

## Positive Relationships and Engagement Support Local Procedures Aurora Foxes

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

### 1. Introduction

At Aurora Foxes we have high expectations of our students and their behaviour to truly support them in becoming 'work ready, life ready'. We recognise the need that the best way to do this is to promote positive behaviour, as well as ensuring that all staff role model the behaviours on a consistent basis. We follow the PBS framework through the use of Thrive and Elklan. Our staff are fully trained in Price.

### 2. Local expectations/routines/rules

The following 'Foxes Code' summarises our shared expectations and is aligned with Aurora's group values of being Caring, Trusted, Collaborative, Innovative and Ambitious. It is a short, student-friendly guide that captures the core behaviours and values we promote across all areas of college life.

#### The Foxes Code:

- We show respect and kindness to others. (*Caring, Trusted*)
- We take responsibility for our actions and choices. (*Trusted, Collaborative*)
- We work hard and give our best effort. (*Ambitious*)
- We look after ourselves, each other, and our environment. (*Caring, Collaborative*)
- We are safe and ready to learn. (*Innovative, Ambitious*)

The Foxes Code sets out our shared values, and the following expectations show how these values are put into practice across everyday college life.

We expect students to:

- Show respect and tolerance for others within college and the wider community.
- Be prepared and on time for all sessions.
- Behave positively and not disrupt the learning of others.
- Complete all work set to the best of their ability.

In general:

- Show respect for all students, college staff and visitors at all times.
- Respect the rights and views of others.
- Keep bedrooms and communal areas clean and tidy.
- Follow personal hygiene routines daily.
- Follow direction from staff during lessons and on/off college premises.
- Wear an ID card visibly at all times.

- Dress appropriately for the workplace.
- Not bring unauthorised substances or weapons onto College premises.
- Use language and behaviour that is respectful.
- Use college buildings and equipment safely.
- Smoke or vape only in designated areas.
- Follow all college policies and procedures.

In learning:

- Attend all lessons on time and prepared.
- Complete coursework and exams honestly.
- Do not use mobile phones in sessions unless permitted for learning activities.

## 2a. Mobile Phones

We encourage all students to take responsibility for the care and appropriate use of their personal devices as part of developing independence, self-regulation and digital literacy.

Students have access to their personal devices as part of their **free or personal time**, and are supported to make appropriate choices about how they use this time in a way that promotes wellbeing, social development and engagement.

### **Free / Personal Time**

Students have designated free or personal time in the evenings. During this time, students may choose how they spend their time, including whether or not they use personal devices. This time should be described and experienced as choice-based and adult-appropriate.

### **Use in learning, work and the community**

Students may carry personal devices; however, in some learning and work-based environments (for example, the hotel, kitchens, classrooms or external placements), students may be required to hand devices to staff for the duration of the session.

This mirrors real workplace expectations and supports focus, safety and professional behaviour. Devices are returned at the end of the session and this practice must never be presented as a consequence or behaviour management strategy.

## 3. Reward system

At Aurora Foxes 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.

Positive feedback given to our students 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.

Rewards and positive choices are recorded on Engage and shared with parent and carers through regular contact with House Managers.

Students celebrate Champion of the month in smaller houses/ week for larger houses to celebrate the success of individual students making special reference to individual achievements.

Staff are encouraged and empowered to recognise positive behaviour through the awarding of positive behaviour points which students take pride in.

Students work toward a range of the College Achievement trophies, awarded at the end of Autumn and Summer term. Alongside this the top five students every month with the most positive points are invited to celebrate their achievement at a special informal event.

## 4. Consequences

Our approach prioritises repairing relationships over punitive sanctions. Consequences are educational, natural, proportionate, and consistent with the behaviour levels described in Appendix A4.1. They are designed to help students understand the impact of their actions and develop safer, more positive strategies for the future. All incidents are recorded on Engage within 24 hours.

