

## Promoting Positive Behaviour Policy

<b>Policy Reference:</b>	A4
<b>Version Number:</b>	5
<b>Applies to:</b>	Aurora Group Services
<b>Associated documents:</b>	Promoting Positive Behaviour Local Procedures Suspensions and Permanent Exclusions Policy Child Protection Policy Adult Safeguarding Policy Incident and Accident Reporting Policy Anti-bullying Policy A4.1 Incident Guidance and Descriptors A4.2 Use of Quiet Spaces Guidance A4.3 Individual Risk Assessment A4.4 Aurora Positive Behaviour Support Plan Reintegration Timetable Policy
<b>Approved by:</b>	Incident & Safeguarding Committee
<b>Implementation date:</b>	September 2024
<b>Next review due by:</b>	September 2025
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

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## 0. Summary of changes since previous version of policy

Section 7.6 Addition on the use of quiet spaces

### 1. Aims

At Aurora we recognise that behaviour is a form of communication which we should seek to understand. We do this through the development of positive relationships, understanding the needs of each individual we work with and working collaboratively to support the individual using best practice at the heart of our approach. All Aurora services seek to ensure that children and young people are enabled to experience and develop safe and positive relationships based on mutual trust and respect and that this is based on a clear understanding of acceptable behaviour. As we support children and young adults who have complex and special needs each service needs to develop its own local procedures which reflect the Aurora values whilst providing flexible and bespoke individual support. All services are expected to implement practices which place an emphasis on proactive action to recognise, foster, acknowledge and reward positive behaviour.

All staff working directly with children, young people and adults at risk are expected to understand and adhere to an individual's risk management plan and behaviour support plan, they are also expected to contribute any necessary updates in line with local procedure. Knowing our children, young people and adults at risk well and being actively involved in their care is the foundation of supporting positive behaviour.

We are driven by our pursuit of excellence, high expectations of behaviour and respect for every member of our community.

This policy aims to:

- Create a positive culture that promotes and supports excellent behaviour, ensuring that all children and young people have the opportunity to live and learn in a calm, safe and supportive environment
- Establish a whole-service approach to maintaining high standards of behaviour that reflect the values of Aurora
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour support that is applied equally to all children and young people
- Define what we consider to be unacceptable behaviour, including cyberbullying, prejudice-based and discriminatory bullying .

We strive to promote and create responsible citizens who:

- make good choices and encourage others to do the same.
- behave positively
- are considerate and value themselves, others, and their environment
- have the confidence, tenacity and resilience to attain their ambitions
- are inclusive and embrace differences
- have high levels of engagement
- demonstrate positive learning behaviours
- are role models to others
- Make a positive contribution to the community in which they live, are educated and will go onto work

## 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2023](#)
- [The Equality Act 2010](#)

- [Keeping Children Safe in Education \(please refer to most recent version\)](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)
- [Mobile phones in schools Guidance for schools on prohibiting the use of mobile phones throughout the school day – February 2024](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- BILD Code of Practice for minimising the use of restrictive physical interventions: planning, developing and delivering training, 2014 (4th Edition)
- Reducing the Need for Restraint and Restrictive Intervention (HM Gov. June 2019)
- Positive environments where children can Flourish (Ofsted March 2019)
- The Mental Capacity (Amendment) Bill HM (Gov. July 2018)
- Children and Families Act, 2014
- Regulation 20 of The Children's Home Regulations (2015)

## 3. Definitions

**3.1 Misbehaviour** is defined as:

- Disruption in communal spaces, on activities, in lessons, at break and social times
- Non-completion of reasonable requests e.g. completing work, tidying up
- Poor attitude
- Wilful damage

**3.2 Serious misbehaviour** is defined as:

- Repeated breaches of the site's rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Further support for staff on understanding the levels of behaviours and incidents can be found in A4.1 Incident Guidance and Descriptors

