

Positive Relationships and Engagement Support Local Procedures Aurora Wilden View

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

1. Introduction

Aurora Wilden View is a specialist provision for Children and Young People aged 5-19 that have Autism Spectrum Condition and/or Social, Emotional and Mental Health needs. Aurora Wilden View strives towards creating an environment that empowers our students to understand themselves, each other, and the world around them.

At Aurora Wilden View we follow the PBS framework through the use of Thrive, Elklan and PACE. All staff are trained and have a good understanding of PACE and support the students through this approach. Staff are aware of the different needs of the students and work with the PBS document to support the students. We have trained staff for Thrive and Elklan on site who assess and work with our students to support their holistic development and recognise different strategies to support the students throughout different aspects of their day. Our staff are fully trained in Price for de-escalation and restrictive physical intervention if needed.

2. Local expectations/routines/rules

At Aurora Wilden View School, we work together as a community to ensure that everyone is safe, happy and ready to learn. We do not have an extensive list of do's and don'ts but through clear communication and modelling and the PACE approach, we encourage positive behaviours that we expect to see and collaborate with our young people to develop their understanding of appropriate and inappropriate behaviours within school and beyond.

We recognise our young people are all at different stages of emotional regulation based upon their individual lived experience – many have had difficult experiences of school and have faced adverse child-hood experiences in addition to having a range of neurodiverse conditions. Therefore our young people, may react in extremes and it is our staffs role to co-regulate and support our young people with challenging behaviour to regulate; reflect and reset with our three pillars in their minds.

We seek to ensure that children and young people are enabled to experience and develop positive relationships based on mutual trust and respect and a clear understanding of acceptable behaviour.

Our Three Pillars of positive behaviour at Aurora Wilden view are:

- Be Safe
- Be Ready
- Be Kind

We promote our five school values of:

- Caring

- Ambitious
- Collaborative
- Trusted
- Innovative

We value the importance of a structured routine and ensuring all students are aware of the structure of the day and what to expect. We recognise this reduces the students anxieties and supports their understanding of the expectations in school;

- Once the students are onsite we do not permit the students to leave site on their own. Pre-arranged trips and visits are available often for the students to visit other environments.
- Mobile phones are not to be used during the school day (please see below)
- Bullying or targeting of students is not tolerated in school. Every student is welcome and should be able to feel safe and happy at Wilden View.
- Students are able to bring in their own drinks, however fizzy drinks, energy drinks and drinks that contain caffeine are not permitted in school. This includes branded drinks from Lucozade, PRIME, Coca-Cola, Pepsi, Monster and other high sugar content brands.
- Students are able to bring in healthy snacks, however due to allergies we cannot have nuts or items that contain nuts on site.
- Smoking, vaping, taking of any illegal substance and alcohol is not permitted on site and must not be brought to school.
- There is no school uniform at Wilden View School as we want every student to feel comfortable in school. However as the students take part in a lot of outdoor activities we would suggest appropriate clothing and footwear to be considered.

We have high expectations for our students and adopt a co-productive approach to work with our students to determine their individual needs and provide support and co-regulation to enable success.

2a. Mobile Phones

Aurora Wilden View School has a no mobile phone policy. At the start of each day, students are requested to hand their mobile phones and/or electronic devices to their form tutor/staff team when they arrive in their form room - these are collected and locked away until the end of the school day when devices are returned to pupils. This includes any ipads, tablets, phones or devices that can access the internet. Any smart watches should be disconnected from the mobile phones and any other devices. Devices will be returned at 2:55 ready for the end of the school day.

3. Reward system

At Aurora Wilden View School, we focus on a positive behaviour approach and encourage students to reflect on their own behaviour choices. We use a points based system linked to the school values to support and celebrate positive behaviour and engagement with learning within school. Students are rewarded with points out of 5 for each learning session with regular opportunities to earn bonus points from staff which can be converted to prizes. There is a catalogue of prizes that students can choose from in exchange for their points. There are also different trips each term that can be

worked towards and exchanged for their points. (These trips are in addition to the trips and visits the classes put on throughout the year)

There are lots of other opportunities to earn rewards that motivate students learning such as stickers, certificates, positive praise and 'choose time' (this list isn't exhaustive).

4. Consequences

We believe all behaviours have a purpose. Whether that is to communicate an unmet need or to express specific feelings. At Aurora Wilden View, we use restorative practices and recognise the importance of helping our students understand their behaviours and responses. We aim to help our students identify alternative strategies to keep themselves and others safe.

We do not use punitive measures as a means of compliance. Instead, at Aurora Wilden View, we use natural consequences. Where incidents occur, students will be supported by self-reflection and restorative approaches. The reciprocal relationship between Adult and student is central to this process. After any incidents occur, students will be offered a debrief with their Key Adult within 24 hours to discuss the incident and support students in their reflections. The purpose of the debrief will guide the student in their lessons learned post incident and be reminded that the next day or session is a fresh start.