At Aurora Foxes, we recognise that some behaviours may be expected as a form of communication linked to a student's diagnosis or need, but they are not accepted when they cause harm, risk, or distress to others. 'Not accepted' means we respond with clear boundaries and support to help the student learn safer, more appropriate strategies, rather than ignoring or excusing the behaviour.

Consequences must always be fair, measured, and trauma-informed. They are never to be used as punishment for behaviours linked to a student's diagnosis or identified need. Staff are expected to apply professional curiosity and use restorative approaches to support reflection and accountability.

Where behaviours cause harm or pose risk, the response will still be firm, structured, and clearly communicated - balancing accountability with support in line with the main policy. This ensures consistency across Aurora services while allowing for local professional judgment.

Behaviour incidents are reviewed and, where appropriate, signed off within 72 hours by the responsible manager, with Level 3 and above incidents overseen by the Head of Care and/or Principal.

## 5. Relationships and Engagement Support

We offer a comprehensive range of proactive and reactive support services designed to promote student wellbeing, engagement, and development. These include:

- **Restorative Justice Team** – Facilitating conflict resolution and promoting accountability through restorative practices.
- **Positive Relationships and Engagement Team** – a dedicated team that meets weekly who are responsible for reviewing all behaviours, identifying trends and recommending next steps to support.
- **Multi-Disciplinary Team (MDT) Meetings** – Collaborative planning and review involving key professionals to support individual student needs.
- **Sexual Health and Relationship Support Team** – Providing specialist guidance and education on healthy relationships and sexual wellbeing.
- **Licensed Thrive Practitioners** – Supporting emotional development and resilience through targeted Thrive interventions.
- **Speech & Language and Occupational Therapy** – Enhancing communication skills and functional independence.
- **Zones of Regulation Programme** – Helping students develop self-regulation and emotional awareness.

- **On-Call Support** – provides immediate coordination and communication during significant incidents, giving advice and guidance and ensuring additional assistance is deployed quickly and effectively if judged to be required. On-call staff oversee welfare follow-up for both students and staff and support post-incident reflection. This ensures a consistent and supportive response in line with Aurora expectations.
- **Student Debriefs** – Students are supported to engage in restorative or reflective discussions after incidents in a safe, structured way. These sessions help students to explore what happened, understand the impact of their actions, and identify positive steps forward. The approach is supportive and educational, aimed at restoring relationships and strengthening self-regulation rather than punishment.
- **Staff Debriefs** – Following any high-level or complex incident, staff involved are offered a structured debrief session to reflect, share experiences, and identify learning points. These debriefs provide emotional support and ensure staff welfare is monitored, with follow-up from Senior Leadership where required. The focus is on learning, recovery, and reinforcing effective practice rather than assigning blame. Outcomes from reflective debriefs inform updates to training and incident response procedures to strengthen consistency across the team. Where a staff member experiences harm as part of a behaviour, an immediate welfare check must be completed by a senior leader, line manager or on-call manager, with clear communication about follow-up support and next steps. Staff also have a professional responsibility to report any injury that may not be captured in the behaviour incident form, so appropriate care and documentation can be provided.
- **Welfare Checks** – Regular monitoring to ensure student and staff wellbeing.
- **Lessons Learned Reviews** – Identifying and implementing improvements following incidents or concerns.
- **Bitesize Staff Training** – Ongoing professional development to enhance staff capacity in supporting students.
- **Expanded Safeguarding Team** – Including specialists in sexual health, relationship support, and therapeutic services to ensure robust safeguarding practices.

## 6. Behaviour Curriculum/Lifelong Learning

Our curriculum supports students in understanding the importance of trust, communication, consent, and mutual respect, while also helping them to recognise and respond to unhealthy behaviours. By embedding these principles across our teaching, we create a foundation for safe, supportive, and positive interactions that contribute to personal wellbeing and a thriving college community.