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our approach to preventing and addressing bullying can be found in our Anti Bullying Policy reference number A3

## 5. Roles and responsibilities

**5.1 Everyone** has a responsibility to abide by the Code of Conduct,

### 5.2 Service Leads must:

- Positively set the tone for the school/college's culture and values, ensuring they are modeled through leadership behaviours and understood by all.
- maintain the safety of all individuals through ensuring that staff are properly and sufficiently trained and skilled to meet the behaviour support needs of their current cohort.
- ensure local procedures are in place and up to date which support this policy and promote positive behaviour in their service.
- ensure they can evidence the key success indicators outlined in section 3.5 at their service
- ensure that the service environment encourages positive behaviour
- ensure that staff deal effectively with poor behaviour
- monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of children and young people
- ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- providing new staff with a clear induction into the services's behavioural culture to ensure they understand its rules and routines, and how best to support all children and young people to participate fully
- ensure this policy works alongside the safeguarding policy to offer children and young people both sanctions and support when necessary
- ensure that behaviour data is reviewed regularly, to make sure that no groups of children or young people are being disproportionately impacted by this policy (see section 13.1)

### 5.3 All Staff must:

- Ensure they know the individuals they are working with and their associated plan's (risk, behaviour support etc) actively contributing to any necessary updates and changes to better support the individual.
- at all times model positive and acceptable behaviour and create a calm and safe environment
- communicate to each child or young person clear expectations about behaviour and to ensure that the child or young person understands those expectations in accordance with their age and understanding and individual needs.
- maintain the Aurora values
- attend and apply all relevant behaviour support training provided for them
- implement the agreed local procedure and this policy
- record and report incidents as outlined in our incident reporting policy (reference number A62)
- raise concerns and ask questions in relation to behaviour support if they are worried or uncertain
- follow advice, and attend debriefs as required following incidents
- remain professionally curious as to how to best support individuals with behaviour which challenges

### 5.4 Children and Young People are expected to:

- ask for or indicate when they need support with their behaviour wherever possible
- participate in accordance with their skills and understanding in planning and agreeing their individual behaviour support plans
- accept the help and guidance provided in relation to positive behaviour
- raise concerns and ask questions in relation to positive behaviour support if they are worried or uncertain

- where possible, give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy
- Participate in accordance with their skills and understanding in any debriefs following an incident.

Children and young people will be supported during their transition and induction into the service to understand:

- the expected standard of behaviour they should be displaying
- that they have a duty to follow the behaviour policy
- the service's key rules and routines
- the rewards they can earn for meeting the behaviour standard, and the consequences of misbehaviour for themselves and others
- the support that is available to them to help them meet the behavioural standards

## 5.5 Parents and carers are expected to:

- Get to know the service's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the service's behaviour policy
- Inform the service of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the staff promptly
- Take part in any actions/meetings following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the service directly, whilst continuing to work in partnership with the service
- Take part in the life of the service and its culture
- The service will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the site's policy, and working in collaboration with them to tackle behavioural issues.

## 5.6 All visitors, whether parents, carers, visiting professionals or employees are expected to:

- model positive and acceptable behaviour
- accept and follow any guidance provided should any incident of a behaviour of concern take place during their visit
- raise concerns and ask questions in relation to behaviour support if they are worried or uncertain

## 5.7 The Operations Director will:

- ensure sites can evidence the key success indicators outlined in section 3.5
- hold the service lead to account to ensure that this policy is implemented and that staff deal effectively with poor behaviour
- review local procedures to ensure they meet need and
- ensure that staffing structures and resources support the implementation of positive behaviour strategies
- Review themes, trends and high level incidents reporting directly to the Incident and Safeguarding Committee in these areas and noting improvement actions required.

