



Promoting Positive Behaviour Local Procedures

Aurora White House School

Please refer to Main Policy A4 Promoting Positive Behaviour Policy

Appendix 1 :White House School - Local Procedures

Important contacts should you have a behaviour concern:

Site Lead & Designated Safeguarding Lead (DSL)

David Clarke

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01953 887217

Deputy Designated Safeguarding Lead (DDSL):

Jo Pinyoun

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Operations Director (acting as chair of governors):

Phil Jonas 0777072870

1) Rules /code of conduct

5 GOLDEN RULES: Positive Behaviour Model for Primary

The 5 Golden Rules serve as a basis for a junior/primary focused, consistent language and reward system to promote positive behaviour, which integrates with the Secondary school's CLIMB system. The aim is to establish an accessible language for positive behaviour expectations, and build routines and structures on to it, such as incentives, rewards, reflections and discussions.

How does it work?

Routinely, at the start of the week the boards are populated with rules and names, with a brief introduction and talk about the rules. Then on Friday afternoon, before Golden time there is a "review" of the week and congratulations, praise, prizes are spoken about recognizing something positive in all of the children.

On a daily basis, at the start of each day one rule is focused on for discussion, perhaps with a "dilemma" type scenario, reflective questions i.e. what helps us to follow this rule, or playing a short game/activity that requires this rule to make it successful.

Tokens are awarded at the end of the morning and afternoon for each rule, with 10 per day available.

Rewarding of behaviours that are outside of the 5 Golden Rules

There are ways of awarding further points or tokens outside of the 5 Golden Rules i.e. helping others, completing work, taking on extra responsibilities.

TEAM element

If the situation necessitates it, staff can create incentives that require a collective 'team' total, to encourage co-operation rather than competition.

Positive Language & focus

By the use of positive language it will reinforce positive choices and behaviour. It is important to avoid any language that might be interpreted as shaming young people, offering support and opportunities to gain tokens following setbacks (as appropriate). E.g. if a child lashes out at somebody, the teacher can make use of the chart as a positive motivator to encourage restorative/reparative action and work towards gaining the token still. This would be at the teachers discretion and understanding of the situation.

Encourages Personal responsibility

The 5 Golden Rules system can be used as a positive reinforcement of personal responsibility, alongside problem solving and working out solutions together.

Additionally, all mobile phones/devices are taken in by Form staff when the student arrives in school and are locked away. They are then handed back just before they depart school in the afternoon.

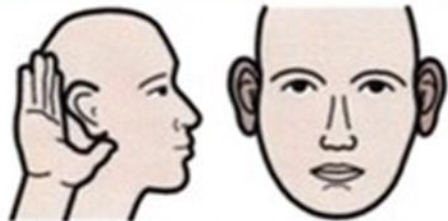
Junior Five Golden Rules



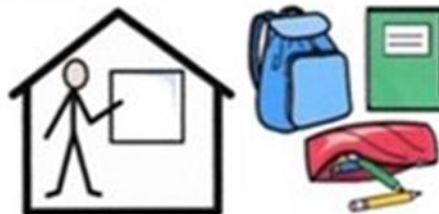
Safe hands, feet
and personal space



Kind words, signs
and indoor voices



Listening ears, eyes
and minds



Look after our school
and equipment



Be safe together
and in agreed places

2) Rewards

Primary School Reward System

The reward system at Aurora White House School encourages and rewards students who follow the school's behaviour expectations, and those who go above and beyond to personify the ethos of the school.

Within the primary setting of Aurora White House School, we believe it is important to focus on and celebrate positive choices and promote good behaviour using praise, recognition and rewards, thus building children's self-esteem and sense of self-worth.

There are several ways in which children's positive behaviour can be recognised, e.g. staff can award certificates for subject based achievements, or for children's achievements outside the curriculum.

The practice of rewarding positive behaviour, framed by our 5 Golden Rules is enshrined in this way in our school. The 5 Golden Rules are:

1. Listening ears, eyes, and minds
2. Safe hands, feet, and personal space
3. Be safe together and in agreed places
4. Look after our school equipment
5. Kind words, signs, and indoor voices

A reward system for students as individuals is in place; this is based around our 5 Golden Rules. "Dojo" points can be awarded via Class Dojo to individual students. Once sufficient points are earned by individuals, they can choose a reward from our rewards cabinet.

