

Positive Relationships and Engagement Support Local Procedures Aurora Chaldon School

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

1. Introduction

At our Surrey schools we recognise that to enable our students to achieve their full potential, in addition to their academic development, we must also support pupils to develop their self-regulating and social communication skills in order for them to develop socially positive coping mechanisms and strategies that will facilitate meaningful curriculum access and that they can apply in the community.

As with teaching academic subjects, we believe that one size does not fit all, that support should be delivered through a personalised and trauma informed lens so that our responses relate to our pupils as the individuals they are and not by diagnoses or label. This approach requires us to recognise that all behaviour is communication and carries a function. We will respond to our pupils without judgement with compassion, understanding and empathy.

Our approach requires us to share authority with all members of the school community. Without this behaviour becomes a hierarchical response and acts to deskill other colleagues in managing challenges. It therefore requires us all to act with commitment and understanding, to recognise the use of patterned repetition, space and time, to develop young people's capacity to regulate and repair.

It often takes very little stimulus (or held stimulus) to for a young person to become overwhelmed psychologically or physiologically. They may be arriving at school 'full'. Therefore, minor expectations may trigger their 'stay safe' response, be that shutting down or freezing, avoiding situations that put them in a situation where they feel they may fail and recognise their inability to cope with loss (whether this be loss of privilege, face or belongings etc.)

We follow the PBS framework through the use of Thrive, Elklan and a Trauma Informed approach. We recognise the need for a neuro-sequential approach to behaviour management. This approach is based upon neuroscience and the work of Bruce Perry, Dan Siegal and underpinned by the Positive Behaviour Support framework.

Behaviour is complex and therefore the management of it will be complex. The onus is on us, as adults and professionals, to support the pupils to determine what is being communicated, understand what lies beneath the behaviour, identify its function and teach pupils safe, socially positive strategies.

Our role is to support positive mental health and wellbeing throughout our school community. It requires us to have self-awareness and emotional capacity. If we do not have these, it is difficult to be emotionally open and enquiring, to be reflective and self-regulate, so that we can support other staff and our pupils to do the same.

Students benefit from a tiered approach to supporting the development of positive relationship. The universal offer falls under a central Thrive approach, with specific strategies and principles embedded within this. These principles and approaches are delivered consistently by all staff across the curriculum.

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Interdependence 11–25 years



Developmental tasks

- Establishing independence
- Connecting with peers
- Exploring identity and gender

Healthy development:

- Enjoys individuality and periods of independence
- Is developing a confident sexual identity
- Engages with new opportunities and challenges

Interrupted development:

- Takes inappropriate risks
- Has poor relationships
- Is unwilling to separate
- Displays addictive, abusive, self-harming behaviours

Adult role:

- Providing a secure base for the young person to leave and return to so the young person learns responsibility for self, independence, and to explore their sexuality safely
- Providing a resource for information, values and support
- Setting clear values and boundaries for the young person to test themselves against

Parents' role:

Parents encourage young people to be responsible for their own needs, feelings and behaviour, and to ask for help when they need it. This may be a turbulent time as young people re-work and review their earliest years as they separate healthily while staying connected. **Young people enjoy taking responsibility for themselves.**

Skills and Structure 7–11 years



Developmental tasks

- Motivation for developing skills
- Developing morals and values
- Understanding the need for rules

Healthy development:

- Enjoys diversity, difference and acquiring new skills
- Possesses internal/external structures: values; rules
- Is developing a confident gender identity

Interrupted development:

- Is anti-authority and anti-rules
- Shows mismatch between expectations and skills
- Is over-casual; does not complete tasks

Adult role:

- Encouraging and supporting the extension of skills
- Introducing the child to diverse experiences and people
- Acting as a role model for the exploration of values

Parents' role:

Parents acknowledge children's emerging values and morals and individual ways of doing things. Parents teach the children the significance of rules and regulations and help with the development of their negotiation skills. **Children enjoy sharing their opinions and using their skills.**

Power and Identity 3–7 years



Developmental tasks

- Developing an identity
- Distinguishing fantasy from reality
- Exploring power with responsibility

Healthy development:

- Has a positive sense of self and individual identity
- Adapts to different roles and relationships
- Understands consequences and contexts

Interrupted development:

- Threatens, bullies and lies
- Has low self-esteem; discounts self
- Uses reputation to bolster self

Adult role:

- Facilitating the child's individuality
- Helping the child to learn responsibility for their behaviour and to distinguish between fantasy and reality
- Role-modelling how to use power in relationships

Parents' role:

Parents support children to find out who they are, what they like to do and to separate fantasy from reality. With this comes growing independence and responsibility, with children learning that they can still ask for help and care. **Children enjoy being who they are and being responsible.**

Thinking 18 months – 3 years



Developmental tasks

- Expressing a view
- Learning about cause and effect
- Feeling, thinking and problem-solving

Healthy development:

- Names, expresses and handles feelings
- Understands rules and cause and effect
- Thinks for themselves; can say 'no'

Interrupted development:

- Is oppositional; acts tough
- Directs others; over-reacts
- Is demanding and pushy; or acts powerless

Adult role:

- Acting as a co-constructor of meaning
- Naming and creating opportunities for the safe expression of feelings
- Lending their adult thinking brain to help the child develop language and make sense of what is happening

Parents' role:

Parents stay in control as they listen, enjoy and support the development of their toddler's independent thinking. Parents help to establish understanding of cause and effect while the toddler begins to think for themselves, test limits and push boundaries. **Children feel competent and can make sense of their experience.**

Doing 6–18 months



Developmental tasks

- Exploring and experimenting
- Experiencing options
- Initiating, engaging and doing

Healthy development:

- Is curious and creative; takes initiative
- Is active and easily stimulated; seeks sensory experiences
- Enjoys investigating and getting involved

Interrupted development:

- Is passive, quiet; hangs back
- Is unable to settle or focus
- Displays extreme responses

Adult role:

- Acting as a co-adventurer, inviting the child into sensory exploration
- Accompanying the child in seeking and exploring
- Ensuring safe boundaries for physical play

Parents' role:

Parents encourage their infant to explore and experiment safely, while at the same time giving meaning to her/his feelings and discoveries and explaining about the world. **Children feel capable and good in their bodies, and they enjoy physical activities.**

Being 0–6 months



Developmental tasks

- Feeling safe
- Being special
- Having needs met

Healthy development:

- Is confident and appropriately trusting
- Is receptive to new experiences and relationships
- Is aware of needs; is able to signal distress and ask for help

Interrupted development:

- Is timid and fears change
- Is out of touch with own needs
- Demonstrates repetitive oral behaviours; is easily distracted

Adult role:

- Acting as a co-regulator/container
- Providing a positive experience of dependency
- Mediating the child's experience of the world

Parents' role:

Parents experience joy and delight in their new baby and are ready to keep them safe, meet their needs and get to know them as a new unique person. **Children feel lovable and begin to trust themselves and others.**

Dan Hughes' PACE Model

Dan Hughes' PACE model is a therapeutic approach that focuses on building secure and healthy relationships between parents or caregivers and children. PACE stands for Playfulness, Acceptance, Curiosity, and Empathy, which are the core elements of this model. By incorporating these elements into their interactions with children, parents can create a safe and nurturing environment that supports emotional regulation, attachment, and overall development.

What Does PACE Stand For?

PACE is an acronym that represents the four fundamental elements of Dan Hughes' model:

1. **Playfulness:** Playfulness involves incorporating fun, humour, and joy into interactions with children. It encourages spontaneity, laughter, and shared enjoyment, creating a positive and engaging environment.
2. **Acceptance:** Acceptance means embracing and valuing children for who they are without judgment or criticism. It involves acknowledging and validating their emotions, thoughts, and experiences, fostering a sense of self-worth and acceptance.
3. **Curiosity:** Curiosity involves being genuinely interested in understanding a child's perspective, thoughts, and motivations. It encourages open-mindedness, exploration, and a desire to learn more about the child's unique experiences and inner world.
4. **Empathy:** Empathy is the ability to understand and share the feelings of another person. It involves recognising and validating a child's emotions, demonstrating understanding and care, and providing support and comfort.

Importance of PACE in Child Development

Dan Hughes' PACE model is rooted in attachment theory and recognises the critical role of secure attachment in a child's development. When parents or caregivers consistently incorporate PACE elements into their interactions, it promotes emotional regulation, cognitive development, and the formation of secure attachment bonds.

By being playful, parents create a sense of safety and enjoyment that allows children to explore, learn, and develop their social and emotional skills. Acceptance helps children develop a positive sense of self-worth and fosters healthy self-esteem. Curiosity encourages children to express themselves, share their thoughts and feelings, and develop a sense of autonomy. Empathy builds trust, strengthens the parent-child bond, and helps children feel understood and supported.

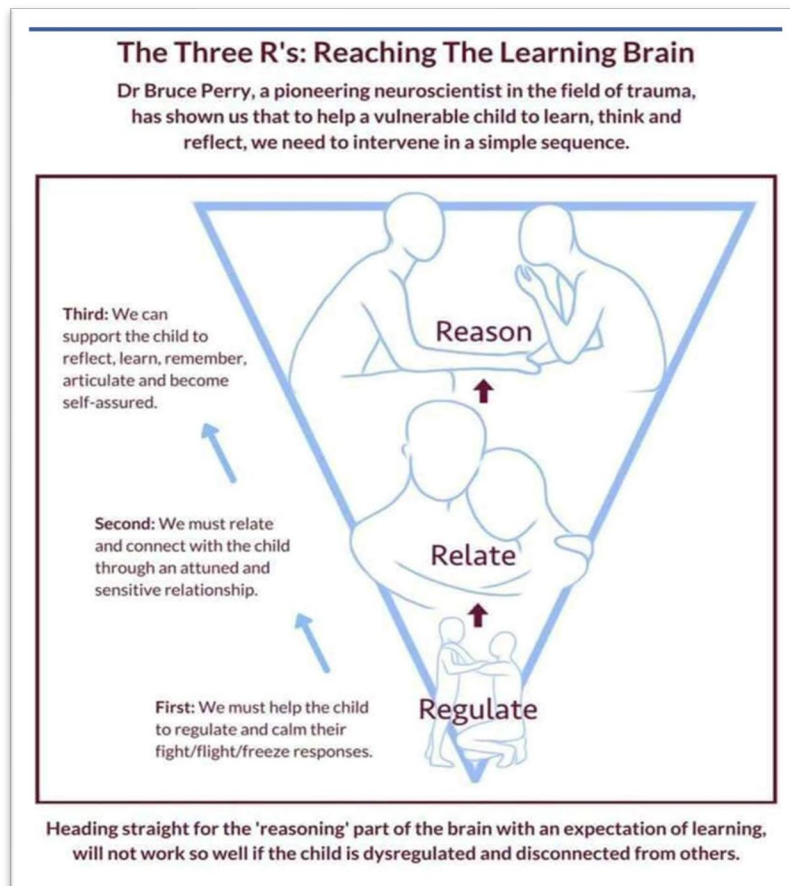
Bruce Perry's 3 Rs

We use Bruce Perry's three keys to the management of behavior. These are sequential and must be supported in the correct order – matching the brain state of the young person. This procedure is written with an understanding of the brain's function and physiology and the need for all the brain to work in an integrated manner.