## 5.8 The Incident and Safeguarding Governance Committee will:

- Review reports from the Operations Directors relating to each of the services, themes and trends of behaviour, attendance and safeguarding.
- ensure Aurora policy and guidance on issues relating to managing behaviour of concern is in line with up to date practice, relevant, robust meeting legal and regulatory requirements and the needs of the specific group to which the policy applies
- develop a consistent and safe approach to positive behaviour support within the Aurora Group whilst meeting individual needs
- ensure that the learning and development and supervision of staff in managing behaviour of concern is appropriate, effective and sufficient to meet the needs of children and young people in our care
- ensure there are sufficient resources to support innovation in developing best practice behavioural care.

## 6. The behaviour curriculum

To realise our values, everyone working at, attending, living at or visiting any Aurora Group service is expected to behave in accordance with the **Code of Conduct**:

- Take personal responsibility to make sure their behaviour ensures the Aurora Group values are observed
- Treat everyone with respect, irrespective of differences or protected characteristics
- Respect personal space, and the environment
- Listen to each other
- Ensure universal interventions and training are in place to support the individuals social, emotional and mental health. (Thrive, Elklan, Vineland).

### 6.1 Key success indicators

Each of our services can demonstrate:

- Clear, high and consistent expectations that everyone, irrespective of differences or protected characteristics, feels safe, secure and has respect and empathy for one another and diversities are embraced and appreciated.
- Staff, children, young people and parents/carers, view behaviour as everyone's responsibility and mutual respect and positive behaviours are an expectation for all.
- A positive environment where children and young people exhibit a sense of pride of being part of an Aurora provision.
- Collaborative working relationships with parents/carers and stakeholders promoting positive behaviour with effective two-way or multi-disciplinary partnerships.
- Children and young people understand the impact of their behaviour and adapt this behaviour in future making more positive and informed choices.
- Proactive support and guidance to help children and young people learn from their mistakes and take ownership from them
- Clear and fair behaviour expectations, rewards and sanctions are communicated and implemented consistently
- Individual risk assessments and behaviour support plans are developed where required which are reviewed to reduce behaviours of concern
- Robust recording and reporting of behaviours of concern using agreed Aurora Group MIS which enables analysis of individual and group trends to reduce incidents and the use of physical intervention wherever possible

## 7. Responding to behaviour

### 7.1 Behaviour management

Recognising that behaviour is a method of communication is at the core of our approach. Understanding that individuals communicating to meet a need through their behaviour must inform our response. Each service will work in partnership with individuals, their parents/carers and other key stakeholders to develop risk assessments and behavior support plans, examples of which can be found in appendix 1 and 2. This forms a positive behaviour support approach which helps individuals understand and develop alternative communication strategies. Assessments must focus on the individuals' strengths as well as any concerns.

Leaders and staff are responsible for setting the tone and context for positive behaviour

They will:

- Create and maintain a stimulating environment that encourages children and young people to create positive relationships and be engaged

- Read and understand the appropriate behaviour support plans, risk assessments and other support documentation relating to each individual.
- Act as a role model, modelling the Aurora values and showing care and consideration for every individual while supporting a community spirit
- Develop a positive relationship with children and young people , which may include:
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Working as part of the team to develop consistent approaches to promoting positive behaviour and dealing with disruption/incidents
- Record and report in line with requirements, any incidents of behaviour or concern and ensure actions are followed up.

## 7.2 Safeguarding

Our Services recognise that changes in behaviour may be an indicator that a child or young person is in need of help or protection.

We will consider whether an individual's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to social care is appropriate. Where behaviours indicate a safeguarding concern these will be logged on MyConcern and the records linked.

Sexual violence and sexual harassment can happen in any setting and staff must be alert to "it could happen here" and the necessary actions to keep children, young people and adults at risk safe. The culture set in our services must be one of zero tolerance towards sexual violence and harassment, taking all reports and victims seriously and following the reporting procedures set out in our Child Protection and Safeguarding Policy, A1.