To support our students who need a more immediate/visible strategy in some classes a 'Rocket Chart' (or similar) may be used to support DOJO points. Students can make their own 'rocket' to go with a chart. Staff reward positive behaviour by awarding 'rocket points' to the children. The child moves their rocket up the chart by the appropriate number of points. When the child's rocket reaches the top of the chart, the child receives a 'gem'. Once 5 gems are earned, they choose a reward from our rewards cabinet.

To encourage and reward excellent teamwork, "Mojo" points can be awarded to a whole class when they have demonstrated excellent teamwork. There are a maximum of ten points that can be earned each day, five points for the morning (AM) and five points for the afternoon (PM). Mojo Points are awarded on Class Dojo reflecting a collective class endeavour. The discussion around the awarding of these points is often used for reflection, celebration, and learning. In the longer term a class reward, achieved due to mutual effort, may be earned.

3) Sanctions

SANCTIONS/CONSEQUENCES MODEL

Sanctions/Consequences

Sanctions/consequences are used to develop and reinforce pupils' understanding of the consequences of their own actions in order to aid self-regulation. Rewards and sanctions/consequences are a means by which the school encourages good behaviour and sets expectations.

The Aurora White House School system:

- › has been devised by the Principal and SLT and shared with parents/carers.
- › must be applied fairly and consistently across the school
- › must not be degrading or humiliating to any pupil
- › must be displayed in all classes

The successful management of rewards and sanctions/consequences is central to the schools' ethos of providing an environment within which children and adults can develop good relationships, showing care, respect and consideration for each other within school and the community.

The sanctions/consequences used may vary from time to time but will be characterised by certain features:

It must be clear why the sanction/consequence is being applied

It must be made clear what changes in behaviour are required to avoid further consequences

There needs to be a clear distinction between minor and major offences

It should be the behaviour rather than the pupil that is sanctioned

It must be as instantaneous as possible

A personalised Behaviour Contract will accompany the child's Behaviour Support Plan taking into account the child's capacity to understand right from wrong. The student should be involved in deciding the appropriate sanctions/consequences as part of his/her Behaviour Support Plan (Blank copy in Appendices) and the personalised Behaviour Contract.

At Aurora White House School we believe that it is vital to outline the schools' rules and expectations for all pupils so that they are clear about the boundaries set around their behaviour. This clarity engenders a sense of fair play as well as making pupils feel safe.

Minor Incidents

All incidents of minor or major unsettled behaviour are recorded on the School Information Management System ENGAGE

Sanctions/consequences for minor incidents can lead to the use of a range of strategies such as; behaviour contracts, home partnership meetings, restorative practice meetings.

Major Incidents

May include:

- Physical abuse/assault on persons
- Serious verbal and non-verbal threatening or abusive behaviour
- Serious damage to property including vandalism or graffiti
- Carrying a weapon or using or threatening to use school equipment or any other item as a weapon
- Drug and alcohol possession and/or abuse
- Fire-setting or threatening behaviour with matches or cigarette lighters
- Sexualised behaviour and language
- Unsafe behaviour towards self (self-harm)
- Repeated absconding
- Significant or repeated incidents of Bullying
- Repetitive minor incidents which collectively disrupt the learning environment
- Racist Incidents

The Principal or SLT MUST always be consulted following a major incident.

Possible sanctions/consequences for major incidents can include:

Internal exclusion, Permanent or 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. Serious damage to property and consistent minor damaging of property may result in parents/carers being billed or when the incident is of a severe nature.

Restorative practices will follow most incidents in order to clarify to pupils why their behaviour was wrong and the impact their actions may have had.

Exclusions

We recognise that pupils attending Aurora White House School may have experienced permanent exclusion from one or more educational settings already. It is therefore our policy that permanent exclusion should be avoided wherever possible. Our aim is that no pupil is permanently excluded from the school.

A fixed-term exclusion will normally only be considered when all other strategies have been exercised without success or where time is needed to review the support strategies being used with a pupil.