Regulate – Our first response and first priority is always to support pupils to regulate. Without this, pupils cannot engage with any constructive interaction which will enable them to reflect and learn from their experiences. We will co-regulate with pupils to enable them to move from a state of dysregulation to one of regulation. In this part of the process, the brain stem may be hypo or hyper-aroused. We will use a range of methods to co-regulate; emotions coaching, aspects of polyvagal theory and/or an approach identified through the young person's PSP.

Relate – Once the young person is regulated, they will be more able to relate. It is within this relating relationship that learning or reparative work can be done. This involves the limbic system and is where emotional literacy comes into play. It is key that we communicate that we know pupils are not defined by their behaviour and that staff perpetuate a consistently high level of positive regard for all pupils.

Reason – This final part of the process involves executive function, for the young person to reason and make sense of other behavior and the impact it has had on themselves and those around them. The learning needs or diagnoses of some young people may mean that the ability to do this is inhibited. Here staff will work collaboratively to identify the function of the young person's behaviour and develop alternative strategies to achieve this function, in line with the principles of Positive Behaviour Support. This information will be recorded, in a way that is accessible to pupils, within their Personal Support Passport which will lead the support and responses from staff moving forward. Staff will support pupil reflection and, where meaningful, restorative conversations, using student de-briefs and Comic Strip Conversations.



Trauma Informed Practice

As a school we recognise that trauma can impact an individual's neurological, biological, psychological and social development which can in turn be a barrier to students accessing the curriculum and building healthy social connections.

Our approach aims to improve the accessibility of the curriculum by creating a culturally sensitive, safe school that people trust by working in collaboration and partnership with students to empower them to make choices about their health and wellbeing. Our schools acknowledge the need to see beyond an individual's presenting behaviours and to ask, 'What does this person need?' rather than 'What is wrong with this person?'

Our schools seek to avoid re-traumatisation which is the re-experiencing of thoughts, feelings or sensations experienced at the time of a traumatic event or circumstance in a person's past. Re-traumatisation is generally triggered by reminders of previous trauma which may or may not be potentially traumatic in themselves. We do this by ensuring that the environment and the behaviour of staff is consistent and predictable.

6 Key principles of trauma-informed practice:

- Safety:
 - The physical, psychological and emotional safety of service users and staff is prioritised, by people knowing they are safe or asking what they need to feel safe
- Trustworthiness
 - the school and staff explaining what they are doing and why
 - the school and staff doing what they say they will do
 - expectations being made clear and the organisation and staff not overpromising
- Choice
 - Students are supported in shared decision-making, choice and goal setting to determine the plan of action they need to heal and move forward
 - explaining choices clearly and transparently
 - acknowledging that people who have experienced or are experiencing trauma may feel a lack of safety or control over the course of their life which can cause difficulties in developing trusting relationships
- Collaboration
 - using formal and informal peer support and mutual self-help
 - the school asking students and staff what they need and collaboratively considering how these needs can be met
- Empowerment
 - Efforts are made to share power and give students a strong voice in decision-making, at both individual and organisational level,
 - listening to what a person wants and needs
 - supporting people to make decisions and take action
 - acknowledging that people who have experienced or are experiencing trauma may feel powerless to control what happens to them, isolated by their experiences and have feelings of low self-worth
- Cultural consideration
 - Move past cultural stereotypes and biases based on, for example, gender, sexual orientation, age, religion, disability, geography, race or ethnicity

Zones of Regulation

Within the Aurora Surrey sites we recognize that regulation is something everyone continually works on whether we are aware of it or not. We all encounter trying circumstances that can test our limits. If we can recognize when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation.

The Zones of Regulation organises our feelings, states of alertness, and energy levels into four colored Zones – Blue, Green, Yellow, and Red. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. We learn to regulate our Zones to meet our goals and task demands, as well as support our overall well-being

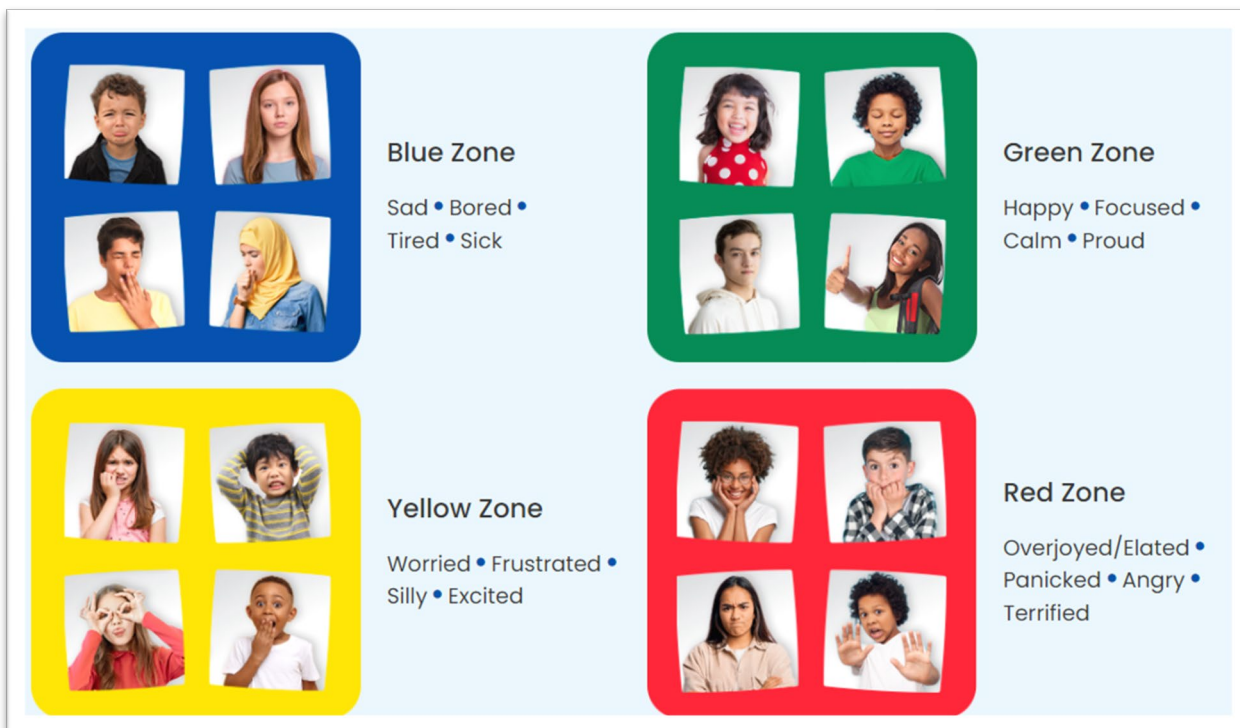
A core belief of The Zones of Regulation is [that all the Zones are okay](#). We routinely experience several of the Zones across a day. It's critically important that we don't convey the message that the Green Zone is the only acceptable Zone to be in. Acknowledge, accept, and support these feelings, never make anyone feel like the Green Zone is the norm.

By using the Zones of Regulation consistently with our pupils they are supported in their understanding of their emotions, how to recognize them, communicate their emotions and either regulate or allow others to co-regulate with them. The Zones provide a common language around emotions and state that label them, developing within the young person and understanding of their own emotions, and developing resilience in sitting with these emotions or developing agency through strategies to move from one Zone to another.

It is

- A proactive, skills-based approach
- A simple, common language to understand, talk about, and teach regulation
- A consistent, metacognitive pathway to follow for regulation
- A systematic framework with a developmental sequence of lessons

