Promoting Positive Behaviour Local Procedures

Aurora Severnside School

Please refer to Main Policy A4 Promoting Positive Behaviour Policy

Appendices: Severnside School - Local Procedures

1. Student involvement

1.1 Student Code of Conduct

Students will always be consulted and involved in devising the school code of conduct. It is important that all young people have a say in what codes govern the operation of a school to enable it to be a safe and secure environment. This exercise is completed through ballots, and student council. The school code of conduct will be reviewed every three years and redesigned if students feel that they do not reflect the ethos of the environment.

The code of conduct for Severnside School is:

- We all display our School Values
- Everyone must feel safe and welcome at our school.
- The school is a learning environment.
- The school is a healthy place.
- The school is a productive space where all can learn.
- We help other students.

We do not have extensive lists of do and don'ts but through clear communication and modelling, we will influence what positive behaviours we want and expect to see.

The student council will have input on the code of conduct, and the promotion of positive behaviour is deemed a whole site responsibility.

Smoking or vaping is not allowed on site and the school will contact parents immediately if a student is found to have smoked or vaped on site or during an offsite school activity.

1.2 Rewards and Points

We believe in rewarding pro-social behaviour, this can be defined as behaviours that are positive, helpful and values social acceptance. We aim to nurture a positive internal discipline in all our learners so that they can reflect on their own behaviour choices and be proud of the decisions they make.

Class Reward system

Each week the class is focused on **one** of the Aurora values (caring, ambitious, collaborative, trusted and innovative).

Week 1: Caring
Week 2: Ambitious
Week 3: Collaborative
Week 4: Trusted
Week 5: Innovative

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We use tutor time to discuss ways that students can demonstrate/achieve the value. Class to work together to tick off the 5 behaviours under each value as a group. A poster with the values and behaviours is displayed in each of the classrooms alongside a visual representation of how much money each class have left in their Gold/Silver reward pot.

Bronze Rewards

When a behaviour has been collected the class tutor will tick off the behaviour on the chart in the tutor room. If a value has not been achieved in the week, this can be discussed in tutor time and can be collected in the subsequent weeks. Students can't claim behaviours under values until that value week has commenced, as this is to try and embed each value. Once all 5 ticks have been collected, the class earn their bronze reward on a Friday afternoon.
Students will be made aware that going out at other times will be for PE or preorganised educational trips **only**.

Gold/Silver Rewards

At the end of every term, there are opportunities for all students to earn a gold or silver reward activity. These rewards are paid for from the rewards budget which is gifted to the students at the beginning of each term. The rewards pot remains full for each class unless students damage any aspect of the fabric of the building in which case, it is necessary to take money from the rewards pot to pay to rectify that damage. If students wish to 'top up' the rewards pot to increase their budget at the end of the term, they may do so by carrying out restorative tasks and work. This may consist of repairing something that they have damaged, or, if that is not possible, completing community service style tasks to support the school such as cleaning, litter picking or gardening tasks. Students who have no budget left in their pot will still receive reward time at the end of the month, but they will need to partake in an activity that doesn't cost anything such as a nature walk or a film afternoon.

