

Aurora

Positive Relationships and Engagement Support Local Procedures

Meldreth Manor School

Please refer to the main A4 Positive Relationships and Engagement Support Policy

Policy Reference:	A4-MM
Version Number:	1
Applies to:	Aurora Meldreth Manor School
Associated Documents:	<ul style="list-style-type: none"> • Promoting Positive Behaviour Policy • Suspensions and Permanent Exclusions Policy • Child Protection and Safeguarding Policy • Adult Safeguarding Policy • Incident and Accident Reporting Policy • Anti-Bullying Policy • Templates: Individual Risk Assessments • Templates: Individual Positive Support Plans • Risk Management Plan for Self-Harm and Suicide template • PBS/Thrive/PACE framework
Implementation Date:	February 2026
Next Review Due:	February 2027
Approved by:	Head of School & Operations Director

1. Introduction

Aurora Meldreth Manor School follows the Positive Behaviour Support (PBS) framework. All staff are trained in PRICE within the context of supporting students with complex needs. It is a trauma-informed school, and this is integrated through Thrive and Elklan approaches.

2. Local expectations/routines/rules

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Expectations such as “*Be kind and share; Make positive choices; Celebrate difference; Develop life skills*” are incorporated through the holistic curriculum, integrating the Aurora Values and, consequently, the British values. Expectations and rules are presented in accessible formats and revisited during routines and transitions, ensuring all young people are well-prepared for adult life.

2a. Mobile Phones

Students do not have access to mobile phones on site. Assistive devices are used only for agreed communication/therapy purposes.

There is also a strict No mobile phone and smart device policy for staff.

3. Reward system

Our setting is committed to fostering a positive and supportive environment where every achievement is celebrated. Immediate verbal praise and reinforcement are provided to all young people to acknowledge effort and success. Rewards are individualized and tailored to meet the unique needs of each pupil, ensuring inclusivity and engagement. These may include a range of sensory activities, experiences, and outings designed to motivate and encourage continued progress.

4. Consequences

All incidents are recorded in *Engage* and systematically reviewed by the Senior Leadership Team (SLT), Designated Safeguarding Lead (DSL), and the Behaviour Specialist. Regular debrief sessions are conducted to ensure each incident is thoroughly analysed, and lessons learned are implemented to improve practice. Input from the Clinical Team is highly valued, providing essential support for young people and contributing to strategies that prevent or reduce the likelihood of future incidents.

5. Relationships and Engagement Support

Behaviour Support Plans (BSPs) outline individualised reparative strategies tailored to each young person’s needs. These plans are implemented collaboratively by the team around the child, which includes:

Education Team – ensuring consistency in classroom expectations and learning support.

Pastoral Team – providing emotional and social guidance.

Onsite Therapy Team – delivering therapeutic interventions as required.

Restorative Conversations – promoting accountability and repairing relationships.

Multi-Disciplinary Team (MDT) Meetings – coordinating input from all professionals to maintain a holistic approach.

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This integrated framework ensures that every young person receives proactive and reparative support to strengthen relationships and engagement.

6. Behaviour Curriculum/Lifelong Learning

Our Behaviour Curriculum is designed to equip pupils with essential skills for personal development and lifelong success. It focuses on:

Emotional Literacy- Teaching pupils to understand and express their emotions appropriately, fostering empathy and resilience.

Communication Skills- Developing verbal and non-verbal communication to build confidence and positive relationships.

Social Interaction- Encouraging cooperation, respect, and inclusion through structured activities and collaborative learning.

Self-Regulation- Supporting pupils in managing impulses, emotions, and behaviours to make responsible choices.

Additionally, PSHEE (Personal, Social, Health and Economic Education) underpins this curriculum by addressing:

Anti-Bullying Strategies- Promoting kindness, respect, and zero tolerance for bullying.

Online Safety- Teaching pupils how to navigate the digital world safely and responsibly.

7. Quiet spaces

Aurora Meldreth Manor school provides designated Quiet Spaces—including sensory rooms, therapy rooms, and classroom break-out areas—to support emotional regulation, wellbeing, reflection, and readiness to learn. These spaces are available to all pupils as part of our inclusive provision and may be accessed through planned interventions or brief, staff-approved breaks, aligned with individual pupil plans (e.g., EHCPs, IBPs, or pastoral support). Use of Quiet Spaces is supervised or monitored according to need, with clear time limits, and simple self-regulation strategies to ensure pupils return to learning promptly.

Examples of self-regulation tools available in these spaces include visual schedules, breathing prompts, sensory cushions, fidget tools, weighted blankets, noise-cancelling headphones etc.

The therapy room is a calm; structured environment designed for therapeutic interventions and emotional support. It is equipped with safe, low-stimulation resources and maintained to high standards of cleanliness and safety.

The Sensory room is equipped with low-stimulation, safe resources and are subject to regular risk assessments; staff are responsible for maintaining equipment and cleanliness.

Classroom break-out areas are low-distraction zones within teaching spaces and must remain visible or readily monitored. Staff will enable access equitably, prioritise pupil dignity and safety, and communicate expectations to pupils.

8. Transition

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At Aurora Meldreth Manor, transition and induction processes are supported through the use of visual schedules and collaborative Multi-Disciplinary Team (MDT) planning to ensure consistency and clarity for all learners.

Phase changes are structured in alignment with the Preparing for Adulthood (PfA) pillars—Employment, Independent Living, Community Inclusion, and Health—providing a holistic framework that promotes independence and positive outcomes. This approach ensures that transitions are person-centered, predictable, and responsive to individual needs.

9. Communication

At Aurora Meldreth Manor,

- Staff provide regular updates to families through the Tapestry platform to ensure ongoing engagement.
- Updates, including learning activities and relevant observations, are shared via daily diaries to maintain transparency.
- All incidents are communicated promptly through the daily diary or via phone calls from the relevant staff members.
- All communication remains clear, factual, and professional at all times.

10. Additional training

At Aurora Meldreth Manor, all staff will undertake site-specific induction and continuous professional development in Positive Behaviour Support (PBS), communication strategies, sensory regulation, Trauma-Informed Practice, and Thrive principles.

This training is fundamental to fostering positive relationships and engagement by equipping staff with the knowledge and skills to implement inclusive communication approaches, support emotional regulation, and create safe, structured environments.

By embedding trauma-sensitive strategies and Thrive principles, staff will promote resilience, wellbeing, and meaningful participation for all learners.