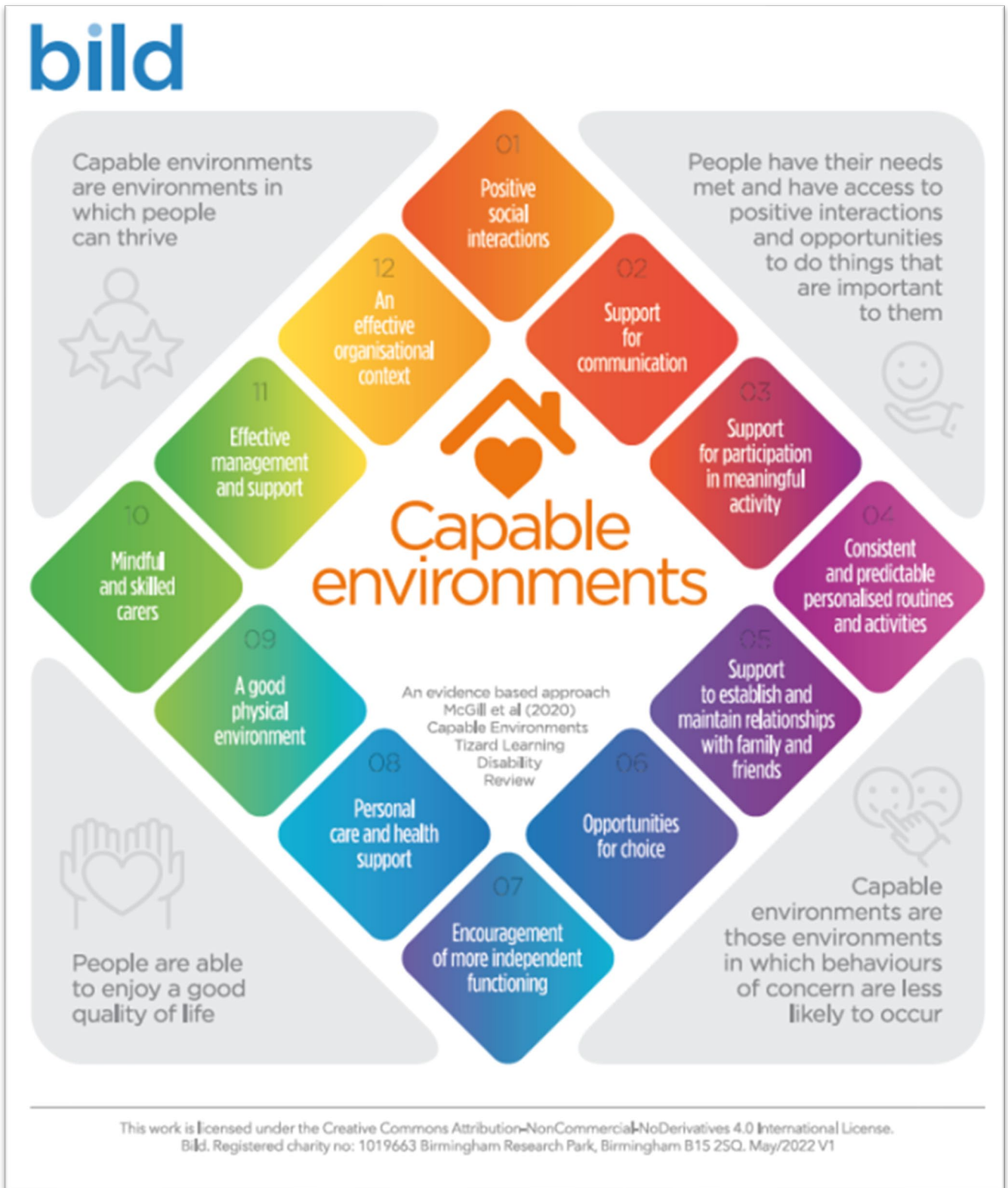
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Capable Environments

A Capable environment is an environment associated with reduced frequency and/or severity of behaviours that challenge (McGill et al 2020). At the Aurora Surrey schools we will focus on creating environments that are ‘capable rather than challenging’. This means ensuring that the environment, including staff responses and actions, are consistent and predictable.

Staff are trained in creating a capable environment. When there is an incident of challenge, considering the aspects of a ‘capable environment’ support the debrief process to review practice and adapt the young person’s PSP.



Positive Behaviour Support (PBS)

The framework that shapes our everyday practice is underpinned by the principles of Positive Behaviour Support (PBS). The approach is focussed upon working in partnership with people, treating them with dignity and respect and enabling them to have a better life. As a school we recognise all behaviours have a function and that pupils who display

behaviours that challenge are communicating a need is not currently being met. The school approach is person centred and seeks to support the individual to develop alternative, safer and socially positive way to communicate and have their needs met.

Four common functions of behaviour are:

- Social Attention
 - An individual may engage in a certain behaviour to gain some form of social attention from other people. The function of this behaviour might be to get other people to engage with them or react, respond or act in a specific way.
- Sensory Stimulation
 - Sensory seeking behaviours give the person some form of internal sensation that is pleasing to them, or to remove an internal sensation that is displeasing (e.g. pain).
- Tangible
 - A child may display a behaviour that challenges in order to get something that they want. If in the past they have been given a favourite activity/object or food/drink after they have displayed a behaviour that challenges, they may associate this behaviour with getting a need met/what they want.
- To escape from an activity or situation
 - The behaviour may be used to indicate that the individual wants to end or avoid an activity, demand or situation.

Use of Personal Support Passport (PSP)

All young people will have a Personal Support Passport. The aim of this document is to outline how to best meet pupil's needs by considering:

- Pupil's likes, special interests and preferences
- What the environment needs to be like
- What resources best support students
- The function and response for key behaviours that may be displayed within each of the zones
- Communication strategies within each of the zones
- Regulation activities, including sensory diets, within each of the zones
- Student accessible 'Just Right' visuals which support students to recognise the zone they are in and identify strategies or activities that will support regulation

PSPs will be reviewed

- At least ½ termly by the class team
- As an action following a de-brief
- As a result of a change in need or context around a young person
- As directed by SLT following a review of the behaviour and incident data across the school

PSPs are also quality assured termly through sampling by the pastoral lead at each school. On a termly basis as part of the quality assurance activities and contribute the judgment for overall Quality of Education delivered by individual teachers and the wider School site.

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This is Me.
(Add a photo of me)

My Personal Support Passport



 My name is



 **How to build a rapport with me: Things that are important to me.**

*e.g. I like to talk about sport, movies or films
I live at home with my dogs, Hugo, Harry and Brian – I love to talk about them*

Being Proactive and Positive

What I am like when I am in the Green Zone & how to support my learning

e.g. I like to complete my work in manageable chunks. I will need reassurance regularly to know I am on the right track. I can find it overwhelming if you ask me to do too much from the start

I can swear, even when regulated, please remind me that "we don't use this language in school."

Please do not over praise me. I respond better to you making it clear I have achieved and then increasing the level of challenge for me.

I may need a break. This should be limited to 10 minutes. I have exercises from the OT I can choose from.

I enjoy coding. If this can be incorporated into my learning it will support my engagement.

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Supporting me to Regulate

Presented Behaviour	Function Tangible Escape Sensory Attention	How to Support Me
<i>What specific behavior might I display? Who or what can I direct this towards? Where do I tend to do this?</i>	<i>What is the function of the behavior?</i>	<i>How should staff respond?</i>

MDT Support

SaLT Guidance

(from SIS)

Explicit Teaching

- Explain what is expected in my expressive responses, e.g. full sentences or 3 key points.
- To avoid making me anxious, use names rather than authoritative titles
- Be direct with instructions
- Break information down. Give me 1 step at a time.
- Ask me to rephrase important instructions

Cognitive Strategies

- Provide me with a 'how to' model to complete a task with small steps
- Praise the effort and preparation not just the finished product
- Narrate what you are doing to achieve a task so I can copy these steps
- Ask me to outline the steps needed to complete a task

Scaffolding

- In addition to verbal presentation, use illustrations and gesture to provide demonstration
- During reading, ask question from 'find on the page' moving to inference and 'think for yourself'
- Give me time to formulate my responses
- I benefit from movement breaks in lessons.

Level of intervention		
U	T	S



OT Guidance

I have a sensory circuit from the OT. I can request to do this but sometimes need it offered to me. First thing in the morning and after lunch are key times where this helps

I can find it difficult to write for extended periods. I prefer to type with a laptop, particularly in the afternoons.

I require regular break. These should be limited to 10 minutes. I prefer being outside most. E.g a walk or using the exercise equipment. I am motivated by games but no competitive sports.

Level of intervention		
U	T	S



Pastoral / Thrive Guidance

I would like to make and maintain friendships. I try to show interest in others and make jokes.

Sometimes I get this wrong. A debrief will help me to unpick this. It is important that I do not feel I have done something wrong on purpose.

I can find it hard to recognise when I have done something well. When reflecting on my day please help me to identify something that I did well.

Level of intervention		
U	T	S



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Academic Support

Maths working Level	<p>Include levels here and any specific strategies or resources the young person may require E.G - I have a number line and a multiplication square that I refer to. I prefer using manipulatives, rather than on-screen resources, such a Deines.</p>
Reading Age & Phonics Levels	<p><i>Reading age is -</i></p> <p><i>I am a confident reader with a positive attitude to reading.</i></p> <p><i>During reading, ask question from 'find on the page' moving to 'Inference' and 'think for yourself'</i></p>
Writing Support & Strategies	<p>I can get fatigued when writing for extended periods.</p> <p>I prefer to type when I am tired, particularly in the afternoons.</p> <p>I benefit from clearly modelled writing frames</p>

My EHCP Targets this Term


Communication & Interaction	Social, Emotional & Mental Health
Sensory & Physical	Cognition & Learning

Student Debriefs

All students should be given frequent opportunities to reflect on situations they have observed or been involved in. The school adopts three main approaches to facilitate this

- Bespoke reflection through the use of Comic Strip Conversations
- Where other pupils have been involved or there has been a negative interaction between pupils a reflective conversation using the Scales of Justice framework is used.
- Post incident pupils will be supported to reflect through the Restorative Conversation framework

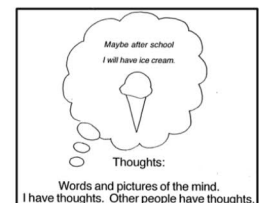
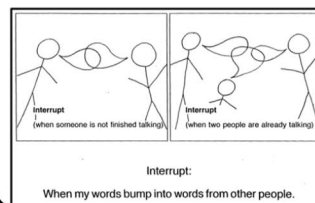
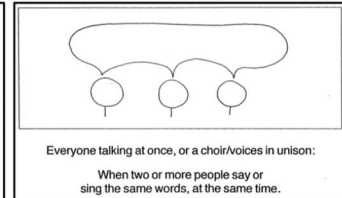
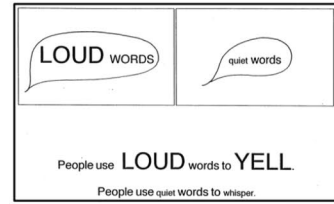
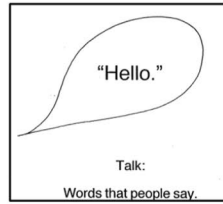
Comic Strip Conversations