2. Natural Consequences and Restorative Approaches

Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being.
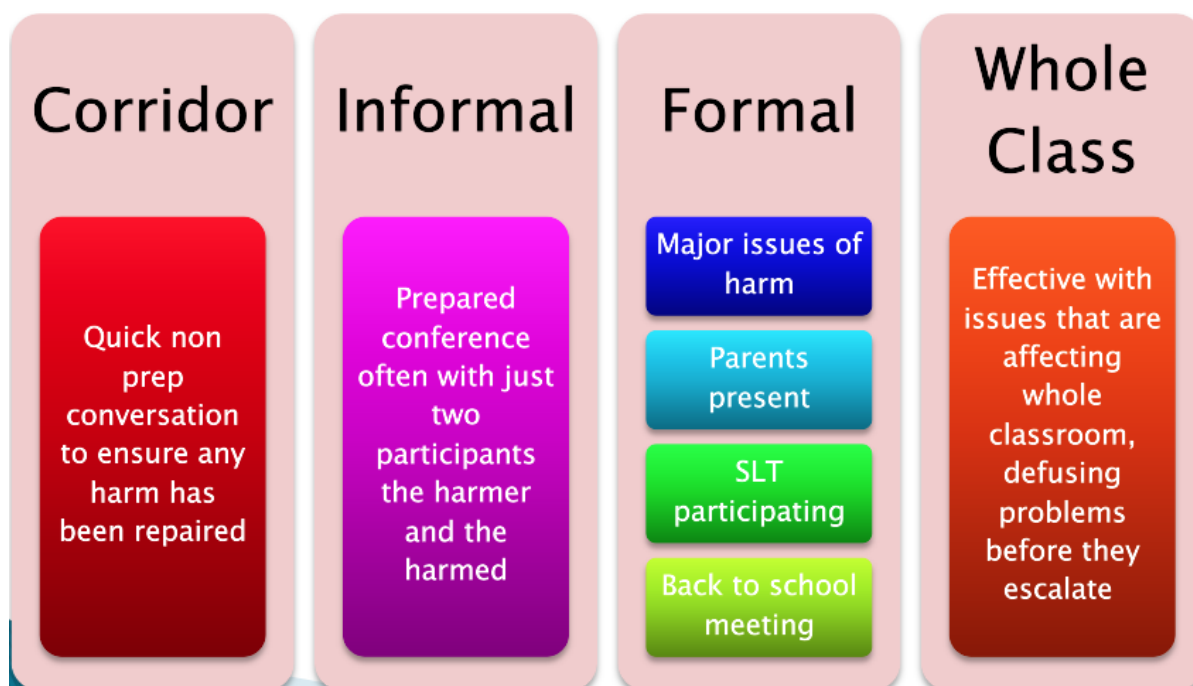
At Aurora Severnside, our approach to managing challenging behaviours puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. Rather than punitive sanctions, we prefer to reference natural consequences to actions, that are designed to help children learn and develop their pro-social behaviours.

We will always attempt to take preventative action to mitigate the risk of challenging behaviours and our staff are trained to deescalate and support emotional regulation of our students. However, it may still be necessary to respond accordingly if a student has displayed a behaviour that has been difficult or dangerous.

Where appropriate, students may be expected to spend a break or a designated period of lunch time alongside a trusted member of staff in a safe and supportive environment (not isolation), allowing time to emotionally recover from whatever feelings may have triggered the behaviour and to start the repair, reflect and restorative process.

Where there has been an incident between students or negative behaviour towards staff, staff will use restorative approaches to support students to 'put right' the harm that has been done to an individual or to the relationship between two individuals. This can take a variety of forms (outlined below) dependent on the situation:

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Corridor	Informal	Formal	Whole Class
Quick non prep conversation to ensure any harm has been repaired	Prepared conference often with just two participants the harmer and the harmed	Major issues of harm / Parents present / SLT participating / Back to school meeting	Effective with issues that are affecting whole classroom, defusing problems before they escalate

Possible additional natural consequences:

Discuss issues with student.
Tutor to inform Pastoral Lead.

- Pastoral lead to meet with student and gather student voice.
- Meeting with Parents/Carers or other agencies.
- Advise Operation Director.
- Complete Reporting up form.
- Suspension or permanent exclusion from site.
- Take steps to make YP, staff and site safe.
- Emergency services support as required.
- Undertake any regulatory notifications required.

If behaviour is dangerous, it may be necessary to consider suspension to allow us time to plan a pathway forward, but this will be used as a last resort.

We have a zero-tolerance approach to unprovoked or intentional physical violence towards staff or students and may use suspension as a logical consequence to these behaviours. This is understood by all learners which adds to their feeling of safety.

3. Student Support

3.1 Before joining/transitioning into Aurora Severnside

We will seek information on existing or historic behaviour which challenges as part of the referral process.

As well as potential triggers, the following information will be gained through the most appropriate sources dependent on the level of potential risk that the behaviour may pose.

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3.2 Positive Behaviour Support Plan

The Positive Behaviour Support Plan (PBS) is written with the support of all stakeholders and the young person to develop strategies to support and help them to manage their own behaviours in the least restrictive manner as possible. Historic and new information is used to devise the PBS. This supports the management of the young person. All strategies in the PBS are written to support the young person to manage their own behaviour before the requirement for any physical intervention. The reasons for the use of any intervention should be recorded in a clear and transparent manner on this plan along with any triggers. These plans are updated regularly by all staff as a new behaviour is seen and are overseen by our Therapies Team.

The PBS must be monitored to:

- Judge the effectiveness of the strategies described through reduction/increase in challenging behaviour.
- Ensure that physical or restrictive interventions are appropriate.
- That all information is current and effective.