### Respectful Relationships

- Understanding the characteristics of healthy friendships and relationships, including trust, honesty, kindness, and mutual respect.
- Exploring boundaries, privacy, and consent in various contexts.

### Communication Skills

- Developing active listening, empathy, and assertiveness.
- Learning conflict resolution and how to manage disagreements constructively.

## **Online and Media Literacy**

- Recognising the impact of digital communication on relationships.
- Understanding online safety, cyberbullying, and the permanence of digital content.

## **Recognising Unhealthy Relationships**

- Identifying signs of coercive control, manipulation, and abuse.
- Knowing how and where to seek help and support.

## **Diversity and Inclusion**

- Challenging stereotypes and promoting respect for differences in gender, sexuality, race, religion, and ability.
- Encouraging inclusive attitudes and behaviours.

## **Emotional Literacy and Self-Esteem**

- Building self-awareness and emotional regulation.
- Understanding how self-esteem affects relationships and decision-making.

## **Sexual Health and Relationship Education (RSE)**

- Learning about safe and consensual intimate relationships.
- Understanding contraception, sexual health, and the emotional aspects of sexual relationships.

## **Family and Community Relationships**

- Exploring different types of families and relationships.
- Understanding roles, responsibilities, and the importance of supportive networks.

## **7. Quiet spaces**

We do not have designated quiet spaces at Aurora Foxes; however, we recognise the need for students to move to quieter areas within their living or educational spaces to help them recover and feel safe when they are distressed, overwhelmed, or dysregulated. This provides the opportunity for individuals to remove themselves from their immediate environment to either self-regulate or co-regulate, depending on their needs.

As professionals, we can often spot the early signs of distress and interrupt the conflict spiral by offering the opportunity to move to quieter areas or follow strategies from the individual's Positive Behaviour Plan.

If it is highlighted that a designated quiet space is required for an individual, this would be discussed and agreed with the service leadership and parents/carers and documented in their Positive Behaviour Plan.

Whether the use of a quiet space is planned or unplanned, the priority is to keep the individual safe and offer the support they need at that moment. Quiet spaces would not be used in a punitive way

or considered a form of exclusion or isolation; nor would they be places to seclude or hold individuals against their will or deprive them of their liberty.

## 8. Transition

We are committed to preparing students to be both work ready and life ready by embedding clear expectations, consistent support, and positive role modelling throughout their experience with us.

- Student Induction is delivered upon arrival and revisited regularly to reinforce key routines, responsibilities, and support structures. This ensures students are equipped to engage confidently in residential life, education, and work placements.
- Expectations for Residential, Educational, and Workplace Settings are clearly communicated at the start of each academic year and/or change of placement. These expectations are designed to promote independence, accountability, and professional conduct.
- Staff Role Modelling is central to our approach. Staff consistently demonstrate the behaviours, attitudes, and values we expect from students, helping them to develop the social and emotional skills needed for success in adult life and employment.

This approach supports students in developing the confidence, resilience, and interpersonal skills required to thrive in both personal and professional environments.

## 9. Communication

Parents/carers and local authorities are kept up to date with behaviours.

The House Manager is to hold open and honest conversations with parents on a regular basis surrounding the young person's wellbeing, behaviour and progress with learning. This will ensure a positive and pro-active relationship is formed with the view to discuss and agree strategies with the young person and parents/carers to best support.

## 10. Additional training

We are committed to equipping staff with the knowledge and tools necessary to support students' emotional regulation, sensory needs, and overall engagement in learning. Our training offer includes:

- Sensory Training – Focused on understanding sensory processing and its impact on student behaviour, emotional regulation, and learning outcomes.
- Zones of Regulation Programme – A structured approach used across the setting to help students identify and manage their emotional states effectively.
- Ad-Hoc Bitesize Staff Training – Delivered as needed in response to emerging themes, student needs, or practice developments, ensuring staff remain informed and responsive.

This ongoing professional development supports a consistent, informed approach to student wellbeing and behaviour across all areas of college.