

Positive Relationships and Engagement Support Local Procedures Aurora Summerfields School

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

1. Introduction

At Aurora Summerfields, our approach to behaviour is rooted in connection, emotional safety, predictability, and the belief that all behaviour is communication. Staff aim to identify unmet needs, support emotional regulation, and teach more helpful replacement skills through modelling, scaffolding, and consistent relational support. We follow the Positive Behavioural Support framework through the use of Thrive, Elklan and Zones of Regulation theory. Our staff are fully trained in PRICE (Protecting Rights in a Caring Environment) which is a human rights and person-centred framework that focuses on positive behaviour support (PBS) and trauma-informed practice.

2. Local expectations/routines/rules

At Aurora Summerfields students have protected rights as well as defined responsibilities.

Student rights

1. Right to feel safe and supported

Students have the right to feel emotionally and physically safe in school, with adults who help them make positive choices and understand expectations. Students have the right to access learning that meets their needs and helps them grow academically, socially, and emotionally.

2. Right to be treated with kindness and respect and help to repair if things go wrong

Students have the right to be spoken to politely, valued as individuals, and treated fairly regardless of their differences or background. Students have the right to receive support to reflect, reconnect, and repair relationships when mistakes happen.

3. Right to a clean, safe environment

Students have the right to learn in a tidy, cared-for environment where equipment and spaces are looked after.

4. Right to Be Listened to and Taken Seriously

Students have the right to express their thoughts, feelings, and opinions, and to know that adults will listen and support them.

Student Responsibilities

1. Responsibility to support others to feel safe and to learn

Be responsible for your actions and choices. Make decisions that show our Aurora values in everything you do. Do everything that you can to support others to learn and grow.

2. Responsibility to treat others with kindness and respect and to try to repair relationships if things go wrong

This includes accepting and valuing people's differences, using kind words and actions and trying hard to repair and rebuild relationships if things go wrong.

3. Responsibility to respect the environment

Look after the spaces and equipment we use.

4. Responsibility to listen to others and take their views seriously

Listen to others and allow them to be heard. Everyone has the right to speak and to feel listened to.

2a. Mobile Phones

Years 1-9

- Phones are not permitted in school between 8:45am–3pm.
- If carried to/from school, they must be handed in to reception on arrival and collected at 3pm.
- They are stored securely, but the school accepts no responsibility for loss or damage.

Years 10+

- Phones may only be used with a signed agreement between the student, parents, and Head of School.
- Use is limited, supervised, in designated areas, and only when there is a specific need.
- No photos, videos, or audio recordings may ever be taken in school.
- Any misuse leads to immediate withdrawal of the agreement.
- Arrangements are reviewed half-termly with the aim of reducing use.

Confiscation & Searches

- Phones brought in without permission will be confiscated and locked away.
- Repeat incidents require parents/carers to collect the phone.
- SIM-enabled devices (watches/tablets with messaging) are treated the same.
- If a student cannot hand in a device, parents are asked to keep it at home.
- Staff may search a phone if there is reason to believe it contains harmful, illegal, or inappropriate content, in line with DfE guidance.

3. Reward system

At Aurora Summerfields, the reward system is designed to promote positive behaviour, strengthen emotional regulation, and reinforce the Aurora Values throughout the school day. The system is relational, motivating, and accessible, ensuring every pupil has frequent opportunities to experience success.

Aurora Values Points System

Each lesson or session has a clear focus value. Pupils are explicitly taught what this value looks like in practice so they can work towards demonstrating it. This looks different in each class as it is differentiated to the needs of the cohort.

- Pupils can earn 0–3 points per session/lesson based on how well they have shown the focus value. In some classes the points are directly related to the lesson activities.
- At the end of the session, pupils take part in a self-reflection process where they consider how many points they believe they have earned. This is agreed with the teacher, who has the final decision.

- Additional single points can be awarded by any staff member (including SLT, support staff, lunchtime staff and maintenance team) whenever pupils display a value outside of lesson time.

Recording and Monitoring Points

Points are:

- Displayed visually in each classroom so pupils can track their progress.
- Logged weekly on an Excel tracker so staff can monitor patterns, ensure each value receives equal focus, and identify where individual pupils may need targeted support.

Reward Shop

Pupils can exchange their points at the Reward Shop.

- Pupils may buy small items (e.g., fidget toys, stickers) or choose experiences (e.g. extra computer time, food tech activities).
- Pupils may reserve items and 'purchase' them as soon as they have sufficient points.
- Pupils may also save their points for larger items, supporting goal-setting and delayed gratification.

Half-Termly Rewards

At the end of each half term:

- The student in each class with the highest points for each of the five Aurora Values receives a Values Wristband
- These pupils become Values Champions, acting as positive role models for others.
- There is also a voucher reward for the pupil with the highest overall points total in each class.

End-of-Term Class Reward Trips

Each class arranges a reward trips/ activities at the end of term.

- Teachers set clear eligibility criteria linked to value totals (and by definition attendance).
- There are three tiers of trip so that students are able to achieve at different levels.
- Progress towards reward trip goals is monitored throughout the term.
- Students are aware of their progress towards achieving the required amount of points for each tier of the reward trip.

