

Aurora

Promoting Positive Behaviour Local Procedures

Aurora Brooklands School

Please refer to Main Policy A4 Promoting Positive Behaviour Policy

Appendix 1 : Aurora Brooklands School - Local Procedures

1) Rules /code of conduct – site specific

Students are not to have access to mobile phones while at school, all students must hand in their phones at reception or to be safely locked away in a teacher cupboard. This is a Safeguarding matter and is in place to keep all students and staff safe.

2) Rewards - Site Specific

At Brooklands we monitor and award points each lesson and during social times on our five Aurora values:

Caring- We can earn points by;

- Respecting equipment
- Respecting each other
- Co-operating

Ambitious- We can earn points by;

- Meeting a target
- Challenging ourselves
- Making an effort

Collaborative- We can earn points by;

- Active listening
- Teamwork
- Working well together

Trusted- We can earn points by;

- Taking responsibility
- Making positive choices

Innovative- We can earn points by;

- Trying something new
- Being a leader

Points are given in multiples of 10 for showing our values and will be given out each lesson and during social times. Points are recorded and students will be informed why they have received points. Form tutors keep a running total for everyone in the class.

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Points can be spent at the tuck shop each Friday if students have collected points for every value. Everyone who has collected points for every value is placed in a draw at the end of each day and the three students chosen will win a treat lunch the following Friday.

At the end of half term a treat lunch is held for the highest points scorers from each class.

3) Sanctions

Sanctions are assessed and delivered by Class team (low tariff incident) and SLT (High tariff incidents). These are logged on Engage.

A successful system of sanctions relies upon the pupils being aware of what constitutes appropriate behaviour, opportunities to address undesirable behaviours and the acceptance that the imposition of a sanction is a consequence of their actions. A classroom philosophy that aims to encourage and stimulate learning and behaviour should reduce the need for sanctions. Individual Plans and a five point scale enable bespoke support and regular re-evaluation of sanctions and/or reward also highlight progress.

Acceptable Sanctions Include:

- Time out of class
- Phone call home
- Meeting with parents/carers
- Loss of activity/experience

The adult-pupil relationship is central to this process. Staff should use simple and appropriate language that indicates to the pupil that a problem is arising and this could lead to a consequence. Before a member of staff imposes a sanction, she / he must take account of the pupil's current circumstances that may account for, if not, justify their actions. Any sanctions used should be recorded appropriately on Engage.

Where sanctions are employed, the pupil will be encouraged to respond appropriately to the sanction, in discussion with staff, reflect upon the actions and work together to move forward. It is the intention of the staff that once a pupil has accepted responsibility for their role in a dispute; has accepted ownership, then the matter is closed and we "move on".

4) Supporting Positive Behaviour

At Brooklands we use a five point scale, this is individualised and is contributed to by education, Therapy and Home. We also utilise a therapeutic model with support from the wider therapy team. As a learner centred school and as a learner centred model the students also contribute, review and understand their five point scale. This develops co-regulation and self-regulation strategies.

5) Physical Intervention

At Brooklands we use and train the staff in Team Teach. This means all staff have a rounded understanding of theory, de-escalation and a range of PI and RPI as required as a last resort.

6) Parents/Carers

Parents/Carers receive weekly phone calls from form tutors to ensure they are aware of any achievements or incidents/behaviour difficulties that their child has been involved with. If a significant incident occurs staff will call the parents/carers and speak personally to them to discuss what has happened. Staff will record all incidents on Engage to ensure clear accounts of what happened is recorded.

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7) The Behaviour Curriculum

Our curriculum places a strong emphasis on supporting students to develop positive relationships and manage their own behaviour.

- All students have a risk assessment and traffic light document.
- All students have a five point scale which they have contributed to and discussed their triggers and ways they would like to be supported.
- Our PSHE curriculum includes support with building healthy relationships, developing personal skills, making positive decisions, managing conflict and reflecting on personal responsibility.
- Our personal development curriculum effectively supports students with dealing with conflict, encouraging problem solving skills and personal resilience.

8) Specialist staff

Procedures at Brooklands – Sarah Chatterton (Head/DDSL), James Boylan (AHT/DDSL), Rachel Cummins (SEND/CO/DDSL)

Pastoral Lead/ DSL- Jeannie Parker

Brooklands logging system– Engage for behaviour and incidents, My Concern for Safeguarding concerns