3.3 Individual Risk Assessments

Each student will also have an individual risk assessment when they join the school to support staff to understand their needs fully and also to ensure that students are supported in the correct ways. Risk assessments are updated termly or following an incident where a new trigger or behaviour has been observed. The Therapies team monitor and evaluate the individual risk assessments and ensure that they are up to date and that they reflect the young person and their individual needs.

3.4 PACE Approaches

Staff use a PACE approach in their interactions with students. PACE is a trauma-informed approach which encompasses playfulness, acceptance, curiosity and empathy and is derived from dyadic developmental psychotherapy.
Our therapies team provide termly training on PACE training to staff and diagnoses specific training relevant to our students needs i.e Autism, ADHD, PDA focused training.

For further information on the PACE approach, please visit https://ddpnetwork.org/about-ddp/meant-pace

3.5 Absconding Protocol

In the event that a child absconds from the school site, all staff follow our Absconding Protocol. Students are followed and supported off site by staff members. If a student is out of sight for ten minutes or more, the school office will call parents and, in some cases, the police if required. Please see absconding protocol for more detailed information.

3.6 Reporting Behaviours

All behaviours are reported on our school MIS Engage this is overseen by the behaviour and safeguarding lead for the school and audited regularly.

All safeguarding concerns are reported and recorded electronically using MyConcern. If a concern is urgent then staff will report their concerns immediately to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL).

The following definitions and actions are not exclusive or exhaustive and are listed for illustration and guidance. SENIOR LEADERSHIP TEAM and Executive Team must undertake regular review, analysis and training to ensure levels are understood and applied consistently.

Pre-Level 1 – one off instance of not attending lessons, taking time out to self-regulate, no disruption to the learning of others.

Level 1 – All incidents at Level 1 are recorded electronically.

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- These are low level disruption.
- This type of behaviour is well known and may be due to context and/or diagnosis.
- Consistent non-engagement throughout the day/leaving lesson following a behaviour.
- Walking out without permission.
- Leaves lesson but returns after a period of time.
- Off task or disengaged.
- No use of RESTRICTIVE PHYSICAL INTERVENTION.

Responsibility: Class Tutor/Teacher/Support Staff

Possible Actions include:
- Review Student/Behaviour Support Plan.
- Discuss issues with student.
- Agree how to move forwards – adapt a proactive, solution-focused approach.

Level 2 – All incidents at Level 2 are recorded electronically.
- Repetitive disruption.
- Intentional behaviours.
- Repeated refusal to engage.
- Low level verbal aggression to peers and/or staff.
- Ongoing disruption to learning.
- Refusal to follow instructions.
- Generalised swearing.
- Repeated absence from class during the day.
- No use of restrictive physical intervention.

Responsibility: Class Tutor/Teacher/Support Staff

Possible Actions in addition to Level 1:
- Review Student/Behaviour Support Plan and risk assessment.
- Discuss issues with student.
- Agree how to move forwards – adapt a proactive, solution-focused approach.
- Tutor to inform Pastoral Lead; Pastoral Lead to meet with student and gather student voice.
- Pro-active action taken.

Level 3 – All incidents at Level 3 are recorded electronically.
- Serious intentional disruptive behaviour – irrespective of all support strategies.
- Consistent disruption to the learning of others.
- Property damage which does not significantly impact the ability to safely deliver services.
- Verbal abuse.
- Physical aggression (not requiring hospital treatment).
- Missing from site (less than 2 hours and a low-risk location environmentally).
- Self-injurious behaviour that does not require hospital treatment.
- Bullying of others.
- Consistently out of class and influencing others to do the same.
- May include the use of restrictive physical intervention.

Responsibility: Class Tutor/Teacher/Support Staff

Possible Actions in addition to Level 2:
- Meeting with Parents/Carers or other agencies
- Discuss at Weekly Senior Leadership Meeting or High Priority Group

Level 4 – All incidents at Level 4 are recorded electronically & reported up.
- Severe and intentional repetitive disruptive behaviour

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- Behaviour that significantly impacts peers' learning
- Significant property damage; this may include damage that disrupts the learning or residential aspect of others.
- Significant verbal threats.
- Significant physical aggression towards peers or staff resulting in injury requiring hospital treatment.
- Significant self-injurious behaviour.
- Missing from site for over 2 hours and low risk location.
- Illegal activities.
- Activity that requires restrictive physical intervention which may be repetitive or results in injury requiring hospital treatment.
- Incident that requires external agency support on site.

