

## Promoting Positive Behaviour Local Procedures

### Aurora Wilden View School

Please refer to Main Policy A4 Promoting Positive Behaviour Policy

#### School Context

Aurora Wilden View is a specialist provision for Children and Young People aged 5-19 that have Autism Spectrum Condition and/or Social, Emotional and Mental Health needs. Aurora Wilden View strives towards creating a safe environment that empowers our students to understand themselves, each other, and the world around them.

#### Rules /code of conduct

At Aurora Wilden View School, we work together as a community to ensure that everyone is safe, happy and ready to learn. We regularly involve pupil voice in the decision making and support of this policy through avenues such as our School Council and Junior Leadership Teams, as we recognise the importance of pupils feeling heard and contributing to our school community. Our expectations and policies are clear, as we want everyone at Aurora Wilden View to understand what is expected of them and how we are working together to fulfil our positive values in an environment which facilitates effective learning.

Aurora Wilden View School adopts the Aurora Values:



Pupil voice lies at the heart of our decision making processes at Aurora Wilden View. Expectations, therefore, will be laid out collaboratively with our students. We are adopting a co-productive approach to work with our students to determine their individual expectations. All expectations must align with the school ethos to ensure students and staff are working towards the same values and expectations. The school ethos will be regularly reviewed, collaboratively, with our students.

These are:

	What does this look like?
1) Be Ready	<ul style="list-style-type: none"> <li>To try your best</li> <li>Ready to learn</li> <li>To listen and be listened to</li> <li>To bring anything you need with you for the school day</li> </ul>
2) Be Safe	<ul style="list-style-type: none"> <li>And follow adult instructions</li> <li>And ensure our beautiful building is well looked after</li> <li>And let adults know where you are on site if accessing shared areas or outside areas or toilets</li> </ul>
3) Be Kind	<ul style="list-style-type: none"> <li>To yourself</li> <li>To your peers and staff members</li> <li>To our building and the space around it.</li> </ul>

Aurora Wilden View School has a strict no mobile phone or electronic devices policy.

At the start of each day, students are requested to hand their mobile phones and/or electronic devices to their form tutor when they arrive in their form room - these are collected and locked away until the end of the school day when devices shall be returned to pupils. 'Smart watches' such as apple watches, fit bits etc. pupils are asked to place these into 'airplane mode' while on the site.

Our site is a no-smoking site and therefore our young people are not permitted to smoke or bring electronic smoking devices (e.g., vapes, e-cigarettes) onto our school premises and staff reserve the right to request these be presented to staff at the start of any day also. Parents/Carers will then be contacted to collect these from the school site. It is illegal for those who are under the age of 18 to purchase cigarettes, vapes or smoking paraphernalia or for those over 18 to purchase vapes, cigarettes or other smoking paraphernalia for young people.

We seek to ensure that children and young people are enabled to experience and develop positive relationships based on mutual trust and respect and a clear understanding of acceptable behaviour. Staff are expected to implement local processes and practices which place an emphasis on positive action to recognise, acknowledge and reward positive behaviour.

## Rewards

At Aurora Wilden View, we acknowledge the limitations of 'compliance based' reward systems. We, therefore, strive towards implementing and managing behaviour through exploring and evoking their natural motivations and confidence.

This will be reinforced using the following systems:

- **Value based incentives**

Every student starts with a clean slate, each day, at Aurora Wilden View. As trust is built, students will be given more responsibilities and be entrusted with decisions and projects within the school. If trust is broken, however, involvement will decrease. This can be regained as students will have the opportunity to build trust back up. This builds up respect and trust that is reciprocal.

- **Value based goal setting (EmpowerED: Values in Action)**

At Aurora Wilden View, we are motivated and driven by Aurora's, the schools and our personal values. To encourage our students to reflect on their own personal values and create their goals using 'EmpowerED: Values in Action'.

This program emphasises the importance of values and empowers students to set and achieve their goals. Goals will be reviewed at the start of each day and be discussed with the students. Goals will be created based on their personal values and will create an action plan to help them achieve daily goal (or goals). If their goal (or goals) has been achieved for that day, the student will get to spend time undertaking an activity of their choice. If the student

has not fulfilled their goal for the day, they will partake in a self-reflective activity or game to encourage self-reflection. This will be discussed in the students key worker session.

