

Promoting Positive Behaviour

Local Procedures

Aurora Foxes

Please refer to Main Policy A4 Promoting Positive Behaviour Policy

Appendix 1: Foxes - Local Procedures

1) Expectations/code of conduct

At Aurora Foxes we have high expectations of our students and their behaviour to truly support them in becoming 'work ready, life ready'. We recognise the need that the best way to do this is to promote positive behaviour, as well as ensuring that all staff role model the behaviours on a consistent basis.

Our code of conduct is based on our colleges values and has been written taking feedback from all students from across the college –

Caring - "Be kind to each other, offer help when needed, and respect everyone's needs to create a supportive environment where all feel valued."

Trusted - "Always speak truthfully, follow through on commitments, and admit mistakes openly to maintain honesty and accountability."

Ambitious - "Strive for our best, persevere through challenges, and demonstrate resilience in the face of difficulties to pursue excellence."

Innovative - "Listen to diverse ideas, apply problem-solving skills, and view setbacks as opportunities to learn and grow, fostering a culture of creativity and forward-thinking."

Collaborative - "Work together as a team, appreciate each other's unique perspectives, and support one another by sharing knowledge and skills, ensuring inclusivity and cooperation."

2) Positive Behaviour management and support plans

To understand a students behaviours, triggers, and self-regulation strategies we have developed a whole college approach using Zones of Regulation.

All students have a PBS plan and these are drawn up with the student and their families. All 1st year students undergo a 10 week Zones of Regulation programme to develop their positive behaviour support (PBS) plan. Shorter, 2 week refreshers are run in subsequent years. PBS plans are regularly reviewed and updated with the individual by the House Manager and Therapy teams (minimum termly), but are also updated following significant incidents and/or tutor/support staff feedback.

These plans are known by staff and are used to support students in learning to manage their own behaviour positively. All staff take a pro-active, solution focused approach and support students at the lowest level possible to minimise further/ongoing heightened behaviour. We encourage the logging of behaviours at this lowest level so we can implement the strategies needed to best support our students.

We have also made available and encourage the use of the following help desks as and when required to gain further support and strategies;

- Therapy
- Sexual Health

Monthly safeguarding and Behaviour MDT meetings are held with all Middle Leaders to review and discuss any concerns/strategies to ensure a consistent approach is taken to best support each individual.

To support students to remain focused on their learning and support in building their social skills, students are encouraged not to use their personal devices e.g., mobile phones, iPad, Laptops etc. while they are in structured sessions unless this is for a learning purpose.

3) Current rewards systems

At Foxes 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.

Positive feedback given to our students is often immediate and in the form of praise to embed student understanding of positive learning and actions. They are often called "good choices" and will refer to the action that has been performed.

Rewards and positive choices are recorded on Engage and shared with parent and carers through regular contact with House Managers and copies of "wow moment" cards that the student has received.

Students celebrate Champion of the month in smaller houses/ week for larger houses to celebrate the success of individual students making special reference to individual achievements.

Students work toward a range of the College Achievement trophies, awarded at the end of Autumn and Summer term.

Staff are encouraged and empowered to recognise positive behaviour through the awarding of positive behaviour points which students take pride in.

4) Consequences and stages of approach to unwanted behaviour

At Aurora Foxes, our approach to managing unwanted 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 our students learn and develop their pro-social behaviours and become 'work ready, life ready'.

We will always attempt to take preventative action to mitigate the risk of challenging behaviours and our staff are trained to deescalate and support the 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.

All behaviours are to be reported within 24 hours using our MIS Engage. All behaviour incident forms are reviewed and actioned within 72 hours by the person indicated responsible in the table below. This is overseen by the Head of Care and audited regularly.

The following definitions and actions, relating to our behaviour levels, are not exclusive or exhaustive and are listed for illustration and guidance. The Senior Leadership Team and Executive Team undertake regular review, analysis and training to ensure levels are understood and applied consistently

Level	Descriptors (not exhaustive)	Responsibility	Possible actions include (but not limited to)
Level 1	<ul style="list-style-type: none"> These are low level disruption. This type of behaviour is well known and may be due to context and/or diagnosis. 	HM	<ul style="list-style-type: none"> Review Student/Behaviour Support Plan.

