

Positive Relationships and Engagement Support Local Procedures

Aurora Rowan

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

1. Introduction

The young people at Aurora Rowan School present with severe learning disabilities, this is inclusive of their communication, understanding of safety, emotions, social and mental health needs. We acknowledge this through treating all behaviours as a form of self-expression and communication and seek to help our young people to find ways to develop independence in behaviour and sensory regulation as well as find positive ways to work with others to advocate for themselves. The word “No” is a very difficult concept for our young people who often need to work to through their own anxieties and sensory needs to be able to attend to the demands placed on them by others. We work proactively through the provision of bespoke routines, timetables, alternative learning, sensory routines, and negotiation to help young people manage their day and evenings in Residential, and achieve in their learning goals.

2. Local expectations/routines/rules

Our school expectations are embedded in the school values and ethos. There is an expectation that all pupils, staff, and visitors will act with kindness, care, and respect for each other. There is a focus value each half term and pupils are encouraged and rewarded to show behaviours that reflect the focus values.



Our school values are embedded and taught to pupils through daily and evening routines, social stories, and high expectations. Staff ensure that all pupils are supported to understand and follow these, which include:

- Trying new activities and doing your best in your learning.
- Kindness to others and sharing

- Make positive choices
- Celebrate differences in others and allow others to learn
- Ask for help when you need it and accept help when it is offered
- Develop life skills to become independent and regulate your emotions

2a. Mobile Phones

The pupils at Rowan School do not have access to mobile phones during the school day. If they do have access to a mobile phone at home or in residential these will not be brought to school, or they will be signed in at reception on arrival and returned to pupils at the end of the school day.

Most pupils at Rowan do not own a mobile phone and will not have access to them. If a pupil arrives in residential with their own personal mobile phone a risk assessment will be completed to ensure they are safe online and staff will work alongside parents to ensure the content being viewed by pupils is appropriate. Pupils will never have unsupervised access to a mobile phone.

3. Reward system

We are a total communication school which means positive feedback given to our pupils is often immediate and in the form of praise to embed student understanding of positive learning and actions. They are often called “good choices” and will refer to the action that has been performed.

Each pupil may have an individual motivator which can be worked towards through individual reward schemes that are meaningful to the pupil. For example these may be

- earning jigsaw pieces to make an image of the computer for extra time on the computer
- earning plastic characters to fill a pot and earning 10 minutes extra time on the swing
- earning stickers on a chart to gain time using the shredder

Rewards are never rescinded with stickers, points etc never being removed for inappropriate or unacceptable behaviours.

The reward system is mirrored in residential, with pupils receiving immediate praise, stickers, and individualised rewards

4. Consequences

We do not give sanctions to pupils for unacceptable or inappropriate behaviour as we see the majority of behaviour as a form of communication from the student and aim to resolve this with proactive support and intervention. We use social story teaching and relationship building activities to help pupils understand the impact of their behaviour on the environment around them. We use sensory diets and other sensory regulation methods to help student learn to self-regulate and take responsibility for their behaviours. Pupils experience natural consequences for their behaviour such as time spent in crisis may mean they have missed out on activity or throwing an item does not mean it will be replaced instantly for them to use again.

5. Relationships and Engagement Support

Rowan employs a positive relationship and engagement approach school and all pupils that require them have positive behaviour plans that are reviewed on a termly basis or when required, this involves a multidisciplinary team, led by the Pastoral Care lead and including parents and carers to ensure consistency for the child. We are a therapeutic school which means that we have sensory and learning programmes in place to support behaviour inclusive of movement breaks, sensory diets, sensory and quiet spaces, and bespoke learning timetables. Regular recording of behaviour enables staff to identify patterns and focus on strategizing for proactive interventions such as removing triggers, giving regulation time, and changing activities.

6. Behaviour Curriculum/Lifelong Learning

Aurora Rowan has a three-year rolling curriculum which includes a termly revision of PSHE/SRE and citizenship topics appropriate to each pupil's age and learning ability.

The areas covered include

- Self-Awareness
- Self-Care, Support and Safety.
- Managing Feelings
- Changing and Growing
- Healthy Lifestyles
- The World I Live In

The therapeutic approach to learning ensures that pupils all have access to a timetable which includes sensory regulation activities, occupational tasks to build independence and resilience and emotional support strategies through the Thrive approach.

7. Quiet spaces

At Rowan we follow all of the guidance detailed in the Positive Relationships and Engagement Support policy. There are a number of quiet or calm spaces available around the site for pupils to use when they choose or need. There are two individual rooms available in the upper and lower primary classrooms which contain resources appropriate for the pupils in each classroom, these included soft play equipment, books, etc to help children regulate themselves. Other quiet spaces are temporary and developed around pupils needs, these maybe a tent or sofa area in the classroom where the pupil has access to resources that enable them to regulate and reintegrate into their learning. The outside areas are also always available to pupils who need some quiet outside space to help them re engage into their learning environments.

8. Communication

Parents are sent an update on how their child has been at school each day, these updates include information on how their child has accessed the available learning, their personal care needs, their food intake and any periods of dysregulation throughout the day. If there is a recorded incident at school parents and others with any parental responsibility are informed the same day via a phone call or email.

10. Additional training

Staff are all trained in the methods and good practice of Team Teach, de-escalation techniques and interventions. More information can be found here [Home - Team Teach](#)