

## Positive Relationship and Engagement Support Policy

Formerly: Promoting Positive Behaviour Policy

<b>Policy Reference:</b>	A4
<b>Version Number:</b>	7
<b>Applies to:</b>	<i>All Aurora Group Services</i>
<b>Associated documents:</b>	Positive Relationship and Engagement Support Local Procedures Suspensions and Permanent Exclusions Policy Child Protection and Safeguarding Policy Adult Safeguarding Policy Incident and Accident Reporting Policy Anti-bullying Policy Reintegration Timetable Policy Templates: Individual Risk Assessments Templates: Individual Positive Support Plans A,B Risk Management Plan for Self-Harm and Suicide template PBS/Thrive/PACE framework
<b>Implementation date:</b>	April 2026
<b>Next review due by:</b>	April 2027
<b>Approved by:</b>	Incident & Safeguarding

*This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups*

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## 0. Changes since the last review

Sections 9 and 12 updated to ensure the use of RPI is reported to parents and the use of RPI according to SEN is analysed at the incident and safeguarding committee on a monthly basis to meet the DfE's guidance Restrictive interventions, including use of reasonable force, in schools', which came into effect on 1 April 2026.

## 1. Policy Statement

At the Aurora Group, we believe behaviour is a form of communication. Through positive relationships, personalised support, and trauma-informed approaches, we enable the individuals in our care to feel safe, respected, and valued. Our behaviour support practices are proactive, inclusive, and reflective of our core values: **Caring, Ambitious, Collaborative, Trusted and Innovative.**

This policy is grounded in the PBS (Positive Behaviour Support) framework, integrates the PACE (Playfulness, Acceptance, Curiosity, and Empathy) approach, and aligns with the THRIVE and Vineland model, ensuring a holistic, inclusive, and legally compliant environment for individuals with Special Educational Needs and Disabilities (SEND).

This policy provides the overarching framework for relationship and engagement support across all Aurora services. Local procedures will align with this framework and respond flexibly to each site's unique context and cohort needs.

## 2. Aims

This policy aims to:

- Promote a safe, respectful, and inclusive environment where individuals can flourish
- Define expectations for behaviour and positive relationships
- Outline a consistent, fair approach to behaviour support across the group
- Support staff in delivering proactive, evidence-based strategies to best support children and young adults
- Comply with all legal and regulatory duties, including safeguarding advice from the Department of Education

We are committed to fostering responsible, resilient individuals who:

- Make informed, positive choices
- Understand and manage their own emotions and actions
- Value and respect themselves, others, and their environment
- Embrace differences and promote inclusion

## 3. Definitions

### 3.1 Expectations are defined as:

- Taking personal responsibility to make sure individual behaviour ensures the Aurora Group values are observed

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- Treating everyone with respect, irrespective of differences or protected characteristics
- Respecting personal space, and the environment
- Listening to each other

These expectations may be translated into rules which are outlined in local procedures.

## 3.1 Inappropriate Actions

Inappropriate actions are defined as:

- Disruptive conduct in shared spaces, activities, lessons, or social times
- Refusal to follow reasonable instructions (e.g. completing work, tidying up)
- Defiance, aggressive or poor attitude
- Intentional damage

## 3.2 Serious Inappropriate Actions

- Consistent inability to adhere to the code of conduct or rules
- Bullying (please see our anti bullying policy)
- Sexual violence (e.g. rape, assault, unwanted sexual touching)
- Sexual harassment, including:
  - Inappropriate comments or jokes
  - Physical interference (e.g. with clothing)
  - Online harassment (e.g. unwanted messages, explicit content sharing)
- Vandalism or theft
- Physical assault
- Discriminatory behaviour (racist, sexist, homophobic, etc.)
- Possession of prohibited items:
  - Weapons, alcohol, illegal drugs, stolen items, fireworks, pornographic material
  - Any item suspected to be used for harm or criminal activity

*Further support for staff on understanding the levels of behaviours and incidents can be found in A4.1 Incident Guidance and Descriptors*

**3.3 PBS Framework:** Person-centred, proactive, dignity-focused support based on Functional Behavioural Assessment—minimising restrictive practices.

