

Positive Relationships and Engagement Support Local Procedures Aurora Linemere School

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

1. Introduction

At Aurora Linemere School, we follow the PBS (Positive Behaviour Support) framework through the use of PACE, Elklan and Thrive. We align our practice with the Aurora Positive Relationships and Engagement Support Policy and embed the PBS framework through:

- Thrive – to understand and support social–emotional development
- Elklan – to support communication and interaction
- The PACE approach – Playfulness, Acceptance, Curiosity and Empathy
- PRICE training – to ensure any physical intervention is safe, lawful, and a last resort

Our staff are trained to protect the rights, dignity and wellbeing of children in a caring environment. Every interaction between adults and pupils has the potential to build trust, repair rupture and restore readiness to learn.

We understand behaviour as communication, often shaped by a pupil's life experiences and nervous system (fight, flight, freeze, fawn). For many of our pupils, safety has not always been reliably available. Protective strategies such as withdrawal, control, defiance, humour, charm or avoidance are understood as adaptive survival strategies, not "bad behaviour".

Our role is to understand and respond to the need beneath the behaviour, not simply to remove the behaviour. When pupils feel consistently safe, seen and understood, they can take the risks needed for learning and relationships.

We therefore:

- Prioritise felt safety before challenge
- Seek connection before correction
- Balance high structure with high nurture
- Aim for consistency without rigidity, using professional judgement

We recognise that meaningful behaviour change happens at four interconnected levels:

- Practice – what adults do in the moment to co-regulate and repair
- Process – how school systems respond, contain and follow up
- Relationship – how trust is rebuilt over time
- Culture – how our shared values are lived and felt across the community

These local procedures describe what this looks like in day-to-day practice at Linemere.

Culture at Linemere

At Linemere, our culture is the foundation from which all practice grows. It shapes how we think, how we respond, and how we build relationships with pupils, families, and one another. Every interaction reflects a shared commitment to relational, trauma-informed practice, and all staff are expected to uphold these principles consistently and intentionally.

Relational and Restorative Stance

- Understand behaviour through a trauma- and attachment-informed lens.
- Prioritise relationships and co-regulation over control or compliance.
- Use restorative conversations and questions to repair harm, rebuild trust, and restore connection.
- Hold pupils accountable in ways that are developmentally appropriate and emotionally safe.

Every Adult as a Co-Regulator

- Use calm tone, open body language, and predictable routines to support emotional regulation.
- Provide scaffolds such as visuals, prompts, modelling and structured choices rather than relying on verbal instruction alone.
- Notice and respond early to signs of dysregulation, intervening at the lowest level necessary to prevent escalation.

Consistency Without Rigidity

- Uphold the Linemere Core Expectations consistently across all spaces and contexts.
- Adjust expectations to individual need, not to adult mood or personal preference.
- Approach behaviour with professional curiosity, asking “*What has happened?*” rather than “*What is wrong?*”
- Balance fairness with flexibility, recognising that equity is not sameness.

Balancing Structure and Nurture

- Provide clear boundaries, routines, and consequences that are logical, transparent, and explained — never punitive.
- Actively build warm, attuned, and dependable relationships with pupils and families.
- Engage in reflective practice, including debriefs, supervision, and team discussion, to learn from incidents and continuously refine support.

2. Local expectations/routines/rules

Our rules are expressed through the **Linemere Core Expectations**. These are explicitly taught, modelled and revisited with pupils.

1. **We are safe**
 - a. We look after ourselves, each other and our environment.
 - b. We use safe hands, safe feet and safe language.
 - c. We follow instructions designed to keep people safe.

2. **We are ready**
 - a. We arrive on time and go to our agreed learning space.
 - b. We bring what we need for learning (with support as required).
 - c. We listen, follow routines and engage with learning at the level we can manage that day.
3. **We are kind**
 - a. We treat others with respect in what we say and do.
 - b. We notice and name kindness and effort in ourselves and others.
 - c. We challenge unkind behaviour and language safely and with adult support.
4. **We repair**
 - a. When things go wrong, we **own our part**, with adult support where needed.
 - b. We use restorative processes to repair relationships and, where possible, any damage.
 - c. We learn from what happened and agree what we'll do differently next time.

Conduct

- Our school is a safe and respectful community. We show kindness, include others, and use positive language with students and staff. Any behaviour that harms, intimidates, or discriminates goes against our values and will be addressed to ensure everyone feels supported and safe.
- Code of conduct will be displayed in each class with students contributed to this.

Uniform

- School uniform is not mandatory, but students should dress appropriately for a learning environment.

2a. Mobile Phones

Procedures

- On arrival, the member of staff on reception/door duty:
 - Greets the pupil and reminds them to hand in their device.
 - Places the device in a clearly labelled, secure storage system within their tutor classroom
- If a pupil is seen using a device during the day:
 - Staff calmly remind them of the agreement and request the device.
 - If the pupil cannot hand it over, staff follow de-escalation steps and seek support from a senior leader if needed. This will be a call home to parents to ask for their support in the safe handing over of phone
 - If this is not acknowledged by the student we request that the parents come to school to collect the device so we can ensure the safeguarding of themselves and other students.
- For some older pupils personalised agreements may allow limited use (e.g. at lunch if leaving site) where this supports independence and Preparation for Adulthood. These are:
 - Risk assessed,
 - Agreed with the pupil and parents/carers,

- o Reviewed regularly and withdrawn if misused.