Responsibility: Deputy Head/Site Lead

Possible Actions in addition to Level 3:
- Review therapeutic input.
- Meeting with Parents/Carers and/or other agencies
- Discuss at weekly Senior Leadership Team or Multidisciplinary Team to review risks and strategies.
- Suspension
- Advise Operation Director
- Complete Reporting up form

Level 5 – All incidents at Level 5 are recorded electronically & reported up
- Death or serious harm (including violence, abuse and/or neglect) of or caused by a child or young person currently or previously under the care of the Aurora Group.
- Serious self-harm incidents of such severity that the child or young person required hospital treatment.
- Attempted suicide of a child or young person.
- Apparent work-related injury requiring hospital treatment or RIDDOR of an employee/contractor.
- Radicalisation of a child, young person or employee.
- Extreme level of property damage.
- Significant sexual misconduct towards others.
- Significant injuries to others or themselves requiring immediate on-site emergency services or medical assistance.
- An incident that causes major disruption and prevents the service operating.
- Young person missing from site for more than an hour in a high-risk location, or whilst in significant mental health crisis.
- Behaviour off site in the public domain requiring a restrictive physical intervention.
- Behaviour off site in the public domain resulting in significant injuries.
- Behaviour off site in the public domain requiring immediate emergency services response.
- Behaviour will result in reputational damage to the service and the Aurora Group, which may be reflected in the media.
- An incident that prevents/threatens the site's/group's ability to continue to deliver an acceptable quality of care (e.g. fire, flood, infection).
- Significant data breach which requires reporting to the ICO.
- Whistleblowing or complaint which may cause disruption to the provision or quality of care or education.
- Incident requiring report to regulator.
- Incident resulting in a staff suspension.
- Financial misconduct.
- Litigation, judicial reviews, employment tribunals and other legal challenges.

Responsibility: Site Lead/Operations Director.

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Possible Actions in addition to Level 4:
- Suspension or permanent exclusion from site.
- Take steps to make YP, staff and site safe.
- Emergency services support as required.
- Inform Operations Director.
- Undertake any regulatory notifications required.
- Complete reporting up.

3.7 Parental Contact and Reporting

Following an incident at level 2 or above, the tutor team will contact parents or carers and will report the details of the incident to them including any physical interventions used. This will be recorded as a contact log on Engage. If a student has been suspended following an incident, the school will produce a letter to that effect, and this will be sent to parents/carers and the local authority as well as any other relevant professionals working with the child. The school will follow the procedures outlined in the Suspensions and Permanent exclusions policy.

3.8 Physical Contact and Intervention

The agreed approach to physical intervention used by Severnside 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 for as long as the staff involved feel that the procedure is necessary for the interests of the student and staff safety. All staff receive refresher training every half term and full training yearly to ensure compliance for the safety of staff and pupils and to help prevent significant damage to property.

Physical intervention can be used only in the following circumstances:

- Where there is a risk to the safety of staff, children or visitors;
- Where there is a risk of serious damage to property.
- Where a student's behaviour is seriously prejudicial to good order and discipline.
- Where a student is committing a criminal offence.

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.

4. Review and Alterations

Monitoring of the different levels of behaviour displayed within school occurs weekly along with student attendance. The Pastoral Lead has the overall picture, which is supported by all staff, with teachers reporting issues/concerns/engagement.

- The Pastoral Lead reviews all elements of any physical intervention to ensure compliance. The Head Teacher signs off any level 4/5 reports as well as any physical intervention to ensure the actions are justified.

- If necessary, the PRICE Trainer on site may be asked to offer further guidance on de-escalation strategies if a particular young person is seen to have had a number of behaviour concerns in school.

- The therapies teams may also support de-escalation of incidents through assessments, observations, and training.

- The Positive Behaviour Support Plan is reviewed in line with incidents to ensure it is followed and if necessary updated.

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- If the review reveals issues these must be addressed through a review of the Positive Behaviour Support Plan with all associated staff

The Senior Leadership Team and Therapies Team meet on a weekly basis for High Priority Group meetings. During these meetings, any significant incidents are discussed, and any students of concern are identified, and action plans are put in place to support those students through intervention, in class support, parental support or referral to outside agency.

Any progress should be focused on whether the child or young person's life is improved as a result of having a range of strategies put in place. Staff training needs may also be a factor and if identified then training should be delivered as soon as is feasible within the training calendar.

5. Personal Development in our Curriculum

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 5-point scale to support them to communicate 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 classes have reward-based targets to focus on weekly.

- Our PSHE Curriculum includes support with building healthy relationships, developing personal skills, making positive decisions, managing conflict and reflecting on personal responsibility.

- Our reactive personal development curriculum effectively supports students with any issues that arise.