

Positive Relationships and Engagement Support Local Procedures Aurora Woodlands School

Please refer to Main Policy A4 Positive Relationships and Engagement Support Policy

Introduction

Our Philosophy:

At Aurora Woodlands we believe that a consistent and coherent whole school approach to behaviour for learning is essential. We recognise that creating a safe environment and supporting our young people through a relational approach leads to high levels of motivation, engagement and supports us in securing the best possible outcomes for our learners. Our staff are trained in Team Teach.

We recognise that:

- Learners' emotions are rarely put into words; far more often they are expressed through other nonverbal cues
- Behaviour should be viewed as the learner's attempt to communicate
- Behaviour management should be consistent and based on an understanding of the function of the behaviour and an understanding of the learner's developmental level
- There is positive encouragement for effort, separating the learner from the situation
- Reflecting upon negative behaviour provides a learning opportunity enabling learners to improve

Our Promoting Positive Behaviour policy is based on a foundation of four pillars:

1. Relationships Matter

At Woodlands we are firm believers that effective teaching and learning requires positive relationships and interactions between staff and learners. Our staff team model positive behaviours such as respect and listening to one another daily. By doing this, we are providing our learners with opportunities to develop empathy, compassion, the ability to form rapport, trust and understanding.

2. Prepared to Learn

Some learners have communication barriers and sensory processing needs which can be presented as behaviour that challenges.

At Woodlands, we believe that in order for learning to take place, learners need to be in a prepared state of mind and body. To support our learners in this area, staff incorporate a range of strategies into teaching and learning which include; brain breaks, sensory circuits with Sensory Practitioners, walk and talk, pastoral check-ins and mindfulness activities. Staff seek advice and guidance from our therapy team to support the individual needs of our learners.

3. Quality First Teaching

All learners are entitled to personalised, immersive and appropriately challenging lessons. Planning and delivery of lessons shows sequential learning informed by starting points, barriers to learning and builds upon prior skills and knowledge.

4. Health and Wellbeing

Some learners may have had adverse childhood experiences. Factors including sleep, diet, bereavement and anxiety can all impact on behaviour for learning. Strategies and interventions explored in TAC meetings supports health and wellbeing. If one of these pillars is impacted, it can negatively impact behaviour for learning.

School rules

Students are not to have access to mobile phones or smart watches while at school, all students must hand their phones in to staff on arrival which are then kept in named bags within a locked cupboard in reception until the end of the day. All students are scanned on arrival; any contraband is confiscated and deposited safely.

Students are to wear full school uniform (t-shirts, jumper and a fleece are provided annually).

Reward system

Incentives At Woodlands

We promote positive behaviour for learning by implementing a system of incentives and rewards, these include:

- Regular praise and encouragement to promote a positive learning environment
- Reward points and certificates which link to each of our school values
- Weekly tuck shop
- Weekly Head Teachers lunch
- Weekly Most Improved recognition each week
- Termly reward trips
- Weekly values award
- Phone calls, text messages, emails, excellence/achievement awards home to share success
- Celebrate achievements on the Senior Leadership Teams weekly bulletin with the staff team

Sanctions

Low level incidents

The majority of negative behavioural incidents are low-level incidents dealt with by the class team within the classroom situation. Incident Report Forms are completed to monitor behaviour. - All incidents within the classroom situation must be reported to the class teacher before a Woodlands incident form is completed - Any member of staff giving a low-level sanction must be the person to carry the sanction out in the first instance - Woodlands Incident Forms should be completed as soon as possible after an incident has occurred on ENGAGE - Information regarding the outcome of a sanction is shared by the Pastoral Team during a Triage meeting with all staff - Staff are updated in relation to strategies to promote behaviour for learning via triage meetings, SLT bulletins, daily briefing meetings and staff meetings - Pastoral Team members will determine whether further sanctions, strategies or programs are necessary - Pastoral Team members will refer learners to TAC

and liaise with parents/external agencies if appropriate - SLT will be regularly informed of actions and outcomes through the pastoral action overview which is accessible to all staff members

Sanctions / Reflection time

At Woodlands school we view behaviour as a means of communicating an unmet need. Actions following inappropriate behaviours focus on understanding what the unmet need is and supporting the individual to develop their understanding of regulating. During social times, staff may issue coloured cards to students displaying inappropriate behaviours. A reminder of expectations would be provided initially, followed by a card which would result in reflection time being allocated in the following social time. A second card would be provided if the inappropriate behaviour was consistent and would result in reflection sessions and intervention being allocated. Sensory breaks are provided to learners following a reflection session taking place to ensure that sensory processing needs are continuously met. Regulation and reconnect sessions are allocated to learners following higher level incidents of inappropriate behaviours. The sessions are delivered via a relational approach and focus on helping individuals to develop an awareness of their regulation tool kit. We feel that it is important to revisit regulation plans following incidents so that learners can learn about what led to dysregulation and what strategies work for them. It also helps learners to process situations and work towards making things right. Details of sanctions are communicated at home to parents / carers following triage meetings with the Pastoral Team.