Caring	Ambitious	Collaborative	Trusted	Innovative
<div data-bbox="156 712 692 860">  <p>Comic Strip Conversations Guidance</p> </div>				
<div data-bbox="156 1032 692 1301"> <p>Steps</p> <ol style="list-style-type: none"> 1. Draw the given situation 2. Gather information 3. Use Frames to sequence events 4. Carefully share perspectives 5. Summarise the conversation 6. Identify solutions </div>				
<div data-bbox="746 712 1442 1301"> <p>Prompt questions to gather information</p> <ol style="list-style-type: none"> 1. Where are you? (draw person) 1. Who else is there? (draw person) 2. What are you doing? (draw relevant items, actions) 3. What happened? What did others do? (draw relevant items, actions) 4. What did you say? (use talk symbol) 5. What did others say? (use talk symbol) 6. What did you think when you said that? (use thought bubble) 7. What did others think when they said/did that? (use thought bubble) </div>				

Conversation Colours

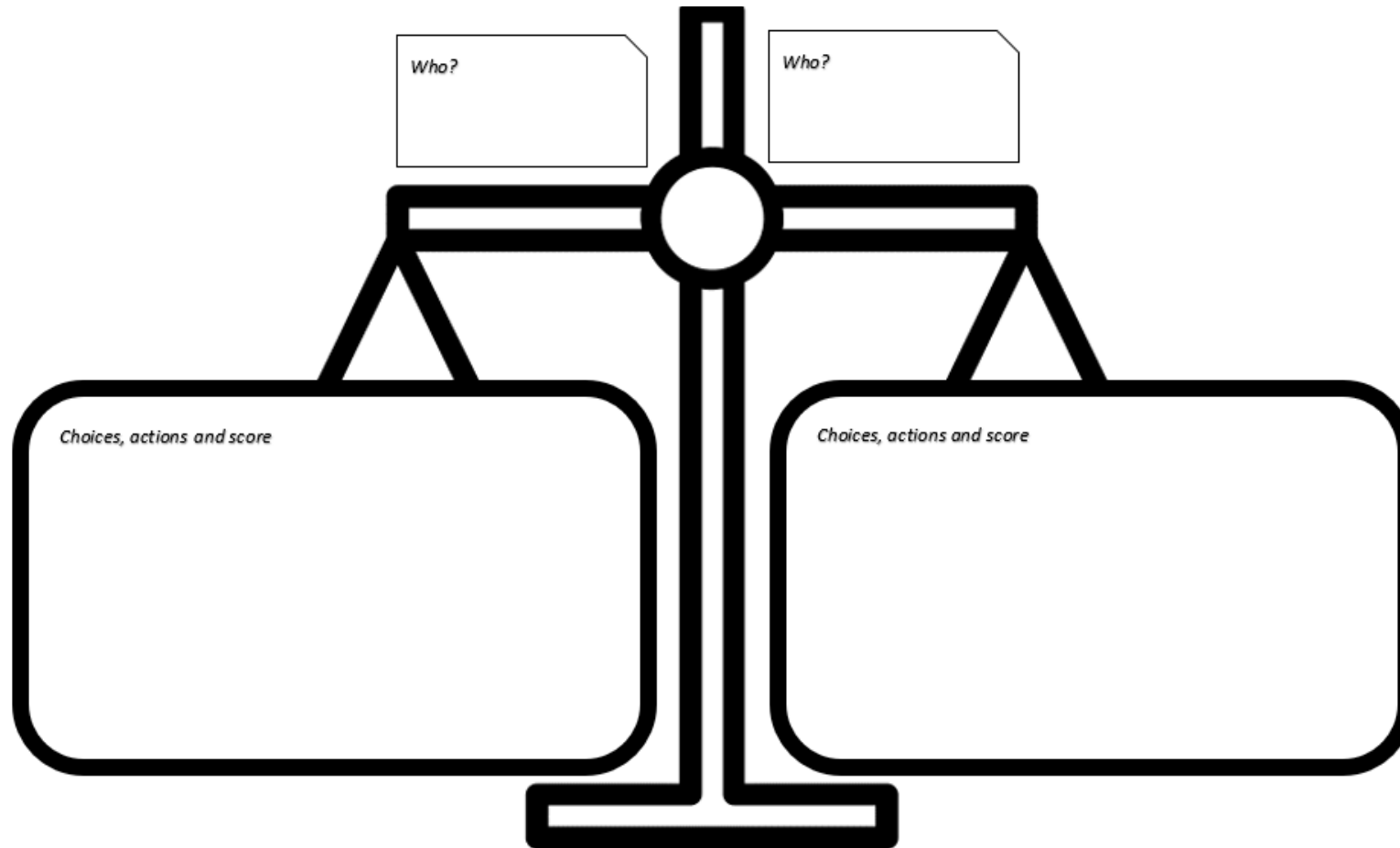
- Green** Good ideas, happy, friendly
- Red** Bad ideas, teasing, anger, unfriendly
- Blue** Sad, uncomfortable
- Brown** Comfortable, cosy
- Purple** Proud
- Yellow** Frightened
- Black** Facts, things we know
- Orange** Questions
- Combination of colours** Confused

Symbol Library



Scales of Justice

Scales of Justice: Balancing Behaviour



Pupil(s)	
Context	
Any related events or contexts.	
Next steps	

Restorative Approaches

Restorative approaches refer to the strategies aimed at restoring good relationships when there has been conflict or harm. The focus is on repairing relationships, promoting accountability and maximizing personal responsibility.

At the Aurora Surrey sites we will do this through:

- Our relational approach to behavior
- Our Aurora values and framework
- Recognizing that people are experts in their own solutions, emphasizing effective communication, empathy and understanding others' perspectives
- Proactive relationship building
- Proactive relationship restoring
- Building a positive emotional atmosphere in the learning community

Restorative Conversations Framework

Name: Date:

Restorative Conversation

- *Think about the incident*
- *Talk about it and write/draw in the boxes.*

What happened?

What were you thinking/feeling? What did you need?

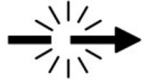
What happened after your behaviour?

What would you do differently next time? How can you repair the damage?

Who else has been effected by the incident?

Who else was affected by your behaviour? What do you think they were feelings and needing?

Restorative questions



What **happened** at the time?



What was I **thinking**?



What I **think** now



Who else was affected?



How?

Making things **right**



What can I do now to make things **right**?

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2. Local expectations

<h3>School Rules.</h3>	
<p>In school we want everyone to feel safe and happy.</p> <p>This will help everyone to do their best learning and have the best day</p>	  
<p>This means we all need to make choices that are safe and kind</p>	<p>Teachers will talk to people who are being unsafe or doing something that might upset another student</p>
  	  
<p>These rules are the same for everyone and help the make the school safe and fun.</p>	  

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Uniform

We want students to feel safe and comfortable in school. So, our uniform is simple.

- Black jumper (no hood)
- White shirt or polo shirt
- Black trousers or joggers
Or
- Black knee length skirt
- Black shoes or trainers.



For PE

- Plain white t-shirt
- Black shorts or joggers
- Trainers



We are happy to talk to you, your parent or carer about your uniform if you are worried about something specific.

2a. Mobile Phones

Many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. To mitigate this risk and ensure that all devices accessed by students on site are effectively filtered and monitored students will only be able to access the internet through Aurora devices. All personal smart devices (including but not limited to mobile phones, smart watches, tablets, laptops and game consoles) must be handed at reception on arrival.

As part of a personalised transition plan or as a short-term pastoral intervention, it may be agreed with the leadership team that a student can call or text a parent or guardian at agreed points in the day. These calls will be facilitated in the reception area of the school, supervised by a member of staff.

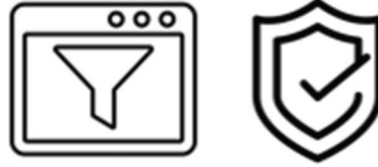
Typically, students are required to hand in all internet enabled devices upon arrival at school.

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School Rules.

Phones, tablets, smart watches and consoles.

The Government says that ALL devices that can access the internet in schools need to be filtered. This is to keep pupils safe from bullying and accessing inappropriate material.



Aurora has a rule that only Aurora technology can access the WIFI. This is to keep all your private information safe and private.



So, no phones, tablets, smart watches or games consoles are allowed in school.



Students can bring these in to use in the taxi, but they must be handed in to the reception team on arrival. They will be kept safe in school at given back at the end of the day.



There is lots of technology in school. Each student has their own laptop. We also have some iPads. Please speak to your tutor or class team about using technology when you need to.