**3.4 PACE Approach:** The promotion of interactions grounded in Playfulness, Acceptance, Curiosity, and Empathy—creating safety for learning and regulation.

**3.5 THRIVE Model:** Emphasises relational repair, attunement, and developmental fulfilment—supporting an individual’s emotional and social growth.

**3.6 Vineland Adaptive Behaviour Scales (VABS) :** measures four main areas of everyday skills; Communication, Daily Living, Socialisation and Motor skills.

**3.7 Elklan model:** supports children and young people with speech, language and communication needs

## 4. Roles and Responsibilities

### Everyone:

- Models Aurora values and expectations consistently
- Supports a culture of mutual respect, safety, and inclusion

### The Aurora Group Executive Team/Governors

- Set and support the intent of the Positive Relationship and Engagement Support Policy
- Ensure staff are trained and competent in agreed approaches
- Support and hold Service Leaders accountable in delivery of their responsibilities
- Quality assure implementation and impact across the group/service
- Review themes and trends on a regular basis via monitoring processes.

### Service Leads:

- Ensure robust local procedures aligned with this policy
- Create and maintain a positive behaviour culture
- Monitor staff practice, consistency, and impact
- Ensure training, reporting, and review systems are in place

### Staff:

- Know and apply each individual's risk assessment and individual positive support plans using approved templates
- Promote proactive strategies and de-escalation techniques
- Record and report concerns or incidents promptly
- Remain professionally curious and reflective

### Children and Young People:

- Are supported to understand expectations and express their needs
- Participate in the development of their individual positive support plans
- Are involved in reflective and restorative processes post-incident

### Parents and Carers:

- Are partners in supporting positive relationships and engagement
- Are kept informed and involved in reviews or incidents
- Support consistency between service and home
- Regularly communicate with the service and share relevant information to support staff

### Governors

- Hold the service lead to account to ensure that this policy is implemented effectively
- Review themes, trends and high level incidents to ensure there are sufficient resources to support innovation in developing best practice

## 5. Support Principles, SEND and Adaptations

At Aurora, we recognise that all the children, young people and vulnerable adults we support have special educational needs or disabilities (SEND), which can affect their actions. When incidents occur, we consider whether their actions may be linked to their SEND, though not all behaviour will be.

We use prevention & proactive support using PACE rich staff interactions, creating appropriate sensory environments, teaching self-regulation skills and working with partners to design, implement and review support plans and approaches.

Each case is looked at individually, and local procedures are designed to reflect the needs of the service's cohort. When responding to behaviour, we follow legal duties, including:

- Avoiding substantial disadvantage to disabled individuals (Equality Act 2010)
- Doing our best to meet the needs of those with SEND (Children and Families Act 2014)
- Delivering the support outlined in Education, Health and Care (EHC) plans and working with local authorities

This ensures our approach is fair, inclusive, and supportive of every individual's needs.

## 6. Rewards and Consequences

### 6.1 Rewards

Rewards are used to focus on and celebrate positive choices and promote good relationships by building self-esteem and an individual's sense of worth. The use of rewards is outlined in local procedures. Where rewards are given these align to Aurora values and the service's rules.

### 6.2 Consequences

Natural consequences are used to help individuals learn from their actions and make better choices. Staff respond to actions which fall below expectations in a fair, consistent, and proportionate way, guided by individual risk assessments and individual positive support plans.

#### 6.2.1 Responses may include:

- Verbal reminders
- Loss of privileges
- Referral to senior staff
- Communication with parents or carers
- Behaviour agreements
- Restorative approaches
- Suspension or exclusion

These are applied with consideration of each individual's circumstances to ensure fairness and inclusivity. Staff aim to understand the reasons behind the actions and offer support to prevent recurrence.