Please refer to our child protection and safeguarding policies for more information

## 7.3 Responding to positive behaviour

At the Aurora Group and within all services we believe it is important to focus on and celebrate positive choices and promote good behaviour using praise, recognition and rewards, building self-esteem and an individual's sense of worth. Specific reward and recognition systems, and the code of practice and rules will be pertinent and bespoke to each of our services, whilst adopting the core values and principles of the Aurora Group.

Positive reinforcements and rewards will be applied clearly and fairly to recognise progress, reinforce good behaviour and positive attitude, reinforce the routines, expectations and norms of the services behaviour culture.

Examples of rewards include:

- Verbal praise
- Rewards via points or other currency within the rewards system
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as being entrusted with a particular decision or project
- Access to popular activities, trips or visits

Please see our local procedures for our current rewards system

## 7.4 Sanctions and responding to negative behaviour

Children and young people are developing and learning their way in the world. We need to help them make the right choices and support the development of their ethical compass. As a part of this learning process, sometimes mistakes will be made. We need to help children and young people make informed and positive choices but if poor choices are made, where deliberate or intentional, consequences need to be implemented.

It is the duty of all staff within a service to support children and young people and strive to understand the underlying reasons for behavior of concern whilst recognising that individuals should be supported in taking responsibility for their actions. The consequences and stages of approach will be included within each service's local procedure again adhering to the Aurora Group core values.

Education services must refer to the Suspensions and Permanent Exclusions policy when imposing such a sanction.

When an individual's behaviour falls below the standard that can reasonably be expected of them, staff will respond in line with the individual's behaviour support plan, to restore a calm and safe environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always praising positive progress and behaviour and challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so children and young people know with certainty that misbehaviour will always be addressed and progress and positive contributions will be rewarded.

De-escalation techniques will be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. These will be reflected in individual plans.

All children and young people will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account supporting a culture of inclusivity and not disadvantaging any individual as a result of a disability

When giving behaviour sanctions, staff will also consider what support could be offered to an individual to help them to meet behaviour standards in the future.

The service may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Loss of privileges – for instance, the loss of a prized responsibility
- Referring the individual to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract

Personal circumstances of the child or young person will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

### **Sanctions which are never acceptable are:**

- corporal punishment
- the restriction of contact and communication
- the withholding of food or drink, sleep, medication, personal aids and equipment required for a disability, clothes
- the requirement to wear distinctive or inappropriate clothing
- the imposition of a financial penalty other than reasonable reparation
- the imposition of group punishments for the behaviour of an individual
- the involvement of any child in the punishment of another.
- humiliating, belittling or punitive punishments

Please see our local procedures for more details on our current sanctions

## 7.5 Physical Intervention

A restrictive physical intervention is defined as a planned or reactive act that restricts an individual's movement, liberty and/or freedom to act independently; and the sub-categories of restrictive intervention using

force or restricting liberty of movement (or threatening to do so). (Taken from Reducing the Need for Restraint and Restrictive Intervention)

Restrictive physical intervention is always considered to be a last resort, and may only ever be considered when there is:

- a significant risk of injury to any person
- significant damage to property,
- an offence being, or highly likely to be, committed
- no alternative method of mitigating these risks.

Restrictive physical intervention where used must be reasonable, proportionate, and use no more force than is absolutely necessary. Physical interventions may take the form of an emergency intervention, or a planned intervention

The agreed approach to physical intervention used by the group is Team Teach or Price. Staff should be adequately trained and competent to use physical intervention (to be updated on yearly basis) and must adhere to all safety measures. The approach adopted at a service is outlined in the local procedure, and the techniques taught within the programme should be used.

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 incidents of physical intervention must be recorded on the local MIS system on the same day, or at the latest within 24 hours of the incident taking place.

## Emergency intervention

Children, young people and vulnerable adults could be at risk due to an unexpected incident, or response to a new or unexpected situation.

