recognition, building self-esteem and an individual's sense of worth.

- STEPS in the right direction (Supportive / Tolerant / Effort / Punctual / Safe) is a programme that supports pupils to work towards making positive choices to become better citizens. Each pupil has a STEPS card that is stamped by staff when they recognise excellent examples of pupils being supportive of peers, tolerant in a range of situations, excellent effort in the classroom, punctual to all lessons and acts in a safe manner. When a STEPS card is complete, the pupils can choose from a range of £5 gift vouchers to suit their interests, such as Argos, Amazon, Sports Direct, WH Smith etc.
- Compliance with the mobile phone procedures, allows pupils class rewards that include half termly trips or activities chosen by the pupils.
- Head of School postcards for excellent work/attitude are sent to pupils' homes.
- Pupils receive Attendance Certificates every half term for 95% and above attendance.
- Pupils work toward a range of the school achievement certificates, awarded at the end of the year to recognise outstanding progress in the categories; caring, ambitious, collaborative, trusted and innovative. They also work towards achieving recognition trophies for, Supportive Community cup, Outstanding Effort cup, Expressive Arts cup and Outstanding Effort in Sport cup.

3) Sanctions

Pupils may become subject to Learning Improvement Plans, if their repeated behaviour, despite support being put in place continues to cause concern to other pupils or staff. A Learning Improvement Plan sets out SMART individualised targets for pupils to work towards to ensure that their behaviours improve through staff support and interventions if needed. These are shared with parents/carers, Tutors regularly meet with pupils to discuss progress towards achieving the SMART targets. If unwanted behaviours continue or escalate, pupils and parents/carers will meet with the Assistant Head of School and re-set SMART targets to account for continued or escalating behaviours. Further sanctions will involve the Head of School, Principal and relevant external agencies if necessary. All incidents that arise are reported onto the computerised “Engage” system to be discussed in weekly Multi-Disciplinary Team (MDT) and High Priority Group (HPG) meetings.

Minor incidents may result in strategies such as no positive reward stamps being awarded, a phone call home or restorative justice with the Pastoral Lead.

Major incidents may include (this list is not exhaustive, please see main policy):

Serious verbal and non-verbal threatening or abusive behaviour

Serious damage to property

Drug and alcohol possession and/or abuse

Significant or repeated incidents of bullying

Racist / discriminatory Incidents

Sanctions based on major incidents will only be carried out through discussion with the Head of School and the Principal which may result in internal or external suspension for a fixed term or a fixed term exclusion. Where there is damage to property any pupil(s) involved or responsible will be expected to account for their actions and to work with a staff member on making some form of reparation. Parents/carers will be consulted on the most appropriate actions to be taken.

Support is in place to clarify to pupils why their behaviour was inappropriate and the impact their actions may have had on others. We have Key Skills days that emphasise appropriate behaviours through British values and work closely with the Safer Schools Police Officer (SSPO) who provides guidance, teaching resources and visits the school to deliver sessions to support pupils with positive choices. The Pastoral Lead liaises with the SSPO to plan visits and interventions.

4) Supporting Positive Behaviour

Debrief meetings following incidents are seen as a core source of information for informing and developing positive behaviour support management and best practice. Pupils and staff all have a right to participate in incident debriefs and should feel that their views are listened to and valued. All incidents are reviewed in weekly MDT and HPG meetings to ensure all pupils have the support they need. MDT meetings concentrate on lower-level incidents (Level 1 & 2) The Assistant Head of School, Pastoral Lead and the Psychologist/Assistant Psychologist discuss each incident to review that all current strategies are appropriate and if any new interventions are needed. HPG meetings concentrate on the higher-level incidents (Level 3, 4 & 5). The Head of School and Psychologist meet to discuss individual incidents, report up any concerns and to ensure Positive Behaviour Support Plans (PBSPs) and Individual Risk Assessments (IRAs) are amended, as necessary.