Individualised Reward Systems

Some pupils benefit from personalised reinforcement systems. These may include:

- First/Then boards with favoured activities after less favoured.
- Short, immediate reward cycles

These systems are visually supported, tailored to individual needs, and designed to ensure fairness and accessibility for all learners.

4. Consequences

We will follow through with all consequences detailed in the main Positive Relationship and Engagement policy and in addition have a support plan as detailed below.

Unmet expectations

When a pupil's behaviour significantly disrupts learning or safety, and when supportive strategies have already been used, a pupil may be placed on 'Unmet Expectations Report'. This will be agreed at TAC and shared with the student and their family. These points are only issued for serious behaviours that occur while a pupil is regulated, such as repeated swearing, property damage,

bullying, or persistent refusal to engage. Each point results in a 5 minute, supportive reflection session after school, where the pupil works 1:1 with staff to understand what happened, repair any harm, and learn positive alternative strategies. The Unmet Expectations Report is reviewed every three weeks to ensure fairness and effectiveness. This system provides clear, consistent, and immediate consequences that prioritise teaching, emotional regulation, and problem-solving, in line with positive behaviour support and neurodiversity-affirming practice.

5. Relationships and Engagement Support

Aurora Summerfields offers extensive proactive and reactive support through a strong, multidisciplinary team. The school benefits from a full-time Pastoral Lead who supports pupils with emotional regulation, delivers restorative work, oversees welfare checks, and leads staff debriefs following incidents to ensure consistent and reflective practice. We also have a full-time Assistant Psychologist who contributes to assessment, emotional literacy interventions, formulation work and individualised support plans.

Clinical provision includes one day a week of Speech and Language Therapy, offering support with communication skills, emotional vocabulary, social understanding and functional language, and one day a week of Occupational Therapy, providing sensory assessments, sensory diets, motor support and strategies to reduce sensory overwhelm.

The school also has a full-time UQT Thrive Practitioner, who delivers targeted emotional regulation work, relational support, attunement-based interventions, and small-group or 1:1 Thrive sessions tailored to developmental needs.

Pupils access stand-alone PSHE lessons designed to address specific themes within each cohort, supporting social understanding, relationships education, safety, and emotional development. Each class has a reflective session built into the timetable every week where they work on Zones of Regulation Activities or to address a particular issue that has arisen that week.

Following incidents, pupils receive structured reflection opportunities using tools such as *Scales of Justice* (a visual tool helping pupils explore actions, ownership and impact), *Talking Mats*, and *Comic Strip Conversations* to break down events and build insight. We refer to external agencies for additional support when needed, ensuring a holistic and joined-up approach around each learner.

A weekly Team Around the Child (TAC) meeting brings together clinical staff, pastoral staff and senior leaders to review pupils' needs, monitor progress, plan interventions and ensure consistent, proactive support across the school.

6. Behaviour Curriculum/Lifelong Learning

Aurora Summerfields provides a broad and purposeful curriculum that supports pupils to develop positive relationships, social understanding, independence and preparation for adulthood. Our PSHE curriculum follows the PSHE SEN Framework and covers all statutory elements from the national curriculum, including relationships education, health and wellbeing, online safety and personal development. Citizenship and Preparation for Adulthood outcomes are embedded across learning, ensuring pupils are taught about rights, responsibilities, community participation, independent living, and future pathways.

The school's Careers Lead (HLTA) ensures pupils have access to a structured careers programme, including enterprise projects, accredited life-skills qualifications and supported encounters with the

world of work. These skills are further strengthened through community experiences and residential, where pupils practise and generalise learning in real-life contexts.

A weekly Welfare Group, led by the Pastoral Lead and Assistant Psychologist, supports emotional literacy, resilience and social communication. Pupils can also access breaktime clubs, offering additional opportunities for friendships, teamwork and shared interests.

We promote responsibility and leadership through structured roles such as student breaktime monitors, who help organise equipment and contribute to a positive school community. The school's therapy dog provides a calming, regulating presence and supports pupils with emotional regulation, confidence, communication and anxiety reduction. Together, these elements create a rich and supportive curriculum that promotes lifelong learning, personal growth and active citizenship.

7. Quiet spaces

At Aurora Summerfields, quiet spaces are an integral part of our relational, trauma-informed and PBS-based approach to supporting emotional regulation. These spaces provide pupils with a calm, predictable environment where they can reduce sensory overwhelm, recover from heightened emotions, and re-engage when ready. Quiet spaces are always used in a supportive and pupil-led way.

Structure and Availability of Quiet Spaces

All downstairs classrooms at Summerfields have an attached quiet space. Each of these has been themed collaboratively with students (e.g. woodland) to ensure the environment feels safe, familiar, and co-owned. This supports regulation and strengthens pupils' sense of agency and belonging.

Quiet spaces are used flexibly throughout the school day and remain accessible whenever pupils need them.

Access and Decision-Making

Access to quiet spaces is always by pupil choice.