Staff may intervene to maintain the safety and wellbeing of the child, young person, adult at risk or themselves if they choose to do so. For example, a member of staff may physically intervene to prevent a child or young person from harming themselves, or causing harm to others.

Staff must report all unplanned interventions to the Service Lead to justify the action.

The service should assess the incident as soon as possible and a behaviour support plan will be drawn up or updated to reflect this.

If it is judged that the intervention may be required again, this must be drawn up as part of a positive support plan and then will become a planned intervention.

## Planned intervention

A physical or restrictive intervention may be planned for if it has been judged as likely to occur following assessment, or other indication such as behaviour history or incident report.

A planned physical intervention may only be in place if it is in the context of an existing support plan. This should include a risk assessment covering the potential risks of making use of physical intervention.

A support plan that consists only of a physical intervention or restrictive practice will be deemed inappropriate.

A planned physical intervention should consist of:

- Guidelines for minimising the risk of the occurrence of the behaviour and de-escalating or diffusing a potential incident.
- Procedure for physical intervention detailing how staff can intervene.
- Strategy for disengaging or bringing an intervention to an end.
- Strategy for ensuring that child or young person has not sustained injury or other adverse effect.
- Strategy to debrief those involved and consider any lessons learned

Children and young people have the fundamental right of freedom of movement and liberty and this will be central to all strategies that involve or are considered to involve the use of a restrictive measure.

All interventions in all contexts must be appropriate to the incident, be a proportionate response to the incident, use a proportionate degree of force, be the least restrictive option available, be respectful to the child or young person and be used for no longer than is necessary to prevent harm to the child or young person or to others.

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.

The use of restrictive physical intervention will be recorded on the service's MIS and monitored through the governance process and at the Incident and Safeguarding Committee.

## 7.6 The use of Quiet Spaces

There will be times when a student may require access to a quiet and calm space, (this may be, for example a room, an area in a classroom, or an outside space) so that they have an opportunity to regain control of their feelings and emotions. A quiet space is a sensory-controlled calming area. The purpose of a quiet space is not exclusion, isolation or punishment and it should never be used punitively. Quiet spaces are not designed to provide an occasion for positive handling or a place for children and young people to be left unsupervised. It is anticipated that over time children and young people will come to recognise the therapeutic and safe setting that the quiet space provides and will take themselves there to calm and self-regulate their emotions so that they can then return safely to their activity.

The regular use of a quiet space should form part of an individual's behaviour plan and should be agreed by the service lead and parents/ carers and their agreement recorded. Children and young people should be consulted in accordance with their age and level of understanding.

1. When a member of staff notices that a child or young person is becoming anxious or agitated, the individual should be given reasonable opportunity to calm using the strategies detailed in the service's local procedures and the individual's behaviour support plan .
2. If the behaviour continues to cause concern and is reaching a point where they are affecting others and/or they become a danger to themselves, other children/young people or staff, the individual may request, or staff may suggest use of a quiet space.
3. Subject to a dynamic risk assessment, staff may consider it necessary to escort the child or young person to the quiet space using an approved physical intervention in line with policy which must be recorded.
4. Once in the quiet space, staff involved should try to resolve the situation satisfactorily as quickly as possible using the techniques outlined in the individual's behaviour support plan to de-escalate the situation.
5. At no time should children or young people be unsupervised in a quiet space. It may be appropriate to allow the individual to calm on their own but staff must still be able to see them in order to ensure their safety.
6. At no time should children or young people be locked in a quiet space. If a child or young person tries to leave the quiet space before they are calm, staff should use low and slow responses to direct the individual to stay. In extreme cases when the individual is very distressed, poses a risk to themselves or others and is unable to process requests, staff may need to implement a dynamic risk assessment and use restrictive physical intervention according to policy.
7. When a quiet space has been used as part of an incident, this must be recorded appropriately in line with policy and if necessary, risk assessments and behaviour support plans should be updated.