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Beeches School ensures that all staff attend and participate in regular training as is necessary for them to deliver effective positive behaviour management and support to the pupils in their care. This includes de-escalation strategies as part of the PRICE – physical Intervention Training.

Each pupil has an individual Positive Behaviour Support Plan which includes positive behaviour management, with strategies that support a pupil to make good choices with the help of all staff. Each pupil has a communication profile to meet their assessed needs which is created with the pupil to ensure they have ownership of how they want to be supported. These plans are regularly reviewed and updated in consultation with the pupil and the key partners in their care and/or education. This will be no less than three times per year (termly) and following significant incidents. Individual plans are collaborative and are intended to enable and encourage each pupil to take responsibility for their own behaviour, to develop socially aware behaviours in accordance with their age and understanding.

Individual plans include the following key information:

- Diagnoses and vulnerabilities
- Communication needs
- Risks and behaviours
- Relevant triggers
- Strategies for success (including de-escalation techniques).

Restorative Justice is led by the Pastoral Lead and supports pupils to see the consequence of their actions upon others as well as finding an agreed way forward. It allows all parties to express how they feel in a safe environment where the mediation is led by experienced staff.

5) Physical Intervention

The agreed approach to physical intervention used by Beeches School is PRICE. Staff must only use physical intervention if they have been trained unless it is an emergency to prevent harm to the young person or others. All staff, who are trained to carry out physical restraint will follow the procedures and strategies as delivered in PRICE training. This is minimal restraint for minimal time. All staff receive refresher training every half term and full training yearly to ensure compliance. Physical intervention is only used as a last resort to ensure the safety of pupils and de-brief for pupils and staff follow all related incidents.

6) Parents/Carers

Parents/Carers receive regular feedback on behaviours and attendance. Tutors make regular contact via a “Home Link” emailed home every Friday to highlight individual achievements / attendance etc. There is a monthly newsletter sent to all parents/carers, this is a way to communicate any important information, such as safeguarding news, future dates for events and to celebrate achievements.

Tutors will phone home to discuss any incidents that may have happened daily if necessary. Parents are involved at each level of the Learning Improvement Plan to ensure all parties are fully informed and working to the same goals.

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7) The Behaviour Curriculum

The curriculum supports behaviour through direct and explicit teaching and learning delivered through the PSHCE curriculum and through British Values which are embedded in the wider curriculum. Each term there is a bespoke Key Skills Day where pupils work on specific PSHCE topics to further emphasise the importance of positive relationships and interactions as a British citizen. Key Skills Days are supported by the Safer Schools Community Police Officer, who delivers topics to pupils for both planned and reactive opportunities to ensure pupils are fully informed of the consequences to their actions. We can offer individualised support through reactive practice when appropriate which can involve SSPO support, therapy support and bespoke lessons to address any concerns.

Beeches is an accredited Rights Respecting School; positive behaviour is linked to awards including the STEPS reward system.

All pupils are taught to use the strategies in “Zones of Regulation” to support them with positive interaction skills and ways to self-regulate when they feel dysregulated. Subject and EHCP targets are set every half-term for every pupil, ensuring they have the support to develop skills needed for preparation into adulthood.

8) Specialist staff

Beeches School specialist staff include:

- Designated Safeguarding Lead (DSL) and Deputy DSLs - Use “My Concern” to report, triage, and action all safeguarding concerns.
- Pastoral Lead Tutor – Provides 1:1 session with pupils, restorative justice opportunities, liaison with the Therapeutic Team to support pupils.
- Therapy Department (Psychologist / Assistant Psychologist /Speech and Language and Occupational Therapy) – Provide support for pupils including mental health and well-being, needs due to diagnoses, EHCP needs and training for staff.
- PRICE Trainer Team – Provides regular training and support for all staff.
- All staff are trained in recognising individual pupil needs due to diagnoses including mental health needs.

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Learning Improvement Plan Procedure