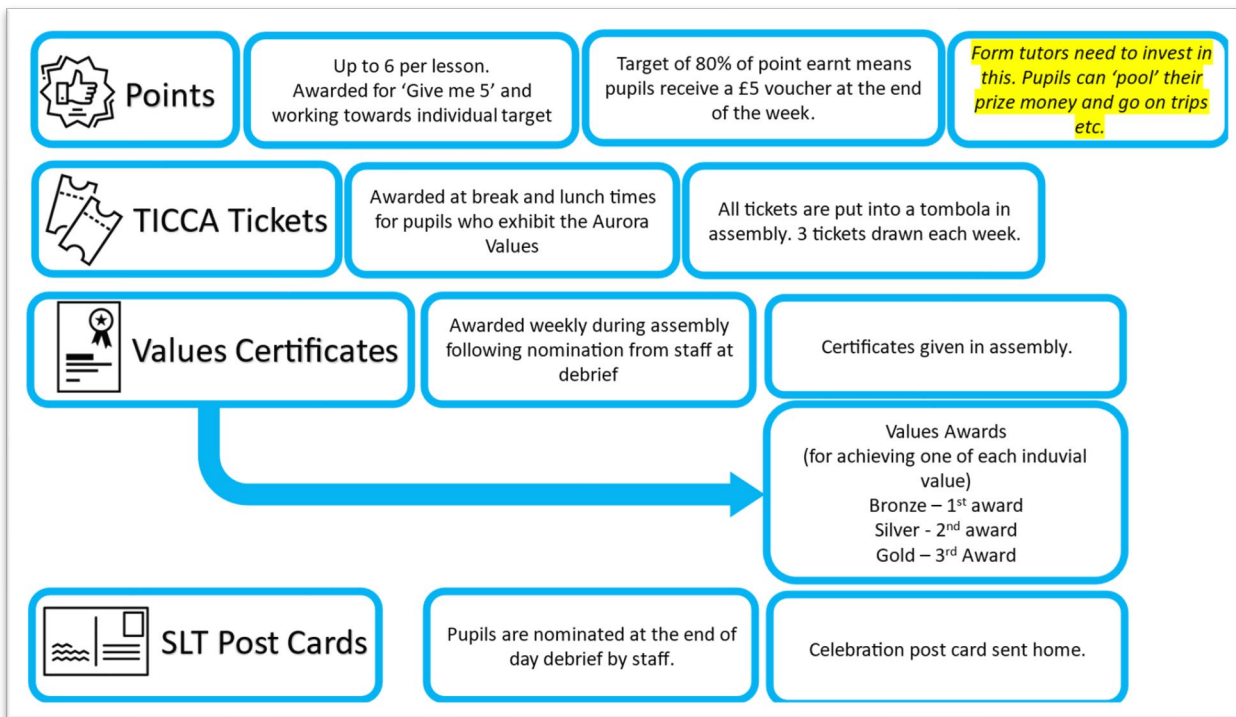
3. Reward system

Whole School Rewards

Rewards across the Surrey sites focus on developing a sense of community and belonging for all pupils. Although these rewards constitute extrinsic rewards and reinforces the values that underpin then support pupils to recognise their achievements and contribute to pupils developing a positive self-concept leading to more positive self-esteem. Pupils retain ownership of these rewards initially by exercising choice over what rewards they are working towards and also in the co-production of their individual targets and progress towards these.

Aurora

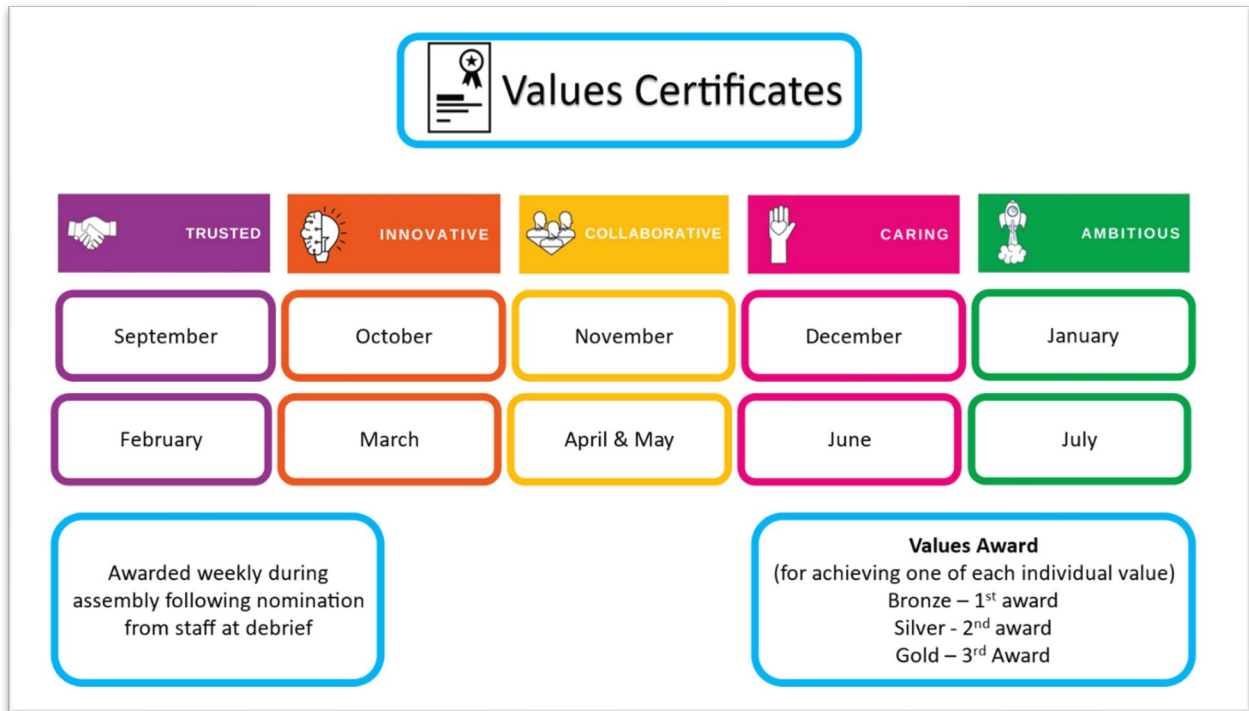
Rewards Overview



'Give Me 5' Class Poster



Values Calendar



Individualised Rewards

A reward or positive reinforcer is something we like. As most of us like many things, there is an enormous number of rewards that work for us. However; as we are all unique individuals, the rewards to which one person responds are not always the same as those for another person. Different people find different things rewarding and this is no different when we are referring to the pupils within our school. When we behave in a certain way and as a consequence are given something we like, then our behaviour has been reinforced. If we are reinforced, we are more likely to behave in the same way again. Conversely if we are not reinforced, then we are less likely to behave in the same way. Research shows that people learn more effectively and enjoyably when the emphasis is on reinforcement. Some pupils may require individualised rewards, for example at the end of a lesson a pupils find particularly challenging. These individualised approaches must be outlined thin a students PSP. They must not undermine the whole school strategy. For example, a student may only earn up to 6 points within a lesson.

As a staff, we will not:

- Use a raised voice unless to prevent an immediate risk to safety
- Use physical intervention for any reason other than to safeguard young people or staff.
- Use a one size fits all approach to behaviour management
- Intimidate, humiliate or embarrass pupils purposely
- Use removal of access to the curriculum or other learning activities as a sanction
- Use removal of previously awarded reward
- Use a deficit reward model (give a motivator and then take time / parts of the reward back for poor behaviour)
- Use of 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.

4. Consequences

Within the Surrey schools it is unacceptable to use aversion or punitive sanctions. These may include but are not limited to:

- hitting
- shouting unless to alert that there is an immediate risk of harm
- Making racial/sexist or derogatory remarks
- Making threats
- Withholding food or drink
- Intentionally shaming students
- Removal of access to the curriculum

These actions would be deemed unlawful through The Children's Act 1989 and 2004 and would constitute a breach of the Aurora Code of Conduct.

In the first instance, a sanction should be the absence of reward or positive reinforcement. This position enables staff to position absence of reward as a natural consequence. If rewards are pitched appropriately they should be a meaningful and impactful natural consequence. Agreed consequences can also include:

- Accompanied time out /alternative from daily activities.
- Making up work (not to be communicated as a detention) but to be a reparative process due to lost learning time
- Loss of time on a leisure activity

Whenever deciding a consequence; the cognitive level of functioning of the pupil/young person needs to be taken into consideration.

Any use of rewards /consequences should be identified within the pupils PSP. Reparation/consequences need to be carried through within the school day and not to be carried out in their home environment, unless identified on their PSP and agreed with parents/carers.

Review of Student Specific Sanctions and Consequences

If a pupil is receiving a consequence and it is not working, the form tutor/class teacher will review the PSP and RA and communicate with the AHT/DSL and have a dialogue around next steps. There will be review of appropriateness and impact of consequences. This will take place between the form tutor/class teacher, AHT and other members of the SLT. If the consequence is not impactful it is not an appropriate consequence.

Fixed Term Suspensions

Following significant incidents or a sustained period of disruptive behaviour or dysregulation it may be necessary to exclude a student from their normal class group. This is not a punitive measure but seeks to:

- Provide time and space for all parties to reflect
- Provide time for teaching teams to review and adapt the provision to better meet the needs of a young person
- Support other students to feel safe and clearly communicate what behaviour is and is not acceptable in school

Internal Suspensions provide an opportunity for students to work closely with key staff to unpick incidents and take a role in the co-production of strategies which will support them to develop safer, socially positive strategies.

Fixed Term Suspensions will be served at home. A Reintegration meeting will be held with the young person and a parent or Carer on their return to school. A Reintegration Plan will be agreed. This will outline the reason for the fixed term suspension, set targets to avoid a recurrence and outline the support and resources required to support the student to achieve this.

Reintegration plan



Reintegration plan

Student's name: <i>Joe Bloggs</i>
Date of suspension: <i>21.6.24</i> Date of return to school: <i>26.6.24</i> Number of days suspended: <i>3</i>
Reason for suspension: <ul style="list-style-type: none"> <i>Verbal abuse and threatening behaviour towards a pupil</i> <i>Physical assault against a pupil</i>

Attendance this year:	
Attendance (%):	<i>75%</i>

Student's targets	My current score (out of 10)	My target score (out of 10)	How will I achieve this?	When will we check on this?
<i>To request to leave the classroom for a movement break if needed during lesson time.</i>	<i>1</i>	<i>9.9</i>	<i>Have a copy of my timetable in the classroom Request a movement break if I need some time Resources in the classroom to support regulation Up to 10 minutes outside of the classroom for my movement break</i>	<i>Reviewed weekly and communicated home in the weekly update – progress towards this target</i>
<i>To transition into the classroom on arrival to school from the taxi.</i>	<i>2.5</i>	<i>10</i>	<i>5 minutes grace in the classroom to support transition Playlist to support with transition (to be made at home and shared with the staff in the morning – class DJ)</i>	<i>Weekly updates shared with Mum</i>

<i>To use the laptop to support with written work in English lessons.</i>	<i>2</i>	<i>10</i>	<i>To have access to my own laptop during ICT lessons Timetabled to incorporate computer time Use of computer to support in English lessons etc</i>	<i>Engagement in ICT lessons Weekly update in debrief from ICT <u>class based</u> staff</i>
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How will the school help me?	Who will help me?	How often will we do this?
<ul style="list-style-type: none"> <i>Support with learning in the classroom, for identified trigger points 1:1 support in place to enable Joe Bloggs to access the curriculum.</i> <i>Timetable displayed so that Joe Bloggs knows what his day initials attend daily briefings in the morning to support Joe Bloggs to be aware of the day ahead and be notified of any possible changes</i> <i>Earn reward time to be incorporated into his timetable – possible ICT time</i> <i>Continue with debriefs following any incidents</i> <i>Offer lunch to Joe Bloggs each day and encourage this in school</i> <i>Music to support morning transition into the classroom</i> <i>5 minutes grace to support transition from the taxi - hand in phone in the classroom which is then brought to the office</i> <i>Movement breaks in lessons when Joe Bloggs requests or noticed by staff it would aid Joe Bloggs. Resources in the classroom available to support Joe Bloggs with <u>self regulation</u>. Joe Bloggs is aware where these are located</i> <i>Choices in Joe Bloggs timetable (construction/PE/Cooking)</i> 	<p><i>Class based staff</i></p> <p><i>Tutor</i></p> <p><i>Tutor</i></p>	<p><i>Reviewed weekly</i></p> <p><i>Daily</i></p> <p><i>Reviewed half termly</i></p>



How will my parents/carers help me?