- Pupils may move into a quiet space independently when they recognise they need time to regulate, reflect, or reduce sensory input.
- Staff may offer the quiet space as an option when they notice early signs of dysregulation, but pupils are never made to use one.
- Pupils decide when they are ready to return to their learning environment, supported by staff who monitor their readiness and safety.

Support Within the Quiet Space

Staff provide attuned, low-demand, PACE-informed interactions to support regulation. Depending on the pupil's needs this may include:

- quiet co-regulation
- low-stimulus presence
- supportive dialogue when appropriate
- offering tools that help the pupil regulate (e.g. sensory items, breathing visuals, grounding activities)

Staff remain able to see the pupil at all times, even if giving them space to settle alone.

Safety and Supervision

Quiet spaces are safe, open, and supervised environments.

- Pupils are never prevented from leaving; they may return to class when they feel calm enough.
- Staff maintain oversight to ensure safety and offer support if needed.
- Any risk-based decisions follow the pupil's positive support plan and dynamic risk assessment.

8. Transition

At Aurora Summerfields, transitions are carefully planned, personalised and grounded in positive relationships, predictability and emotional safety. Before a pupil joins the school, we hold detailed consultation meetings with parents, carers and the pupil to understand their needs, communication style, strengths and any previous strategies that support regulation. Once a place is confirmed, the Pastoral Lead meets with the family to review all key documents, including the Individual Risk Assessment, Individual Support Plan and any clinical or pastoral information, ensuring expectations and routines are understood in advance.

Transition plans are fully bespoke: for some pupils this may mean starting with a brief 5-minute visit after school hours when the building is quiet, while others may begin full time immediately. Pupils may bring transition objects to support regulation and familiarity. All new pupils receive a Transition Book containing photos of staff, classroom spaces and the wider environment, alongside their timetable and essential information to promote predictability and reduce anxiety.

For the first eight weeks, staff keep detailed transition notes which are shared with families every Friday to ensure transparency, celebrate progress and address any emerging needs collaboratively. As pupils move between year groups or into new phases, expectations and routines are explained explicitly and supported through updated support plans, visual guidance, and structured preparation time. This approach ensures that every pupil experiences a well-planned, emotionally safe transition and understands the expectations of their new environment.

To further reduce anxiety, the final two weeks of every academic year are designated as whole-school Transition Weeks. During this period, pupils move into their new classrooms, meet their new staff team and begin following an adapted version of their new timetable. This early transition allows pupils to become familiar with the environment, expectations, routines and peer group before the long summer break, reducing uncertainty and preventing September from feeling overwhelming or unfamiliar. Staff use this time to build early relationships, update support plans, identify any additional needs and prepare pupils for any changes in structure or independence expectations (e.g. moving into Key Stage 4). Transition Weeks are a core part of our proactive, trauma-informed approach: they create predictability, strengthen feelings of safety and belonging, and ensure pupils return in September confident, settled and ready to learn.

To support ongoing familiarity and reduce anxiety during longer breaks, the school opens for two Keeping-in-Touch Days during the holidays. These optional sessions allow pupils and parents to visit the site, share a picnic, reconnect with staff and refamiliarise themselves with the school environment in a relaxed, low-demand way. This supports emotional regulation, maintains relationships and helps pupils return to school feeling confident and secure.

Enhanced Transition Team Support

For pupils who require additional preparation before attending school, we offer an Enhanced Transition Team who deliver two home-based sessions per week for up to six weeks prior to the pupil's on-site start date. These sessions focus on building trusting relationships, reducing anxiety and supporting pupils experiencing Emotionally Based School Avoidance (EBSA). Staff work alongside families to introduce routines, model regulation strategies and follow structured psychological interventions such as Think Good, Feel Good, which supports cognitive and emotional understanding through CBT-informed activities. The Enhanced Transition Team gradually increases familiarity with school expectations, visuals, staff and communication systems, ensuring pupils develop confidence and emotional readiness before stepping into the school environment. This proactive approach strengthens safety, belonging and connection, creating the foundations needed for a successful long-term transition.

9. Communication

At Aurora Summerfields, we aim to keep families informed about their child's behaviour and progress in a timely and appropriate manner. Communication will vary depending on the level and nature of behaviour, as outlined below:

Structured Weekly Updates

During the initial transition into school period, families will receive a weekly update email for eight weeks to provide ongoing information about progress and any concerns.

Routine Behaviour Updates

For most behaviours, the Pastoral Lead will make contact with you. This may be via phone call, face-to-face conversation, or email, depending on what is most appropriate for the situation. If there is a behaviour incident that requires a consequence, a member of staff, (usually the Pastoral Lead or class teacher) will contact you on the same day to explain the situation and next steps.

Higher-Level Behaviour Concerns

In more serious cases, the Assistant Head, Head of School, or Principal may make direct contact with families to provide further explanation and guidance.

Specialist Support

Where your child is receiving targeted support, the relevant staff member, such as a Speech and Language Therapist (SaLT), Occupational Therapist (OT), Thrive Lead, or Assistant Psychologist, will be in touch to explain strategies and progress.

10. Additional training

As a minimum, staff will undertake all training as detailed in the Positive Relationship and Engagement Support Policy.