The school reserves the right to give a fixed-term exclusion peremptorily for a more serious breach of school discipline including:

- Intentional physical aggression towards another pupil
- Bullying
- Sexual harassment
- Possession of illegal substances including alcohol, tobacco or drugs
- Racist or similar incidents
- Theft
- Possession of a weapon

The school reserves the right, to give a permanent exclusion peremptorily for an offence which involves an exceptionally serious breach of school rules and which puts staff or other pupils at the school at significant harm, including:

A serious physical assault on a member of staff or a serious physical assault on a fellow pupil which is premeditated and/or involves the use of an offensive weapon, dealing with drugs, arson

Before deciding whether to exclude a student either permanently or for a fixed period the Principal will:

- Ensure appropriate investigations have been carried out and written evidence is presented to the SLT
- Consider all the evidence available to support the allegations, taking into account the Behaviour and Equalities Policies
- Allow the student to give her/his version of events
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment

If the Principal is satisfied that the evidence is sufficient to prove that the student did what he or she is alleged to have done, they will consider whether permanent exclusion is the most appropriate sanction, taking account of;

a) The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Behaviour Policy.

b) The effect that the student remaining in the School would have on the education and welfare of other students and staff.

4) Supporting Positive Behaviour

Managing behaviour relationally: The Thrive Approach

Thrive is an approach we use in school to support children's social and emotional development. At the heart of the Thrive Approach is the understanding that the adult-child relationship plays a significant role in children's development.

Thrive guidance and strategies in supporting behaviour and relationships

We aim to meet the following six principles:

1. We understand behaviour communicates unmet needs and can separate the child/young person from their behaviour.
2. We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
3. We provide containment, predictability, and routine to build a sense of safety in the emotional and physical environment.
4. We encourage children/young people at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
5. We keep in mind that we are the adults, and the children/young people are still growing, learning, and developing.
6. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy, and emotional management.

Thrive strategies and training

To support staff in working in alignment with the above Thrive principles and guidance, we use key Thrive strategies which our staff team receive training in:

PACE – Playfulness, Acceptance, Curiosity and Empathy. This is our general attitude and relational stance; 'how to be.'

VRF's (Vital Relational Functions) – Attune, validate, contain, and regulate. This strategy helps staff to support children through difficult and overwhelming situations, and 'what to do' in those situations.

Nurture - Structure Highway – this model helps staff to understand and integrate children's basic needs of care and support, with rules and boundaries.

Shining a light on behaviour – this strategy involves adults sensitively and appropriately noticing a child's behaviour and bringing it to their attention, in a way that helps them become aware of their behaviour and facilitates problem solving and collaboration to address patterns of behaviour.

Thrive at Aurora White House – further information

For further information on these strategies and an overview of the broader implementation of Thrive at Aurora White House, please see our (Thrive Information and Implementation Document).

Link to Thrive Approach website: www.thriveapproach.com

Learning and Behaviour Tracker

A Learning and Behaviour Tracker will be used if a student demonstrates daily concerns around behaviour, fails to follow school expectations, does not engage in learning or CLIMB or “class teacher” support. The student does not respond to normal intervention and/or behaviour support plan. Before using the Learning and Behaviour Tracker staff must discuss and agree the process with the Behaviour Lead and Assistant Head Teacher.

The Form Tutor will take the lead role in this intervention who will manage the process, record keeping and interventions. The student will receive an identified period of time to improve with clear strategies and daily monitoring by the Form Tutor.

A learning and behaviour tracker will be used to closely monitor behaviour, in order to effect consistent and sustained change. Targets will be confirmed during an initial meeting prior to its use to include parent/carer and the student. AT this meeting a review/update of Behaviour Support Plan and Risk Assessment can take place with identified strategies of management and support. A time frame must be set for this process to take place within, and all targets set must be “SMART”.

The Learning & Behaviour Tracker is completed by the lesson teachers. The Teacher marks whether the student has met their target. This is then used to share daily/weekly progress with parent/carer by the form tutor. Students are involved in the process as much as possible in order to give ownership of their own behaviour and the targets can be changed/adapted to be flexible to any changing needs. The Form Tutor must provide clear guidance to classroom staff or other teachers involved in teaching the student on strategies and interventions.

The Form Tutor should review Engage information/RPI's to identify if trends and patterns are apparent and if so, this will inform next steps. The Behaviour Team can support Form Tutor's with this task.

The Form Tutor must ensure all incidents are recorded and discussed with parents/carers.

If a student's behaviour does improve then the learning and behaviour tracker will cease to be used.

Should a student's behaviour not improve then consideration is given to extending the period of time using the Learning & Behaviour Tracker or whether a referral will be needed to MDT for a multi-disciplinary review and consideration of a Team Around the Child meeting.

See Appendices for a learning and behaviour tracker template.

Tiers of Supervision

This is a common language used within school to further support the children's behaviour and enabling them to make good choices during unstructured times. This approach will help to support our students to be safe and independent if appropriate. The tiers of supervision highlight what tier each student needs regarding supervision by staff. Tier 1 being the highest level of supervision and tier 4 giving the student more independence if safe to do so.