Daily update
Weekly review of the targets
Send over the morning song request
Request for change with transport

My comments	My parents'/carers' comments	The school's comments

Joe Bloggs's Timetable:

S		M	T	W	Th	F
08:45	09:00	Arrival				
09:00	09:45	P1 Maths - GK	ICT - JW	Maths - GK	PE	ICT - JW
09:45	10:30	P2 English - GK	Maths - GK	English - GK		Maths - GK
10:30	10:50	Break				
10:50	11:35	P3 Art - MG	English - GK	Art - MG	PE	PSHE - GK
11:35	12:20	P4 Science - MV	Science - MV	PSHE - GK		English - GK
12:20	13:05	Lunch				
13:05	13:30	Literacy Time				
13:30	14:15	P5 History - GK	Geog - GK	Cook - LF	RE - GK	Peer lead Groups
14:15	15:00	P6 PSHE - GK				
15:00	15:15	End of day reflection and taxis				

Signed (student)

Signed (parent/guardian)

Signed (school)

Incidents of Significant Challenge or Concern

During incidents of significantly challenging and complex behavior, it is important that all staff reflect the guidelines within their training and are aware of the signals that they are giving to the person they are working with both verbally, para-verbally; gesturally and through body language.

Our first priority is always to keep students and staff safe. Once a young person is safe, the next priority is to support them to regulate.

Do

- ✓ Keep calm
- ✓ Listen
- ✓ Be sensitive
- ✓ Speak calmly
- ✓ Use appropriate language levels
- ✓ Be conscious of body language and facial expression
- ✓ Be conscious of your proximity to the young person
- ✓ Be prepared to offer time and space
- ✓ Address pupils when they are at the point of being able to relate

Don't

- × plant the suggestion of misbehavior
- × threaten the consequence of behavior
- × present commands in the form of a question
- × restart confrontation by immediately demanding emotionally difficult action
- × retell incidents in front of the child/young person
- × create a power struggle

Remember the pupil/young person is an individual and should be treated as such. Not all pupils/young people respond in the same way. Always treat the pupils/young person with respect and dignity. It is always permissible to ask another member of staff to change face. All incidents will be recorded on Engage.

Restrictive Practice (Including Restrictive Physical Intervention (RPI))

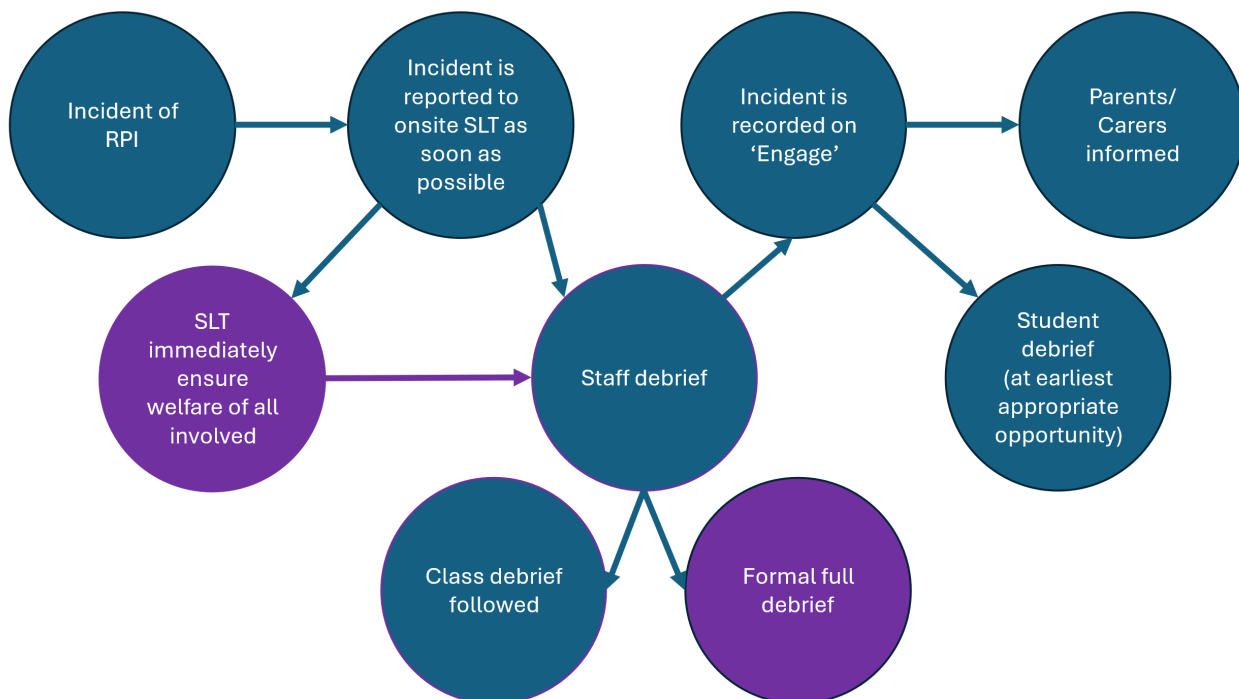
Our first priority is always to keep students and staff safe. There maybe incidents where students present an immediate risk of harm to themselves, a peer or a member of staff. In those instances, and only as a last resort, it maybe in the best interest of the young person to use restrictive physical intervention. All staff in the Surrey Schools are trained using Team Teach.

Staff should only use RPI if

- They believe a young person or staff member is at an immediate risk of harm
- They believe the intervention is in the best interest of the young person
- The intervention is reasonable, proportionate and necessary
- The staff member uses the least amount of force for the shortest possible time.

We recognize the trauma such an intervention can cause. In all instances involving the use of RPI the following actions are taken

- The incident, including specific details of the type of RPI used and the duration, is recorded on 'Engage'
- Parents/carers are informed
- The young person is offered a debrief (at the earliest appropriate opportunity)
- Staff are debriefed



Debriefing & Reviewing Incidents

Post Incident Class Debrief

After an incident or a pattern of behaviour that causes concern key staff involved will debrief. Most often this will be led by the class teacher/tutor and, where appropriate, can include members of SLT and or pastoral team. The debrief will include;

- Presentation or pattern of behavior displayed; dysregulation or low engagement
- Slow triggers
- Fast triggers
- Function(s) of the behavior
- Changes to the provision around the young person, who, what, where, when. This may include ELSA intervention or referral to external agencies.
- Review of PSP
- Review of RA
- Completion of the management record on Engage

Date

Pupil

Class De-brief

Behaviour or pattern of behaviour, dysregulation or low engagement:

Slow Triggers

↓

Fast Triggers.

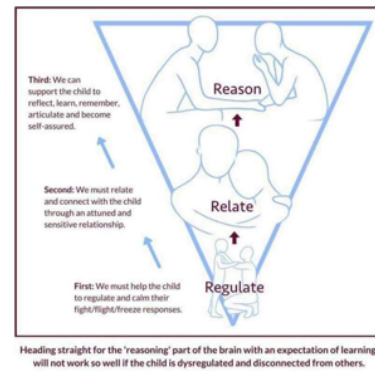
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Behaviours Displayed

↓

Function (what did the person gain?)

Scanned to typed copy to be saved in pupil folder



Changes to provision around the young person... (who, what, where, when)

Post Significant Incident/ Near Miss Debrief

Staff De-brief following an incident or a 'near-miss'

- Completed with a 'no blame' attitude.
- Evaluate physical and emotional impact on those involved – including any immediate and ongoing support needs
- Emphasis on any **learning** from the incident,
 - What could have been done differently?
 - What are the alternatives?
 - Any service barriers or constraints?
 - Any recommend changes to policy or procedures?
- Identify any further or **on-going support** and **learning** that is needed.