Any additional rewards systems that may need to be put in place will be discussed with the headteacher or deputy head (pastoral) and our therapy team to ensure the proposed rewards systems are non-compliant based, supports the students confidence building and self-reflective journey.

## Managing Behaviours

All behaviours have a purpose. Whether that is to communicate an unmet need or to express specific feelings. At Aurora Wilden View, we use restorative practices and recognise the importance of helping our students understand their behaviours and responses. We aim to help our students identify alternative mechanisms to keep themselves and others safe (if their behaviours put them at risk of harming themselves or others).

We do not use punitive measures as a means of compliance. Instead, at Aurora Wilden View, we use natural consequences. For example, if a student refuses to wear a jacket outside, staff will encourage the student to do so and will then recommend to the student that they will be cold, however if the student does not then the natural consequence will be they will get cold.

Where incidents occur, students will be supported by self-reflection and restorative approaches using THRIVE techniques. Students are supported to reflect and take ownership of their behaviours. The reciprocal relationship between Adult and student is central to this process. After any incidents occur, student will be offered a debrief with their Key Adult within 24 hours to discuss the incident and support students in their reflections. The purpose of the debrief will guide the student in their lessons learned post incident and be reminded that the next day or session is a fresh start.

## Sanctions

For high level incidents, There are a range of sanctions our pupils can be given and these need to be used fairly and consistently. For guidance speak to the SENCo, Deputy Heads or Head Teacher. It is important that our sanctions are used on a reasonable and proportionate level and that these are encompassed in our therapeutic positive behaviour model.

Sanctions that can be issued include (this list is not exhaustive):

- Restorative Practices i.e. if a student damages something they will be asked to help maintain areas
- Phone Call to Family/Home
- Meeting with parents/carers

- Request to leave the learning space and to work elsewhere
- Loss of learning offsite privileges if they consistently put themselves or other students at risk of harm.
- Suspensions, as a last resort

## Supporting Positive Behaviour

At Aurora Wilden View we will use the THRIVE approach to support positive behaviour, emotional wellbeing and personal development. The Thrive approach is a dynamic, development and trauma-sensitive approach to meeting the emotional and social needs of children and young people that is supported by attachment theory, child development theory, neuroscience, play and creativity.

Our THRIVE practitioners will ensure THRIVE sessions are completed explicitly as well as the approach be woven throughout the curriculum and the school environment as a whole. THRIVE allows us to identify areas of needs for each individual pupil and create a bespoke THRIVE plan for the student to ensure they grow and develop; both emotionally and socially.

The whole team will work collaboratively with our in house therapy team to develop structured and personalised interventions as well as strategies to support our students.

## Physical Intervention

Aurora Wilden View School will follow the guidance, training and de-escalation techniques as taught by PRICE. De-escalation and prior planning regarding environmental factors and relationship building will be priorities in managing behaviours. Physical Interventions will be used as a last resort, with minimal restriction and for the shortest duration to keep people safe from harm. All staff will receive PRICE training and regular updates. We seek to appropriately reduce restraint in line with the aims of the national Restraint Reduction Network (RRN).

## Parents/Carers

Parents/carers are as much part of the Aurora Wilden View family as our pupils are. Our aim is to have a positive and open communication style with all our parents. Parents and young people will be involved with their own/child's Positive Behaviour Support Plan (PBSP). Risk Assessments, PBSPs etc will be shared with the families of our students upon induction and regularly throughout their time at Aurora Wilden View.

Parents and Carers will be 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 Engage. We will call parents as appropriately following any behaviour incidents and have an open dialogue seeking support from home.

## 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 THRIVE Approach is embedded within our curriculum and everyday school experience. Explicit teaching around expected behaviour will be woven into the curriculum and school ethos during sessions such as Tutor Time, School Council and THRIVE sessions.

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 and self-identify 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 to discuss updates on any student led projects or decisions and accomplishments.
- Our reactive personal development curriculum effectively supports students with any issues that arise.