At the foot of every student's risk assessment will be a tiers of supervision grid (see blank version below) which are reviewed at least once a half-term. If staff would like to amend a supervision level for a student, then they will liaise with DSL/DDSL and only once agreed, staff update the level on the risk assessments. Form tutors are responsible for the adherence to the supervision levels allocated to students in their forms.

5) Physical Intervention

TEAM TEACH – White House Positive Behaviour Management

At Aurora White House we use Team Teach. Team Teach is an accredited, provider of positive behaviour management training, equipping individuals and teams in a variety of settings to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships.

All Team Teach techniques have been medically risk assessed.

The positive behaviour management strategies that Team Teach develops and promotes emphasise team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour, which help to reduce the need for physical intervention. As a last resort, Team Teach positive handling techniques help to resolve conflicts in ways that are safe and supportive, and which provide opportunities for repair and reflection for everyone involved.

Team Teach enables Aurora White House to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all, helping reduce the number of serious incidents involving physical controls, and raising the awareness of the importance of recording, reporting, monitoring and evaluating all incidents involving positive handling.

Team Teach techniques seek to avoid injury to the young person, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the young person remains safe.

Team Teach views positive handling as just one part of a whole-setting approach to behaviour management. As such, the Team Teach framework is entirely compatible with Positive Behavioural Support approaches for people with special educational needs.

Where restrictive physical intervention is used a meeting will be held and recorded within 48 working hours (wherever reasonably practicable) to review the incident and identify steps to implement risk reduction measures and avoid subsequent use wherever possible. On occasion they can also be used for physical interventions as well to understand the antecedents to the behaviour and the staff actions.

A restrictive physical intervention' is a method to restrict the movement of an individual using some degree of direct reasonable force. The restrictive physical intervention is designed to contain an individual, to remove their choice on their direction of travel with the intention of making themselves and others around them safe due to the level of risk they present at that time.

A guide allows for travel in multiple direction, it is not restrictive it is merely a physical prompt.

6) Parents/Carers

Form Tutors will communicate with parents about behaviour, they may do this by phone, email, Class Dojo or home school book. Please see Appendix 1 which sets out other actions that are taken depending on the level of behaviour. For level 4 and Level 5 behaviours the Head Teacher will send an email to the parent/carer. Please see Appendix 6 for a blank version of that letter.

There will be occasions when a member of the Behaviour Team may also call a parent/carer to discuss strategies and support they can offer.

7) The Behaviour Curriculum

The curriculum supports behaviour with the following;

- PSHE curriculum is supported by Jigsaw.
- Thrive to support children's emotional and social development.
- Therapists on site who complete groupwork when appropriate.
- Norfolk Safer Schools support with targeted interventions with individuals, groupwork and also supporting the curriculum with Educational inputs.
- Form Tutors also speak with their classes throughout the day to debrief and talk through any issues.

8) Specialist staff

The Engagement Team on site have within them a Behaviour Team that consists of a Behaviour Lead, Behaviour Assistants and a Family Support Officer. All work together to support students and staff with managing behaviour across the school.

The school also benefits from a Clinical Team who closely liaise with the Engagement Team. Weekly Multi-Disciplinary meetings ensure that all departments within the school work closely together to support our students behaviour across the school.

Appendix 1: Aurora White House - Local Procedures



The Aurora White House School

Behaviour Support Plan

Name:	DOB:	Date:	Review Date:
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Photo	<u>Positive behaviours we see.</u>
	<u>Brief description of presenting difficult/dangerous behaviours.</u>
	<u>Differentiated measures to support Lily in school.</u>

<u>Pro social/positive behaviours you will see:</u>	<u>What you will say and do:</u>		
<u>Anxiety/DIFFICULT behaviours you will see:</u>	<u>What you will say and do:</u>		
<u>Crisis/DANGEROUS behaviours you will see:</u>	<u>What you will say and do:</u>		
<u>Post Incident recovery and debrief measure:</u>			
Useful Guidance – Appropriate and Successful Team Teach Supports to use			
<input type="checkbox"/> Caring C's	<input type="checkbox"/> Friendly Hold	<input type="checkbox"/> Single Elbow	<input type="checkbox"/> Figure 4
<input type="checkbox"/> Double Elbow	<input type="checkbox"/> Half Shield	<input type="checkbox"/> Seated Single Elbow	<input type="checkbox"/> RPI Escorts
<input type="checkbox"/> Arm/Hair/Bite disengagements	<input type="checkbox"/> Small Child Escort		
<i>N.B – Selecting certain Team Teach supports is guidance only– All actions must be Reasonable, Proportionate and Necessary. All trained Team Teach supports are available for use unless otherwise stated</i>			

Signature of plan co-ordinator.....Date.....