Serious Incidents

All Serious Incidents must be reported immediately to a member of SLT before being recorded on ENGAGE. If the incident involves an injury or physical intervention is necessary, this must be included in the incident log. If a serious incident has involved members of staff or other learners, we will carry out restorative meetings with the Pastoral Team where applicable. At Woodlands we recognise that the restoration process cannot be rushed or forced. It needs to take place once everybody has completely recovered. We recognise that any behaviour is an opportunity to learn better ways of managing similar situations in the future.

Exclusions

At Woodlands we do not wish to suspend any child from school but very occasionally this may be necessary. The Head of School/Principal or their deputy in their absence, can decide whether an incident should result in the issuing of an Exclusion for up to 3 days. (see Exclusion policy). Any exclusion exceeding this timeframe must be with agreement from an Operations Director. A permanent exclusion will only be taken as a last resort.

Relationships and Engagement Support

At Woodlands we believe every member of the school community is a member of the Woodlands Family. As such, all individuals are held in deliberately positive regard, and all interactions are based in unconditional positive regard and fundamentally right relationships.

At Woodlands we have a Pastoral Team which is made up of:

- Gemma Foster – Assistant Head Teacher
- Janette Hilton – DSL and Family Liaison Officer
- Pastoral HLTA – Joe Dickinson
- Pastoral HLTA – Sonya Doody

Behaviour Curriculum

Expectations and societal expectations with regard to positive behaviour are taught across the PHSE curriculum. Classroom based sessions are supplemented by opportunities to practice skills developed in a range of community-based situations alongside members of the public and peers. The pastoral team monitor and promote positive behaviour across the year with regard to areas such as bullying, safe behaviour online and tolerance of the values and beliefs of others.

Quiet spaces

Some young people require a specific space and time to regulate. Young people will never be left without adult supervision within the Aurora site. It is recognized that some spaces are more suitable than others in supporting regulation, e.g. a low stimulus environment, an outdoor space, a space that enables pacing or heavy work to support sensory integration, a low traffic space. Where a young person requires access to a space that supports them to regulate, this will be identified in their risk assessment. A dynamic risk assessment will be made by staff supporting that young person to ensure it is safe and the most appropriate space for them given the presenting risks. Young people themselves will be included in identifying where they best regulate and a dialogue, with as few words as possible, will be used to identify this to the young person when they require access to this space. Examples may be the sensory room, wellbeing woodland, the hall, the outdoor space, forest school or a quiet area of their classroom. Aurora Woodlands School does not use 'Calm Rooms' or 'Isolation Rooms' or seclusion. Seclusion is defined as involuntary confinement and cannot be part of a planned strategy within the school. Seclusion contravenes Human Rights Legislation and is unacceptable practice other than in extreme circumstances.

Transition

At Woodlands we have a thorough transition process which is led by the SEND Team but constructed with parent, carers and student voice.

Any upcoming transitions are discussed at student's annual review meetings or earliest convenience if necessary.

At Woodlands, we recognise that all of our learners are individuals and no two packages therefore look the same.

Communication

At Woodlands our Pastoral Team are available throughout the day and will communicate with parents and carers throughout the day as and when needed.

At Woodlands our Pastoral Team lead a daily triage system where all staff members come together at the end of each day to discuss students' engagement. Communication home regarding behaviours, activities and positives from the day are directed in these meetings to staff members to complete.

Form tutors provide weekly updates to parents and carers every Friday. This information is personalised to our school values as school staff model, encourage and observe students' positive behaviours that are linked to our school values.

Caring

- Respecting school equipment
- Respecting each other

Ambitious

- Seeks feedback to improve
- Is able to identify a goal for the future

Collaborative

- Listening respectfully to others
- Contributing to a group activity

Trusted

- Taking responsibility
- Making positive choices

Innovative

- Contributing to group discussions or activities
- To share new ideas

Additional training

The Pastoral and Send Team deliver weekly Team Teach workshops with the staff team with a focus of pre-emptive and verbal de-escalation.