

Positive Relationships and Engagement Support Local Procedures Aurora Keyes Barn School

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

1. Introduction

At Aurora Keyes Barn School we follow the PBS framework through the use of Thrive, Elklan and ELSA. Our staff are fully trained in Team Teach. To support pupils all members of staff are trained in Team Teach. This promotes the least intrusive positive handling strategy. Our members of staff understand how to exhaust all verbal and non-verbal de-escalation strategies before positive handling strategies are used. They respond to disruptive or dangerous behaviours while maintaining a positive relationship.

All behaviours and interventions are recorded using Engage. Parents and carers will be informed either via telephone, email, or face to face. There will be a record of the outcome of the incident within this report.

2. The Keyes to Success

All pupils are supported to follow 'The Keyes to Success'

1. We take part and try our best
2. We listen and accept each other
3. We are honest and kind
4. We seek and offer help
5. We respect and care for ourselves, others and our environment

2a. Mobile Phones

Children may bring their phones into school if they are travelling to and from school alone and they need to have them in case of an emergency.

Please note that children will need to switch their phone off completely before entering the school grounds and will need to hand their phones into the school office at the

beginning of the day. The phones will be kept in the school office during the day, to ensure that they are kept safe and will minimise the risk of them being lost or damaged.

3. Reward system

Pupils will be recognised for specific values in conjunction with The Key to Success. Children will be recognised and rewarded by a point system. Below is a list of Values which are recognised and rewarded.

Articulate	Curious	Independent	Resilient
Brave	Enthusiastic	Kind	Respectful
Collaborative	Grateful	Motivated	Responsible
Confident	Helpful	Patient	Thoughtful
Creative	Honest	Polite	

Children will have the opportunity to save or spend their points on rewards at the end of each day. The rewards vary in point value and every effort will be made to ensure these rewards meet the pupils' interests and needs.

We encourage everyone to celebrate each other by having opportunities to give and receive verbal reassurance and praise for all their efforts during the end of the day reward time and end of the week reward ceremony.

During our weekly whole school reward ceremony children may receive certificates for the following.

- Dojo Champion of the week
- Dojo Value of the week
- Swimmer of the week, Footballer of the Week
- Reader of the Week
- Worker of the Week.

4. Consequences

At times, our pupils may become dysregulated, and behaviours can be presented in various ways. It is our aim to try and understand the reasons behind behavioural changes and how we can apply an effective and supportive resolution following a behavioural incident. A list of strategies which may be recommended.

- Opportunities for reflection
- Restorative justice
- Reparative discussions
- Targeted intervention support
- Brief loss of privileges
- Opportunities for Curriculum Catch-up

5. Relationships and Engagement Support

Pupils have Pupil Support Plans, Individual Risk Assessment and Thrive profiles. These documents help to keep staff informed on the best strategies on how to support and respond to a pupil's needs to promote positive behaviours for the pupils.

All children are allocated a key adult. The key adult will plan one to one session to work through targets set on their individual plans or to discuss any issues or concerns.

If a child is found to have barriers to learning or personal development that require additional support, an internal referral will be made to our Occupational Therapist, Speech and Language Therapist, or Emotional Literacy Support Assistants (ELSA). These professionals will assess the child's needs and develop an appropriate intervention plan. In addition, members of the ELSA team are Designated Safeguarding Officers and can provide support with safeguarding concerns.

6. Behaviour Curriculum/Lifelong Learning

Our curriculum places a strong emphasis on supporting students to in their personal development by providing a rich, broad and engaging curriculum.

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

Weekly themed assemblies focus on our reward system values.

Action plans are derived from Thrive and intertwines with our curriculum offer.

An engaging, broad and varied curriculum to develop pupils' curiosity and love for learning.

7. Quiet spaces

All classrooms have a designated quiet space.

Class one has access to quiet space within the classroom layout.

Class two has access to Pine.

Class three has a quiet space within the classroom layout.

There are additional quiet spaces such as the willow room, sensory room and school library area.

8. Transition

Site Visit

- Invite the child and family for a tour of the school.
- Explain the "Keyes to Success" (core values or expectations) during the visit.
- The Keyes to Success are displayed in each classroom for visual reinforcement.

Introduction Pack

- Provide a clear, child-friendly pack that includes an explanation of the school's reward system with visual aids.

Home Visit

- Where appropriate, arrange a home visit to:
 - Build trust with the family.
 - Discuss expectations and answer questions in a comfortable setting.
 - Share strategies for consistency between home and school.

To keep consistency across the school and to minimise the change during class transitions, all classes follow the same system.

9. Communication

Parents and carers will be informed of any significant changes in a child's behaviour or any celebrations either via telephone, email, letter or face to face.

At times, it may be necessary to arrange a meeting with school staff, parents/carers and other professionals to ensure that strategies and support are consistent and effective.

If there has been a significant behaviour incident, parents and carers will be informed on the same day.

The Keyes to Success chart is issued daily to provide parents and carers with consistent feedback regarding pupil progress.

The majority of pupils are transported by teaching assistants, who utilise this time to conduct brief daily check-ins.

Additional communication with parents and carers will be arranged as required, based on individual circumstances.