Signature of Parent/Carer.....Date.....

Signature of Young Person (if appropriate).....Date.....

Learning & Behaviour Tracker

	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor time					
Lesson 1					
Lesson 2					
Break					
Lesson 3					
Lesson 4					
Lunch					
Lesson 5					
Lesson 6					
Tutor time					

Targets: Add more if needed.

- 1.
- 2.
- 3.

Learning and Behaviour Tracker – Record Sheet

Student Name:

Date:

Type of meeting - (delete as appropriate)

initial call to parent /student progress /parent progress call /review face to face meeting

Present at the meeting –

Items discussed:

Time period to monitor:

Set a specified time for parent updates (i.e., daily/weekly):

Add below identified strategies to add to BSP and risk assessments:

Outline next steps dependant on outcome of process:

SMART targets agreed upon: (Add as many as needed)

1

2

3

NOTES:

Staff Signature:

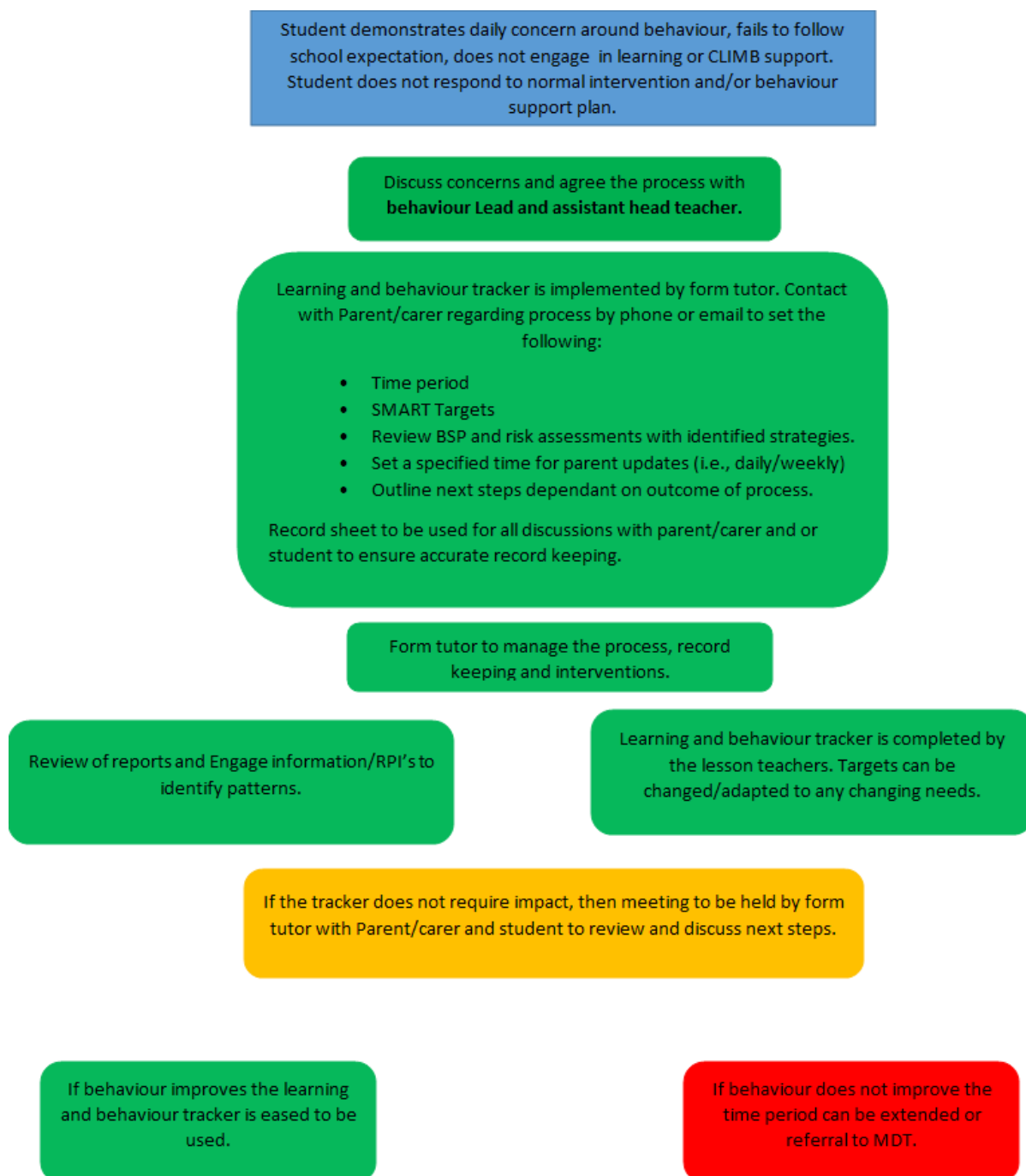
Parental Signature

Student Signature:

Head Teacher Signature:

Appendix 4

Flow chart representing learning and behaviour tracker process.



Tier Supervision		Criteria	Form tutor	DDSL
Tier 1	Staff in a position whereby they can physically intervene.	<ul style="list-style-type: none"> • Very likely to abscond from site. • Multiple RPI's. • Prolonged and frequent periods of extreme dysregulation/disengagement through shutting off from others and activities. • Ongoing significant concerns relating to mental health. • Likelihood to self-harm. • Has health and / or mobility needs that require additional support or supervision all of the time. • Any health needs identified by a medical professional that requires close supervision and can result in loss of life if not closely supervised or immediately treated such as choking risks, eating difficulties. • Unable to manage health needs that can result in immediate risk to life such as allergies, eating or drinking problems. • Previous incidences that indicate close supervision all of the time is needed. • No awareness of danger and requires constant supervision to remain safe. • Following an incident where medical assistance has been requested such as a head injury or seizure. 		
Tier 2	Staff in a position that they can clearly see the child/children. Verbally communicate with ease and can quickly get to a level 1 position.	<ul style="list-style-type: none"> • Can abscond from site. • Possible need of RPI's. • Periods of extreme dysregulation through shutting off from others and activities or becoming disengaged for prolonged periods of time. • Ongoing concerns relating to mental health. • Potential risk of self-harm. • Has health needs that require treatment or medication to be kept in close vicinity of student. • Has health and / or mobility needs that may result in falls and requires supervision most of the time • Poor or very limited awareness of danger and requires close supervision to remain safe. 		