Aurora will not support the restriction of a child or young person's right to freely leave a quiet space, unless there is an immediate danger of harm to the individual or others. Such restriction will be treated as a restrictive physical intervention by the member(s) of staff involved and the incident will be reviewed to ensure the event was handled appropriately

## 7.7 Searching, screening and confiscation

Searching, screening and confiscation in our schools and colleges is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). Searching and screening children and young people in our residential settings will follow the same general principles.

Any prohibited items found in a child or young person's possession will be confiscated. These items will not be returned to the individual. These items are:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
  - tobacco and cigarette papers;
  - fireworks; and
  - pornographic images.

The list does not include Vapes or mobile phones, however if services feel this is appropriate this will be included in their local procedures and communicated to children/young adults and their parents/carers.

Schools and colleges should be clear that the use of mobile phones is prohibited throughout the educational day and will in their local policy outline exactly how this will be managed. The school/college can determine whether to have no mobile phones on the premises, to arrange for mobiles to be handed in on arrival, to keep mobiles in secure locations during the education day or adopt a never used, seen or heard policy; allowing pupils to keep their phones and applying consequences for their use.

Each school/college will identify its approach in the local procedures and consider the age and stage of the individuals concerned, i.e. 6<sup>th</sup> form or college can have different rules of access.

Should the school prohibit the mobile phone, they must refer to this in their local policy and ensure that searching, screening and confiscation is carried out in accordance with this policy.

We will also confiscate any item which is harmful or detrimental to service discipline and safety. These items will be returned to children and young people after discussion with senior leaders and parents, if appropriate.

### **Searching a child or young person**

Searches will only be carried out by a member of staff who has been authorised to do so by the service lead, or by the service lead themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the child or young person, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the child or young person can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the child or young person; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the service lead, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the child or young person. During this time the individual will be supervised and kept away from other children/young people.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the child/young person is in possession of a prohibited item or any item identified in the site's rules for which a search can be made, or if the child/young person has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other children/young people. The search will only take place on the services premises or where the member of staff has lawful control or charge of the child/young person, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other children/young people or staff at risk
- Consider whether the search would pose a safeguarding risk to the child/young person
- Explain to the child/young person why they are being searched
- Explain to the child/young person what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the child/young person the opportunity to ask questions
- Seek the child/young person's co-operation

If the child/young person refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the service lead, to try and determine why the child/young person is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the child/young person. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the child/young person harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 7.7, but not to search for items that are only identified in the service's rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a child/young person's outer clothing, pockets, possessions, drawers, cupboards or lockers.

Outer clothing includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching child/young person's possessions**

Possessions means any items that the child/young person has or appears to have control of, including:

- Drawers
- Cupboards
- Lockers
- Bags

A child/young person's possessions can be searched for any item if the child/young person agrees to the search. If the child/young person does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the site's rules.

An authorised member of staff can search a child/young person's possessions when the child/young person and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

## Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a child/young person was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in MyConcern.

## Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the service has taken, including any sanctions that have been applied to their child

## Support after a search

Irrespective of whether any items are found as the result of any search, the service will consider whether the child/young person may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the service's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on Aurora premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police on to site, staff will assess and balance the risk of a potential strip search on the child/young person's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on Aurora premises, the decision on whether to conduct a strip search lies solely with them. The service will advocate for the safety and wellbeing of the child/young person involved. Staff retain a duty of care to the child/young person involved and should advocate for their wellbeing at all times.

## Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the child/young person's parents to inform them that the police are going to strip search the child/young person before strip search takes place, and ask them (where practical) if they would like to come onto site to act as the child/young person's appropriate adult. If the service can't get in touch with the parents, or they aren't able to come onto site to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The child/young person's parents will always be informed by a staff member once a strip search has taken place. The service will keep records of strip searches that have been conducted on Aurora premises, and monitor them for any trends that emerge.

## Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the child/young person, except in urgent cases where there is risk of serious harm to the individual or others.