We also have sanctions that can be used in different situations, this are encompassed in our therapeutic positive behavioural model. This may be (this list is not exhaustive):

- Restorative Practices i.e. if a student damages something they will be asked to help maintain areas
- Natural Consequences i.e. if something is damaged then it isn't instantly replaced for that young person;
- Meeting with parents/carers
- Request to leave the learning space and to work elsewhere
- Loss of learning offsite privileges if they consistently put themselves or other students at risk of harm.
- Work with the SLT Team
- Restorative and reflective practice session
- Suspensions, as a last resort

At Aurora Wilden View we use the PACE and emotion coaching approach to support positive behaviour, emotional wellbeing and personal development. All of our staff are also trained in PRICE which supports the students in de-escalation and regulation. As a last resort staff will use physical interventions to keep a student or others safe. This will only be used for the shortest amount of time and with minimal restriction in accordance to the guidance. We have PRICE trainers on site who will reflect and de-brief with staff to ensure the strategies are developed to support the students.

5. Relationships and Engagement Support

At Wilden View we recognise the importance relationships has on engagement and working together in the school. We have several strategies in place to ensure the students are supported and ensure they feel safe and secure in school.

We have a comprehensive therapy team on site that offer Psychological support, Speech and Language and Occupational Health. We can refer students for interventions and ensure the strategies are passed onto the class teams and are sent home.

Wilden View also have a Pastoral team on site that aim to support the students with their levels of engagement, behavioural strategies and emotional support. These members of staff are available to support the students to reach their full potential. Once a week the pastoral team and therapy team meet to complete an MDT (Multi-disciplinary team) meeting where specific students can be discussed and additional support and strategies can be put in place.

We also have staff that are trained in ELKLAN and Thrive, which support the students understanding of themselves and how best to communicate and engage with others. Interventions can also be offered through these sessions.

All of our students have access to a key worker in their class team. At the end of the day each student will have a timetabled session with their key worker to debrief about the day and discuss anything that may have happened. This is to ensure it has been addressed before leaving school and that every day is a fresh start.

6. Behaviour Curriculum/Lifelong Learning

Our PSHE and citizenship curriculum offers learning around British values, positive citizens, appropriate social interactions and staying safe.

The positive behaviour approach is being implemented within our curriculum and everyday school experience. Each student has access to intervention sessions or whole class sessions related to behaviour and there are opportunities for mindfulness and enrichment activities which allow effective relationship building; regulation; reflection and reset.

Our curriculum places a strong emphasis on supporting students to develop positive relationships and manage their own behaviour.

- Students are taught, as appropriate, about the Zones of Regulation to support them to communicate and self-identify their feelings and needs.
- All students have a Personal Behaviour Support Plan which discuss ways they would like to be supported. Where appropriate students will be involved in writing these or contributing to these along with the therapy team and form tutor staff.

Our PSHE curriculum includes support with building healthy relationships, developing personal skills, making positive decisions, managing conflict and reflecting on personal responsibility.

- Our reactive personal development curriculum effectively supports students as appropriate.

Students also take part in Careers sessions that support their preparing for adulthood and gives them different opportunities to explore life after school. Students will take part in meaningful works experience which will build up their experiences and opportunities outside of the school environment.

Life skills are a key priority in the school, where we focus on ensuring our students have access to learn, adapt and experience different situations to support their holistic development. This includes cooking, budgeting, shopping, experiencing different visits and trips and many more opportunities.

7. Quiet spaces

We have 3 quiet spaces across Aurora Wilden View that are used in line with our Behaviour Policy. The spaces are used for a mixture of regulation, co-regulation and therapeutic input and students are supervised to use these spaces successfully. These spaces are accessible to students; students are not locked in and they are used in a time limited way to support regulation. A safe spaces risk assessment supports the room use as does the behaviour policy that outlines appropriate use. Aurora Wilden View does not support any use of holds into safe, quiet spaces or locking of the space. These rooms are purely for therapeutic and sensory input.

Students can also access the outside space and the forest school for use of a quiet space.

8. Transition

To ensure a successful transition into Aurora Wilden View, we create a personalised plan for each student which is tailored to their strengths and interests of each individual student. This is agreed with the parents, local authority and the class team to ensure the transition into school can be a positive experience.

These sessions will often start on a part time basis and then increase over a period of 6 weeks, with reflections on how the transition is going at the end of each week. The pastoral team and SENCo will support the transition timetable which can be flexible and work with each individual student.

Students can have access to visual support, timetables, photographs and social stories to support their transition into school. They will also have a key worker allocated from their class.

At the end of each year students may move and transition to a new class. All students and parents will be given advance notice of this and careful transition plans will be created for each student. Transition booklets including photos of the classroom, key staff and information regarding the new class will be created and shared with the students. Staff will also complete a detailed hand over to ensure key and relevant information has been passed across.

9. Communication

At Wilden View, we aim to keep in regular contact with our parents and carers and families to ensure we have a cohesive working relationship. Parents will be given the option of daily or weekly communication with the class team. This can be from either emails or phone calls or a mixture of the two. Parents and Carers can also request face to face meetings if they have something they would like to discuss with the class team, therapy team or SLT.

Parents and carers will also have access to the class teams email addresses and can contact the class team with any questions or to share information.

Communication will be given in regards to sharing of information from the day, sharing positive news or important information. If there have been any incidents in school we will always endeavour to let you know on the day.

Parents will also be invited into a parents evening once a term where we can discuss progress and any further information.

10. Additional training

At Wilden View, we reflect and adapt our practice whilst monitoring the students and their needs. If we feel any further training is required we ensure this is put in place for the staffing team to ensure we are supporting all of our students. This may involve further Speech and Language, Occupational Health and Psychological training as well as keeping up to date with new strategies that are coming through.