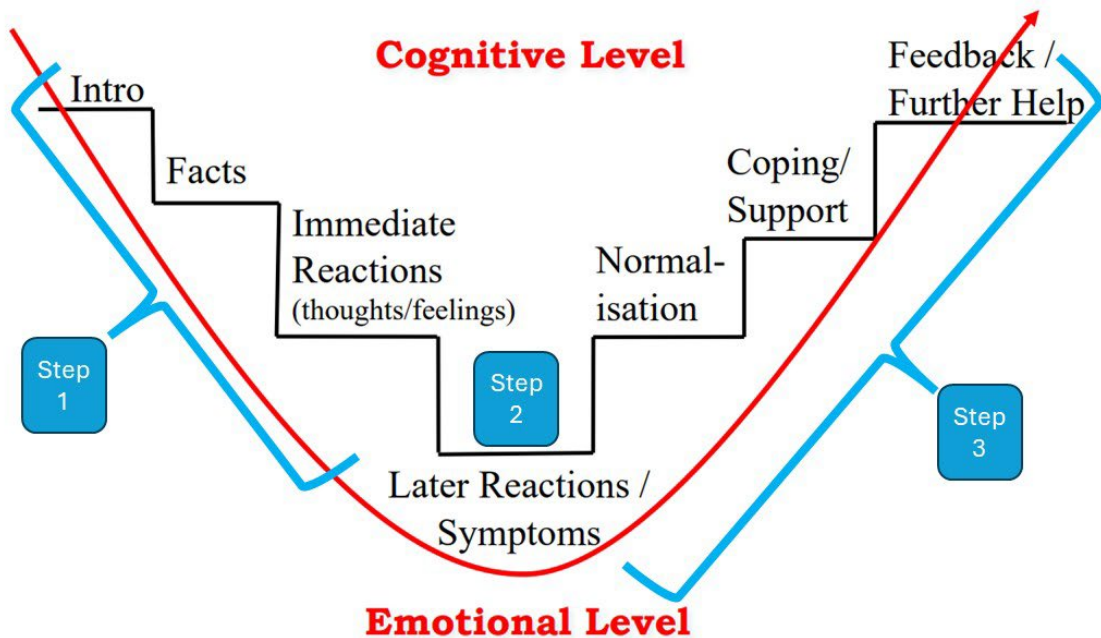
Debrief Steps

- | | |
|---|----------------|
| 1. Immediate support meeting ('defusing') | ASAP |
| 2. Debriefing | Within 24 Hrs |
| 3. Follow up care | Within 2 Weeks |

When to complete this form

- At any staff member's request
- Following any Level 4 incident
- Following a pattern of Level 3 incidents
- As recommended by the pastoral lead following weekly behaviour review

The Steps of a Debrief



Aurora

Step 1 Initial Reactions & 'Defuse' Immediate	Initial Reactions: How did staff feel during the incident? How are staff feeling now?			
	Physical Wellbeing: Any injuries? Any immediate action required to support those involved?			
	Mental Wellbeing: How are staff feeling? How did staff feel during the incident? How are staff feeling now?			
Step 2a Within 24hrs	Complete Incident De-brief Form			
Step 2b Learning and support. Lessons learnt. Within 24 hrs SLT Lead:	What could have been done differently?		What ongoing support do staff need? (Physical, mental and CPD)	
	Check back. Within 2 weeks Date set:	How are people feeling now?	Impact of interventions?	Completion of actions?

Incident / Near-miss De-brief Date

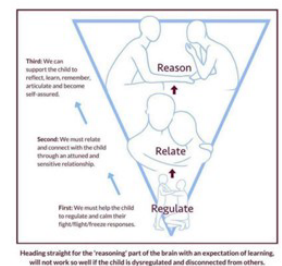
Behaviour or pattern of behaviour, dysregulation or low engagement:

Slow Triggers

Fast Triggers.

Behaviours Displayed

Function (What did the person gain?)



Changes to provision around the young person.... (who, what, where, when)

Emergency or Crisis Management

Our first priority is always to keep the young people who attend our schools and the staff who support them safe. Although unlikely, it is perceivable that incidents could occur which fall outside of the specific parameters outlined in this policy. In such emergency or crisis situation that is unexpected and could not have been reasonably foreseen, staff will make a dynamic risk assessment and take any action that they feel is in the best interest of the young person.

Staff who are not Team Teach Trained still have a duty of care to protect the young people in their care. As a result, staff should still physically intervene in a situation to protect a young person or member of staff from immediate harm. Staff should intervene

- With the least force for the least amount of time
- In a manner that is reasonable, proportionate and necessary
- To protect or safeguard a student, including from criminalisation

If seclusion is utilized it is only used as an emergency resort in exceptional circumstances e.g. when a pupil is persistently demonstrating physically aggressive behavior towards peers / staff and physical intervention is necessary to prevent this and staff are unable to take a pupil safely to an area whereon they do not have to physically restrain the pupil and can observe the pupil from a distance e.g. the playground, hall or an unused classroom. It should always be in the best interest of the child and never for ease of management. It must only be used for the minimum time needed to restore safety and when all other strategies have been used or deemed inappropriate.

Ratification of the decision to use these approaches must be gained from the Head of School or DSL/DDSL. For pupils where there is a known risk this would be identified in their PSP. Incidents of this nature must always be reported to the SLT as soon as possible.

5. Relationships and Engagement Support

At each school, in addition to the core class teams and an identified tutor students are supported by a multi-disciplinary team that includes

- Thrive Practitioners
- Therapy Assistants
- Speech and Language Therapy
- Occupational Therapy
- Education Psychologist

Monitoring and Reviewing Behaviour

The leadership team will report on behaviour at termly governance meetings where this will be scrutinised and challenged by the Governing Body.

Members of the executive Team and the governing body receive automatic notification of any significant incidents (graded Level 4 or above.)

Weekly Pastoral Meetings, attended by the Pastoral Leads, SENDCo and Assistant Head on each site, will review

- Heatmaps of incidents identifying any patterns
- Pupils involved in a higher frequency of incidents
- Monitoring bespoke intervention plans or timetables

Weekly class team meeting focussed on 1 student where staff will review

- Student PSP
- Student RA
- Current timetable
- Individual targets relating to EHCP outcomes

Potential and Perceived Bullying.

Bullying, in all forms, is not acceptable or tolerated at the school. Students who display such behaviour receive targeted interventions to minimise the frequency of occurrences and to educate students to understand the impact their behaviour has on those around them.

As a school we recognise that the majority of our pupils have social communication difficulties. This can lead to misunderstandings and negative peer interactions. While we recognise that often there is a lack of intent to cause harm, students who perceive a behaviour or interaction as bullying still experience the emotional impact of bullying. Therefore, incidents of bullying, potential bullying or perceived bullying are all recorded as bullying on Engage. Bullying incidents are then reviewed weekly as part of the weekly safeguarding meeting.

5.2 ABC Chart

ABC charts support staff to make notes following observation of a young person. Staff are required to comment on antecedents, type, frequency and duration of behaviours exhibited and the consequence that occurred as a result of the behaviour(s). This supports staff to identify triggers and possible functions of behaviours which inform a review of the PSP.

ABC Chart

Name:

Date:

Time	Antecedent	Anything Different	Slow Triggers	Behaviour	Frequency	Length of Time	Consequences
<i>Time of day.</i>	<i>Describe what is happening just before the behaviour occurred: - e.g. what room , who was present, what activity.</i>	<i>Were there any changes in staffing, environment, routine, etc?</i>	<i>Illness, transition, setting events.</i>	<i>Describe what behaviour occurred.</i>	<i>Number of times the behaviour was observed.</i>	<i>How long was the behaviour presented for?</i>	<i>What happened as a result of the behaviour occurring e.g. was the person moved, distracted, or engaged in alternative activity?</i>
Possible function (from the 5 function areas: Tangible, Sensory, Escape/Demand Avoidance, Pain/Physical, Attention) :							
•							
Possible function (from the 5 function areas: Tangible, Sensory, Escape/Demand Avoidance, Pain/Physical, Attention) :							
•							





5.3 Just Right Record

Just Right records track which zone a student is in throughout the day. This helps to identify any patterns throughout a day or week which can inform proactive interventions from staff to reduce instances of dysregulation.

Just Right Record

Name:

Week Commencing:

Please shade 'Just Right' colour as appropriate Under aroused  Calm and alert : Just right  Over aroused :  Overload : 

Day	8.45 – 9.00	9.00 – 9.45	9.45 – 10.30	10.30 – 10.50	10.50 – 11.35	11.35 – 12.20	12.20 – 13.05	13.05 – 13.30	13.30 – 14.15	14.15 – 15.00	15.00 – 15.15
Monday											
Activity and comments											
Tuesday											
Activity and comments											
Wednesday											
Activity and comments											
Thursday											
Activity and comments											
Friday											
Activity and comments											

5.4 Scatter Plot

Scatter plots track the frequency of one specific behaviour within 30 minute blocks throughout the week. This helps to identify any patterns throughout a longer period of time, week or month, which can inform proactive interventions from staff to target a reduction in this specific behaviour

Scatterplot

Name:

Month:

Presented Behaviour being tracked: _____

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
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6. Behaviour Curriculum & Lifelong Learning

Across the Aurora Surrey Schools, behaviour and relationships are supported across the curriculum. Units within the PSHE curriculum specifically focus on supporting students to understand the features of safe and appropriate friendships and help them to develop the skills they need to make and maintain positive relationships.

All students have individualised targets that build towards their end of Key Stage EHCP outcomes. Schemes of work identify opportunities and potential contexts for these skills to be addressed, helping to ensure that these development areas retain an equal weighting with students' academic targets.

The school day is structured to support frequent opportunities for students to receive support from staff to self-regulate and develop their social communication skills.

7. 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 Surrey sites. 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 PSP and 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 hall, the trim trail, the playground and a quiet corner in the classroom.

The Surrey Schools do 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.

Primary pupils and those within a nurture of Nurture+ offer have a consistent base room which is always accessible to them. This supports students to build a connection and a sense of safety with a specific place within the school.

Breakout and intervention rooms are available for students. Both for planned interventions and workshops as well as a reactive space for regulation.

8. Transition

Students transitioning 'in-year' benefit from a personalised transition programme when joining the school. Following initial assessments and visits to the school, teaching teams, student, parents and carers will agree an appropriate transition programme. These are carefully monitored and reviewed to meet students needs.

Typically, those transitioning as part of a key stage transfer will benefit from a more formalised transition. Typically occurring weekly across the Summer term. This supports students to transition into the school as well as providing them with opportunities to build relationships with other young people also joining the school at the same time.

These transitions are also closely monitored. Where necessary, students' transitions can be personalised to address any specific areas of need or anxiety related to school life.

Students are informed about the school through a social story or student handbook as appropriate.

The Family Support Officer communicated regularly with the parents and carers of those transitioning into school to ensure all parties are happy with the progress and to address any concerns or questions early on.

9. Communication

Contact with Parents/carers/families and professionals will be undertaken by all key staff who work with a pupil. This will be a coordinated approach to ensure consistency. Staff teams will be responsible for regular communication for positive behaviours and aspects of concern. Behaviours of greater concern will be passed to SLT to communicate.

Tutors/class teachers hold the responsibility of day to day contact with parents and carers. To this end they will agree a communication schedule with the parent/carers and will regularly review whether this is in person/on the phone/via Teams or on email as well as its frequency. Our expectation is that this would be at least weekly. Tools such as Class Dojo may be used for this.