		<ul style="list-style-type: none"> Following an incident where no further medical assistance required but student is to be kept under close supervision. 		
Tier 3	Staff in a position whereby they can communicate verbally with and provide adequate assistance. This may be at a distance. when a child requires space to self-regulate their behaviour but must remain within the above perimeters.	<ul style="list-style-type: none"> May leave the classroom or surrounding area but does not abscond from site. No RPI's in the last term. Prolonged periods of disengaging or dysregulation by shutting off from others or activities. Well managed but ongoing concerns relating to mental health. Low risk of self-harm. No health need that requires constant, close supervision. Student has navigated site independently and responsibly in the past and shows some awareness of dangers 		
Tier 4	Staff know the location of the child when they are expected to return and is alert to this time. e.g. A trusted and able pupil leaving class for a specific reason and has been given a time parameter to achieve this.	<ul style="list-style-type: none"> Unlikely to abscond from site. No RPI's. Engaging in all classroom activities. No ongoing concern relating mental health. Unlikely to self-harm and no history of self-harm. No health need that requires constant supervision. Student has navigated site independently and responsibly in the past and shows some awareness of dangers. 		

Letter for level 4 and 5.

DATE

Dear PARENT/CARER

Level 4/Level 5 Behaviour Notification

I am writing to advise you that INSERT STUDENT NAME has been involved in an incident today that meets the threshold of our Level 4/Level 5 recording.

The Level 4/Level 5 behaviour relating to the incident on this occasion was: INSERT QUALIFYING DETAIL

STUDENT NAME has INSERT SHORT SUMMARY DESCRIPTION OF BEHAVIOUR(S)

The consequences for this behaviour are as follows:

- DETAIL CONSEQUENCE

This incident will be discussed at a Multi Disciplinary Team meeting where further support for INSERT NAME will be considered.

/and a meeting arranged with you to discuss next steps and if necessary, suitability of placement. We will be in touch with a date for this meeting shortly.

Should you wish to discuss this matter further, please contact David Clarke on David.Clarke@the-aurora-group.com

Yours sincerely,

David Clarke

Mr David Clarke

Headteacher