

Positive Relationships and Engagement Support Local Procedures Aurora Beeches School

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

1. Introduction

At Aurora Beeches School we follow the PBS framework through the use of Thrive and PACE. Our staff are fully trained in Price.

We deal with issues on the same day wherever possible and try to treat every day as a 'fresh start'.

2. Local expectations/routines/rules

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

- Take personal responsibility to make sure their behaviour ensures the Aurora Group values are observed
- Treat everyone with respect, irrespective of differences or protected characteristics
- Respect personal space, property and the environment
- Listen to each other

2a. Mobile Phones

We are a no mobile phone site, this includes SmartWatches and Wearable Tech. If a student arrive to school with a mobile phone they are asked to hand their mobile phone in to staff where it is stored safely in a plastic wallet with their name on it, which is stored in the staff room in a locker. If students need to listen to music to help regulate we are able to provide MP3 players as identified in PBS plans.

3. Reward system

At Beeches School, we believe it is important to focus on and celebrate positive choices and promote good behaviour using praise, recognition, building self-esteem and an individual's sense of worth.

- For students who hand their mobile phones and/or SmartWatches in, they receive a raffle ticket each time they do, and there is a weekly prize draw every Friday at Gathering time. If a student chooses to leave their mobile phone and/or SmartWatches at home, they also receive a daily raffle ticket each day they do.
- Students work toward a range of the school achievement trophies, awarded at the end of the year
- All students receive recognition awards at the end of the academic year

- Head of School postcards for excellent work/attitude sent to pupils' home
- A programme called Steps in Right Direction - Supportive/Tolerant/Effort/Punctual/Safe

4. Consequences

Pupils may become subject to Learning Improvement Plans, if their repeated behaviour, despite support being put in place continues to cause concern to other pupils or staff.

5. Relationships and Engagement Support

We follow good autism practice, and we try to be consistent and clear and prepare students for change. We have a positive ethos where staff recognise what students do well and give descriptive praise and clear college rules known and understood by all.

We share positives regularly with parents/carers so they can reinforce positive behaviour at home and ensure we know our students well, reading key information and talking to those who know them best.

We reduce language when a student is escalating, as a crisis moment is not a teaching moment and focus on supporting the student to calm.

Debrief meetings following incidents are seen as a core source of information for informing and developing positive behaviour support and management and best practice. Students and staff all have a right to participate in incident debriefs and should feel that their views are listened to and valued.

All incidents are reviewed in weekly MDT/HPG meetings to provide strategies to all students.

Beeches School ensures that staff have access to, attend and participate in regular training as is necessary for them to deliver effective positive behaviour management and support to the students in their care. This includes:

- De-escalation skills
- Communication skills
- PRICE – physical Intervention Training

Each student has an individual plan which includes positive behaviour management and support planning and a communication profile to meet their assessed needs.

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

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

Individual plans include the following key information:

- any pertinent diagnoses
- vulnerabilities
- communication needs

- risk behaviours
- triggers
- strategies for success (active, proactive and reactive approaches and de-escalation techniques)
- physical intervention techniques.

Restorative Justice is led by the Lead Pastoral tutor and supports students to see the consequence of their actions upon others as well as finding an agreed way forward. It allows all parties to express how they feel in a safe environment where the mediation is led by experienced staff.

6. Behaviour Curriculum/Lifelong Learning

The curriculum supports behaviour through direct and explicit teaching and learning delivered in the PSHE curriculum and through British Values which are embedded in the wider curriculum. Beeches is an accredited Rights Respecting School, positive behaviour is also linked the awards system.

Zones of Regulation is delivered to all students, sessions explore anxiety, fear and avoidance, mental health, diagnosis and the impact this may have on behaviour, strategies on how to manage different aspects of these, developing students abilities to effectively and appropriately communicate their needs.

7. Quiet spaces

Beeches School has a dedicated sensory room within the Therapy building – Willows, and quiet areas for pupils/students to regulate and follow therapeutic lead programmes e.g. O.T. / SaLT etc.

- All rooms are located close to classrooms and a freely available to all young people.
- The college adheres to the Aurora's central policy in the use of these spaces.

The grounds also offer quiet areas which are undercover in the form of garden structures.

8. Transition

The service will support incoming children and young people to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider service culture. This forms part of the pre-admission process and meetings with Head of School or Assistant Head of School.

To ensure behaviour is continually monitored and the right support is in place, information related to children and young people's behaviour issues may be transferred to relevant staff at the start of the term or year.

9. Communication

Parents/Carers receive regular feedback on behaviours and attendance. Tutors make regular contact to ensure lines of communication are clear and open. Parents are involved at each level of any possible consequence. Parents benefit from Parents evenings (either online or face to face), clinical support sessions and Pastoral support and communications

10. Additional training

Aurora Beeches School have specialist staff whose qualifications, training and experience support both students, parents/carers and staff.

These include:

Safeguarding Lead and Deputy Safeguarding Lead team - To safeguard students in line with Child protection policies and legislations and KCSIE. To offer or provide wider multi-agency support as required.

Lead Pastoral Tutor – Restorative Practice, 1:1 sessions with students, developing the curriculum, Offering daily support to students in crisis or struggling with learning, mental health and well-being, by reviewing Behaviour Support Plans with Therapy team if required, listening to concerns and worries and planning ways forward and giving advocacy around their needs. Monitoring attendance and transitions allowing and supporting students to reach their full potential.

Therapeutic Team Leads – Working in a tiered approach to ensure each student gets the right support at the right time ie. one to one sessions, targeted group work sessions, support and strategies around mental health and well-being and if required liaison with families. The Clinical team advises and trains wider team.

Psychiatry / Psychology - carry out assessments to identify needs which impact a child or young person's development, including mental health needs and some cases review of medication needs and supporting formulation of additional diagnosis. Assessing for needs within the four areas of need mentioned within the SEND code of practice (2015): Social, emotional and mental health.

Speech and Language - Supports students in their communications with others, to develop effective social interaction and communication.

Occupational Therapy Identifies and implements programmes and equipment to support the sensory needs of individuals to access learning.