Where there is ongoing concern over the presentation of a child's needs, the tutor/class teacher may be supported by additional colleagues such as Thrive Practitioner, Inclusion Lead, SENDCo, Family Support Officer, Designated Safeguarding Lead, DDSL, HoS or Principal around communication. It may be that a protocol be developed to have the most impactful outcomes for the child and the family.

Whenever there has been a restrictive physical intervention or a level 4 incident, this must be recorded and communicated with the parents/carers on the day, following discussion with the member of SLT on site or the Site Lead.

10. Additional training

Within their first year of employment staff receive training in

- Thrive
- Team Teach
- PACE Approach
- Positive Behaviour Support
- The Three R's (Trauma Informed Approach)
- Zones of Regulation
- Capable Environments
- Comic Strip Conversations
- Elklan (ASD friendly communication)
- Fundamentals of Occupational Therapy – Sensory Diets and Circuits
- Introduction to SaLT
- ASD Fundamentals (Timetables and Work systems)

Staff Guidance: Scripts

Radio Protocol



Assistance required:

“Can I have help for (pupil) in (location) please”

Urgent Assistance Required:

“Can I have more help in (location) please”

Emotion Coaching




- **Step 1:** Start with yourself – Recognise the individual’s feeling and your own emotions. Just pausing for a minute can help. If you are in a place of distress you may need to regulate your own emotional state before you offer support. (Think about your tone of voice, volume and physical presence.)
- **Step 2:** Acknowledge and name the individual’s feelings. (*name it to tame it*).
 “I wonder if you are feeling frustrated?”
 “It looks like you are feeling frustrated Have you tried going for a walk?”
 “What can you do when you are feeling frustrated?”
Don’t: ‘What’s wrong?’ This can suggest to a pupil they have done something negative and cause the situation to escalate.
- **Step 3:** Finding out about the emotions that are driving the behaviour and put possible barriers in place.
 “I understand you are feeling angry but hurting someone is not the right thing to do.”
 “Have you tried going for a walk?” _ Or “What can you do when you are feeling frustrated?”
- **Step 4:** Building strategies and skills for individual’s to learn to self-regulate their feelings. Remember – **you cannot remove a coping strategy until a replacement has been put in its place.** E.g. if a student has learnt to manage a feeling or emotion in a particular way, be it unsafe or socially barring, we must provide and embed an alternative that can replace this. Just removing this coping mechanism will not help the student in the long term.

Maintaining high expectations: Challenging little and often




- **Acknowledge**
 - 'We do not use that sort of language in school'
 - 'Comments like that can hurt other people's feelings'
- **Challenge and move**
 - Once a student has been challenged it is not always necessary to remain in their vicinity as this may trigger an escalation in their behaviour because they feel embarrassed or confronted.
- **Distract**
 - In some cases, pretending to miss-hear pupils and providing a more socially acceptable form of light hearted exchange subtly recognises the intent behind the pupils comment without directly challenging their use of vocabulary.
- **Challenge and wait**
 - In some cases it will be necessary to wait to ensure a particular behaviour stops. Further challenge from staff maybe required, particularly when behaviours that cause concern are focussed on another student or a member of staff.
- **Look for change of face / staff swap**
 - Additional or different staff repeating the same message and holding the same expectations supports students to recognise that expectations are consistent
 - Where staff require additional support from SLT please ask. If directly asking for help doesn't work a slightly coded phrase such as 'X, I'm glad I bumped into you. Can you help Student A' to..."

15 Staff Guidance: Engage Incident Guidance



<p>Description</p> 	<ul style="list-style-type: none"> • These are low level disruption. • The type of behaviour is well known and may be due to context and/or diagnosis. • Consistent non engagement throughout the day/leaving lesson following a behaviour walking out without permission. • Leaves lesson but returns after a period of time. • Off task or disengaged. <ul style="list-style-type: none"> • NO USE OF RPI
<p>Actions</p> 	<ul style="list-style-type: none"> • All incidents are recorded electronically • Review Students' Positive Behaviour Support Passport • Class debrief • Discuss issues with student and agree how to move forwards. Proactive, solution focused approach response. <ul style="list-style-type: none"> • Comic Strip Conversation • Restorative Conversation
<p>Responsibility</p> 	<p>Class Tutor, Teacher, Members of Teaching Team</p>






<p>Description</p> 	<ul style="list-style-type: none"> • Repetitive disruption • Intentional behaviours • Repeated refusal to engage • Low level verbal aggression to peers and/or staff • Ongoing disruption to learning • Refusal to follow instructions • Generalised swearing • Repeated absence from class during the day. <ul style="list-style-type: none"> • NO USE OF RPI
<p>Actions</p> 	<ul style="list-style-type: none"> • All incidents are recorded electronically • Review students' Positive Behaviour Support Passport • Review students' Risk Assessment • Class debrief • Discuss issues with student and agree how to move forwards. Proactive, solution focused approach response. <ul style="list-style-type: none"> • Comic Strip Conversation • Restorative Conversation • May include collaboration with Pastoral Team
<p>Responsibility</p> 	<p>Class Tutor, Teacher, Members of Teaching Team</p>

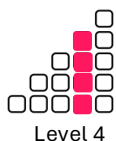
Incident Guidance





Level 3

<p>Description</p> 	<ul style="list-style-type: none"> • Serious intentional disruptive behaviour – irrespective of all support strategies • Consistent disruption to the learning of others • Property damage which does not significantly impact the ability to safely deliver services. • Verbal abuse • Physical aggression (not requiring hospital treatment) • Missing from site (less than 2 hours and a low -risk location environmentally) • Self-injurious behaviour that does not require hospital treatment. • Bullying of others • Consistently out of class and influencing other to do same. <ul style="list-style-type: none"> • MAY INCLUDE USE OF RPI
<p>Actions</p> 	<ul style="list-style-type: none"> • All incidents are recorded electronically • Review students' Positive Behaviour Support Passport • Review students' Risk Assessment • Class debrief or Significant incident/near miss debrief • Discuss issues with student and agree how to move forwards. <ul style="list-style-type: none"> • Comic Strip Conversation • Restorative activity or catch -up activity <ul style="list-style-type: none"> • Restorative Conversation • Possible personalisation to timetable. • Possible individualised rewards strategy • May include collaboration with Pastoral Team • Communication with parents/carers or other agencies • Internal exclusion
<p>Responsibility</p> 	<p>Class Tutor, Teacher, Members of Teaching Team, Pastoral Team, Senior Leadership Team</p>

Incident Guidance



Level 4

<p>Description</p> 	<ul style="list-style-type: none"> • Severe and intentional repetitive disruptive behaviour • Behaviour that significantly impacts peers' learning • Significant property damage this may include damage that disrupts the learning or residential aspect of others • Significant verbal threats • Significant physical aggression towards peers or staff resulting in injury requiring hospital treatment. • Significant self -injurious behaviour. • Missing from site for over 2 hours and low risk location. • Illegal activities. • Incident that requires external agency support on site. <ul style="list-style-type: none"> • ACTIVITY THAT REQUIRES RPI WHICH MAY BE REPETITIVE or results in injury requiring hospital treatment.
<p>Actions</p> 	<ul style="list-style-type: none"> • All incidents are recorded electronically • Review students' Positive Behaviour Support Passport • Review students' Risk Assessment • Significant incident/near miss debrief • Discuss issues with student and agree how to move forwards. <ul style="list-style-type: none"> • Comic Strip Conversation • Restorative activity or catch -up activity <ul style="list-style-type: none"> • Restorative Conversation • Possible personalisation to timetable. • Possible individualised rewards strategy • May include collaboration with Pastoral Team • Communication with parents/carers or other agencies • Internal exclusion • External exclusion
<p>Responsibility</p> 	<p>Senior Leadership Team</p>

Incident Guidance



	<p>Description</p> <ul style="list-style-type: none"> • Suspected homicide of or by a child or young person • Death or serious harm (including violence, abuse and/or neglect) of or caused by a child or young person currently or previously under the care of the Aurora Group. • Serious self-harm incidents of such severity that the child or young person required hospital treatment • Attempted suicide of a child or young person • Apparent work-related injury requiring hospital treatment or RIDDOR of an employee/contractor • Radicalisation of a child, young person or employee • Extreme level of physical aggression (multiple significant injuries, assault level GBH under criminal law) • Extreme level of property damage. • Significant sexual misconduct towards others. • Significant injuries requiring immediate onsite emergency services medical assistance. • An incident that causes major disruption and prevents the service operating. • Young person missing from site for more than an hour in a highrisk location, or whilst in significant MH crisis • Behaviour off site in the public domain requiring an RPI. • Behaviour off site in the public domain resulting in significant injuries. • Behaviour off site in the public domain requiring immediate emergency services response • Behaviour will result in reputational damage to the service and the Aurora Group, which may be reflected in the media. • An incident that prevents/threatens the site's/group's ability to continue to deliver an acceptable quality of care (e.g. fire flood, infection) • Significant data breach which requires reporting to the ICO • Whistleblowing or complaint which may cause disruption to the provision or quality of care or education. • Incident requiring report to regulator • Incident resulting in a staff suspension • Financial misconduct • Litigation, judicial reviews, employment tribunals and other legal challenges.
	<p>Actions</p> <ul style="list-style-type: none"> • All incidents are recorded electronically • Review students' Positive Behaviour Support Passport • Review students' Risk Assessment • Significant incident/hear miss debrief • Discuss issues with student and agree how to move forwards. <ul style="list-style-type: none"> • Comic Strip Conversation • Restorative activity or catch-up activity <ul style="list-style-type: none"> • Restorative Conversation • Possible personalisation to timetable. • Possible individualised rewards strategy • May include collaboration with Pastoral Team • Communication with parents/carers or other agencies • Internal exclusion • External exclusion <ul style="list-style-type: none"> • Inform Operations Director via Reporting Up form and directly if situation is an emergency • Undertake any regulatory notifications required
	<p>Responsibility</p> <p>Site Lead</p>