One of these must be the appropriate adult, except if:

- The child/young person's explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the child/young person's decision and it will be signed by the appropriate adult.

No more than 2 people other than the child/young person and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the child/young person
- Not be a police officer or otherwise associated with the police
- Not be the headteacher/site lead
- Be of the same sex as the child/young person, unless the child/young person specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the child/young person specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the child/young person could be seen by anyone else.

## Care after a strip search

After any strip search, the child/young person will be given appropriate support, irrespective of whether any suspected item is found. The child/young person will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the service will consider whether the child/young person may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the site's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any child/young person(s) who have been strip searched more than once and/or groups of children/young people who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## 7.8 Misbehaviour 'beyond the school gate'

Sanctions may be applied where a child or young person has misbehaved beyond the school gate when representing the school/college or as part of a residential activity. This means misbehaviour when the individual is:

- Taking part in any service-organised or service-related activity (e.g. trips and visits)
- Travelling to or from school/college
- In any way identifiable as a student or resident at one of our of our schools, colleges or homes

Sanctions may also be applied where a child or young person has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the service
- Poses a threat to another student or resident

- Could adversely affect the reputation of the service or the Aurora Group

Sanctions will only be given out on service premises or elsewhere when the child or young person is under the lawful control of a staff member (e.g. on a service-organised trip).

In all circumstances the Head/Principal should consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority. If the behaviour is criminal or poses a serious threat to a member of the public the police should always be informed. Should any of the behaviour link to child suffering, or being likely to suffer significant harm the DSL should be notified and the safeguarding policy followed.

## 7.9 Online misbehaviour

The service can issue behaviour sanctions to children and young people for online misbehaviour when:

- It poses a threat or causes harm to another student or resident
- It could have repercussions for the orderly running of the service
- It adversely affects the reputation of the service or the Aurora Group
- The child or young person is identifiable as a member of the service or the Aurora Group

Sanctions will only be given out on service premises or elsewhere when the child or young person is under the lawful control of a staff member.

## 7.10 Suspected criminal behaviour

If a child or young person is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the service will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the service lead will make the report and inform the Operations Director.

The service will not interfere with any police action taken. However, the service may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## 7.11 Zero-tolerance approach to sexual harassment and sexual violence

The service will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Children and young people are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The service's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The service has procedures in place to respond to any allegations or concerns regarding a child or young person's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help

- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policies for more information

## 7.12 Malicious allegations

Where a child or young person makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the service will consider whether to discipline the individual in accordance with this policy.

Where a child or young person makes an allegation of sexual violence or sexual harassment against another student or resident and that allegation is shown to have been deliberately invented or malicious, the service will consider whether to discipline the child or young person in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the service (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the child or young person who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to social care may be appropriate.

The service will also consider the pastoral needs of staff, children or young people accused of misconduct.

Please refer to our child protection and safeguarding policies and our allegations of abuse against staff policy for more information on responding to allegations of abuse against staff or children and young people.

## 8. Recording and Reporting

Where an incident involving a behaviour of concern has occurred, or restrictive physical intervention has been used these should be recorded on the Engage Management Information System the same day or within 24 hours, at the latest.

Please see the Incident and Accident Reporting policy (reference number A62) for further details. It is expected that copies of relevant documentation will be made available to parents/carers and that information is shared following a serious incident. The incident report remains an important legal document and should be treated as such.

## 9. SEND

### 9.1 Recognising the impact of SEND on behaviour

The Aurora Group recognises that behaviour may be impacted by a special educational need or disability (SEND). All of the children and young people we work with are recognised as having a SEND.