	<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • Discuss issues with student. • Agree how to move forwards – adapt a proactive, solution-focused approach.
Level 2	<ul style="list-style-type: none"> • 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. 	HM	<p>Possible Actions in addition to Level 1:</p> <ul style="list-style-type: none"> • Review Student/Behaviour Support Plan and risk assessment. • Pro-active action taken – restorative justice where appropriate
Level 3	<ul style="list-style-type: none"> • 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. 	HM/HoC	<p>Possible Actions in addition to Level 2:</p> <ul style="list-style-type: none"> • Meeting with Parents/Carers or other agencies • Discuss at Weekly Safeguarding and Senior Leadership Meeting and monthly MDT meeting.
Level 4	<ul style="list-style-type: none"> • Severe and intentional repetitive disruptive behaviour • Behaviour that significantly impacts peers' learning 	HoC/P	<p>Possible Actions in addition to Level 3:</p> <ul style="list-style-type: none"> • Review therapeutic input.

	<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • Meeting with Parents/Carers and/or other agencies • Discuss at weekly Senior Leadership Team or Multidisciplinary Team to review risks and strategies. • Suspension • Advise Operations Director • Complete Reporting up form
Level 5	<ul style="list-style-type: none"> • 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. • 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. 	P/OD	<p>Possible Actions in addition to Level 4:</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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). • Incident requiring report to regulator. 		
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5) Disciplinary process and stages

When serious, intentional, unwanted behaviours are displayed, we follow a structured series of stages to address the issue proactively. These stages may be used to address the following and will only be considered following a full review of the students EHCP, therapeutic input and mitigating factors.

- Continual poor or non-attendance at any element of study programme.
- Bullying behaviours directed towards other students or staff.
- Sustained or repeated incidences of very disruptive or dangerous behaviours that impedes the learning of others.

Disciplinary Stage	Meeting held with	Possible outcomes
Stage 1 – Informal approach	House Manager	Verbal Warning Informal setting of standards letter PBS reviewed and updated
Stage 2 – Formal approach	House Manager and Head of Care	PBS reviewed and updated First written warning
Stage 3 – Formal approach	House Manager and Head of Care/Principal	PBS reviewed and updated Second/Final written warning Suspension
Stage 4 – Formal approach	House Manager, Head of Care and Principal	PBS reviewed and updated Final written warning Suspension Permanent exclusion

6) Communication with Parents/Carers/LA

Parents/carers and local authorities are to be kept up to date with behaviours and disciplinary stages as below.

The House Manager is to hold open and honest conversations with parents on a regular basis surrounding the young person's wellbeing, behaviour and progress with learning. This will ensure a positive and pro-active relationship is formed with the view to discuss and agree strategies with the young person and parents/carers to best support.

Children (under 18's)	Parents/carers and LA to be kept informed at all times for all levels of behaviour and stages of disciplinary. Parents asked to attend meeting either face to face, virtually or over the phone from stage 2 of disciplinary stage.	House Managers Head of Care
Young Adults (over 18's) Disciplinary stages 1 & 2	Consent must be given by young person or Power of Attorney in place for all stage 1 of disciplinary stages.	House Manager
Young Adults (over 18's) Disciplinary 3	Parents/carers and local LA's to be informed and kept up to date with developments.	House Manager Head of Care
Young Adults (over 18's) Disciplinary 4	Parents/carers and local LA's to be informed and kept up to date with developments.	Head of Care Principal

7) Searching, screening and confiscation

Searches can only be authorised by SLT on call.

Alcohol, tobacco and cigarettes may be stored in a students bedroom (if over 18), however will be confiscated for students under 18 or should a student have these items whilst in a structured session. Lighters and matches must be handed in to a member of staff and stored in the house office.

Vapes must be charged and stored in the house office due to the fire risk posed as a result of the hazardous and unpredictable quality of batteries. Vapes should not be charged overnight.

8) Individual Risk Assessments

Individual Risk Assessments are regularly reviewed and updated alongside the PBS plan with the individual by the House Manager, Therapy team and Tutors three times per year (termly), and following significant incidents.