## 6.2.2 Unacceptable responses include:

- Physical punishment
- Deprivation of basic needs
- Group consequences for individual actions
- Any form of humiliation

The goal is to maintain a safe, respectful environment where positive relationships and actions are encouraged and reinforced through meaningful, natural outcomes.

## 7. Actions beyond the service

Support and/or consequences may be put in place where inappropriate actions are undertaken offsite as these can have repercussions for the orderly running of the service, pose a threat to another student or resident, or could adversely affect the reputation of the service or the Aurora Group.

This includes:

Taking part in any service-organised or service-related activity (e.g. trips and visits)

Travelling to or from school/college/Alternative Provision/Residential Home

An incident in which the individual is in any way identifiable as a student or resident at one of our of our schools, colleges, alternative provisions or homes

Online activities

## 8. Suspected criminal behaviour

When establishing the facts, the service will make an initial assessment of whether to report the incident to the police and endeavour to preserve any relevant evidence to hand over to the police

The service will not interfere with any police action taken, but may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.

We take a zero-tolerance approach to sexual harassment and sexual violence and individuals are encouraged to report anything that makes them feel uncomfortable. Where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the service will consider whether consequences need to be applied in line with this policy and/or if it was a cry for help. If so, a referral to social care and/or other therapeutic services may be appropriate. The response will be proportionate, supportive and decided on a case-by case basis in line with our safeguarding policies.

## 9. Recording and Reporting

All students and residents will have an individual Risk Assessment and Individual Positive Support plan which will be reviewed at least termly and after every level 3 incident or after any significant change in presentation. Individual Positive Support plans should be updated as often as required.

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Where an individual has been identified as at risk of suicide or self harm a risk management plan must be put in place.

When an incident or the use of restrictive physical intervention occurs, it must be recorded on the Engage system on the same day, or within 24 hours at the latest. Restrictive physical interventions must be reported to parents/carers as soon as is practicable and no later than the same day. Incident reports direct those involved to consider any special educational needs and directs staff to look at the individual's EHCP.

Staff should follow the *Incident and Accident Reporting Policy (A62)* for full guidance. After any recorded incident, relevant information should be shared with parents or carers. These reports are legal documents and must be completed accurately, recording facts not opinions, stored securely, and treated with care.

Where changes in behaviour may indicate a safeguarding concern it will be logged on MyConcern/CPOMS and the records linked

## 10. Training

Staff are expected to attend and actively participate in all relevant training to support the children and young people in their care. This will include:

- De-escalation techniques
- Communication skills (e.g. Elklan)
- Aurora-approved physical intervention training (e.g. Team Teach, PRICE)
- Thrive or Vinelands
- Trauma informed Approach (e.g. PACE)
- Any site-specific or individual training needs

## 12. Monitoring and Review

- Behaviour trends and interventions are reviewed regularly at site and group level
- The Incident and Safeguarding Committee oversees implementation and compliance on the minimum of a monthly basis and as and when required.
- The incident and safeguarding committee will analyse RPI data against special educational needs on a monthly basis to ensure PI is being used appropriately and to consider if additional training or support may be required.
- Annual policy review is undertaken to ensure relevance and legal alignment

## 13. Summary

We aim to create environments where all individuals can thrive through respectful relationships, proactive support, and shared responsibility. Through this unified but flexible approach, the Aurora Group is committed to delivering excellence in behaviour support that values the voice, dignity, and potential of every person in our care.

## 14. Policy Framework

This policy is supported by the following appendices and should be read in conjunction with them:

### 14.1 Appendices

- **Appendix A4.1:** Behaviour Definitions and Examples
- **Appendix A4.2:** Restrictive Physical Intervention
- **Appendix A4.3:** Use of Quiet Spaces
- **Appendix A4.4:** Searching, Screening and Confiscation

### 14.2 Templates

Best practice templates and guidance can be located in the 'Key Documents' section on the [Quality Assurance](#) intranet page. These should be used for new students/residents.

- Individual Risk Assessments
- Individual Positive Support Plans
- Risk Management Plan for Self-Harm and Suicide