When incidents of misbehaviour arise, we will consider them in relation to an individual's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

Local procedures and service specific rules, rewards, sanctions and strategies take into account the SEND of their cohort. When dealing with misbehaviour from individuals, especially where their SEND affects their behaviour, the service will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student or resident caused by the service's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of individuals with SEND ([Children and Families Act 2014](#))
- If a child or young person has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the service must co-operate with the local authority and other bodies

## 9.2 Risk assessment: meeting individual needs

Each child or young person's Individual Risk Assessment will take into account management and mitigation of known and probable behavioural risks, and these will be aligned with their individual behaviour support plan where a plan is deemed necessary. Individual Risk Assessments are reviewed regularly in accordance with local procedures.

## 9.3 Positive behaviour management and support plans: meeting individual needs

Each child and young person has an individual plan which includes positive behaviour management and support strategies to meet their assessed needs.

This plan is regularly reviewed and updated in consultation with the child or young person and the key partners in their care and/or education, in accordance with local procedures. (This will be no less than three times per year (termly), and following significant incidents).

Individual plans are collaborative, and are intended to enable and encourage each child or young person to take responsibility for their own behaviour, and to develop socially aware behaviours in accordance with their age and understanding.

Each child or young person should have access to their own plan in a format which is understandable and meaningful to them.

Individual plans include the following key information:

- any pertinent diagnoses
- vulnerabilities
- communication needs
- risk behaviours
- triggers
- strategies for success (active, proactive, and reactive approaches and de-escalation techniques)
- physical intervention techniques

## 9.4 Adapting sanctions for children and young people with SEND

When considering a behavioural sanction the service will take into account:

- Whether the child or young person was unable to understand the rule or instruction?
- Whether the child or young person was unable to act differently at the time as a result of their SEND?
- Whether the child or young person is likely to behave aggressively due to their particular SEND?

The service will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## 9.5 Children and young people with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the service will co-operate with the local authority and other bodies.

If the service has a concern about the behaviour of a child or young person with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the service may request an emergency review of the EHC plan.

## 10. Supporting pupils following a sanction

Following a sanction, the service will consider strategies to help the child or young person to understand how to improve their behaviour and meet the expectations of the site.

## 11. Transition

### 11.1 Inducting incoming children and young people

The service will support incoming children and young people to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider service culture. This will be recorded as appropriate as outlined within the Transition Policy and shared with all stakeholders<sup>11.2</sup>  
Preparing outgoing children and young people for transition

To ensure a smooth transition, for example to the next year in a school or college or to a community project, children and young people will have transition sessions. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to children and young people's behaviour issues may be transferred to relevant staff at the start of the term or year, or when provision changes. In line with the transition policy children or young people experience challenges i.e. bereavement, mental health, illness, which require a part time approach and agreed transition process back into school, this will be done in line with policy and in partnership with the child/young person, parents/carers, school, local authority and other relevant agencies.

## 12. Training

The Aurora Group will ensure that staff have access to, attend and participate in such training as is necessary for them to deliver effective positive behaviour management and support to the children and young people in their care. This will include:

- De-escalation skills
- Communication skills
- Aurora approved physical intervention training (Team Teach and Price)
- Any specific training requirements identified in relation to particular sites or individually assessed needs, e.g. the use of quiet spaces.

## 13. Monitoring arrangements

### 13.1 Monitoring and evaluating behaviour

The service will collect data on the following:

- Behavioural incidents, including removal from learning sessions
- Attendance, permanent exclusion and suspension
- The use of Restrictive Physical Intervention
- Use of off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed at least 3 times per year through the governance process

The data will be analysed from a variety of perspectives including:

- At group and service level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The service will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

## 13.2 Monitoring this policy

This behaviour policy will be reviewed and agreed by the Incident and Safeguarding Committee annually.

Local Procedures will be reviewed by the service lead at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the local procedures will be approved by the Operations Director

**Appendix 1** Individual Risk Assessment – See separate document

**Appendix 2** Aurora Positive Behaviour Support Plan – See separate document

See separate 'Service Local Procedures' document [A4-\(Service\) Promoting Positive Behaviour Local Procedures](#)