Wearable tech (e.g. smart watches) is treated in the same way as phones if used to message, record, take photos or access the internet.

3. Reward system

Behaviour Values

At Linemere we understand that for many pupils, relationships can feel frightening as well as rewarding, especially where there is a history of disorganised attachment or trauma. Our reward system therefore focuses on:

- Connection, not control
- Intrinsic motivation, not transactional compliance
- Belonging and recognition, not competition

We aim for pupils to experience their relationship with school, with themselves and with others as rewarding in its own right.

Day-to-day recognition

- Ongoing verbal praise that is specific (“You kept going even though that was hard”) rather than vague.
- Non-verbal affirmation – smiles, thumbs up, positive notes home.
- In-class recognition – displaying work, “shout-outs”, jobs of responsibility.

Structured recognition

- Star of the Week (or equivalent) in each class/tutor group, linked to:
 - o Effort and perseverance
 - o Kindness and contribution
 - o Progress towards personal goals (not just academic outcomes)
- Celebration boards/displays showing learning, acts of kindness and personal achievements.
- Pupil’s Choice activities, where classes earn shared time for a chosen relational/learning activity (e.g. games session, creative project, outdoor learning).

Reward trips and special events

- Carefully planned reward trips and special activities are used to:
 - o Celebrate sustained engagement and progress over time
 - o Strengthen relationships and shared memories
 - o Provide experiences some pupils may not otherwise access
- Criteria for participation are clear, fair and communicated in advance, with reasonable adjustments for pupils with high needs.

Routes to reward are always explained in terms of Linemere’s Core Expectations and relational engagement, not as simple “if you do X, you get Y” transactions.

Values

Our school values are: **Caring, Trusted, Innovative, Ambitious, and Collaborative.**

These values guide our community and support students' personal development, helping them lead happy and healthy lives in the future.

There is a school wide focus on one value at a time, this changes every few weeks. Students are informed of the current focus during tutor time and assemblies.

At the end of each value cycle, students who have earned enough value points will receive a wristband, certificate and a choice of item from the 'Values in Action' reward box. Parents will also receive an email celebrating their child's achievement.

Students can collect up to five wristbands throughout the year.

Daily Behaviour Points

Points are awarded daily in the following categories:

Active Learning/ Attitude	Awarded for asking & answering questions, engagement and completing work to the best of their ability.
Consideration/ Respect	Awarded for being considerate with your noise levels, being polite and respectful, listening to others and showing an interest in others.
Personal target	Individual goals may relate to work, behaviour, social skills, or emotional development. These are discussed with each student and may align with EHCP targets
Behaviour Value	Awarded for demonstrating the current school value in focus (detailed above).

Students can be awarded up to 5 points per category per day (20 points total).

Additionally, WOW points (worth 20 points) may also be awarded for exceptional work, behaviours and attitudes that truly stands out.

Weekly Attendance Points

Each week, students who have attended every day are awarded 60 points.

At the end of Terms 2, 4 and 6, all points are converted into Amazon vouchers - £5 for every 500 points. Any remaining points roll onto the next term, except after Term 6 as all students start fresh in September.

Additional rewards

Instant rewards may be given for outstanding actions that deserve immediate recognition.

Positive feedback to students and parents

- Attendance certificates

- Positive postcards for individual achievements and development
- Heads Celebration lunch

4. Consequences

At Linemere, consequences are applied using a graduated approach, ensuring they are fair, proportionate, and meaningful.

- Low-level incidents are assessed and managed by the Class Team.
- High-level incidents are handled by Senior Leadership Team (SLT).

All Consequences are recorded on Engage as a behavioural incident report.

We only implement more significant consequences for repeated incidents and after discussions with students, ensuring they understand the expected behaviours and the reasons behind the sanction. We place a strong emphasis on working in partnership with parents, so that sanctions are clearly communicated, understood, and support positive behaviour change.

- Consequences are:
 - Linked to the behaviour (e.g. repairing damage, apologising, re-doing work)
 - Explained in relational terms (“We need to put this right so people can feel safe again”)
 - Delivered calmly, without shaming or humiliation
- We avoid consequences that:
 - Are arbitrary or purely punitive
 - Undermine relationships or a pupil’s sense of safety
 - Remove access to key regulation or support (e.g. taking away all break times as standard)

A typical response sequence might include:

1. In-the-moment co-regulation and limit setting by the class team.
2. Short, supported time out or change of space, as agreed in the pupil’s plan.
3. Restorative conversation supported by a key adult.
4. Natural repair – e.g. tidying, writing a note, repairing relationships, re-learning missed work.
5. Increased support or review of plan (Thrive action plan, risk assessment, individual support plan).
6. Family contact and review meeting where patterns persist or risk is higher.

Where behaviour poses significant risk, we follow the Aurora policy on risk assessment, restrictive practices (PRICE) and safeguarding, and convene MDT support as required.

Where the group dynamic itself is a key factor in the ongoing dysregulation, the whole team around the child will consider internal group changes/1:1 support/clinical intervention and - as a last resort - placement change will be considered.

5. Relationships and Engagement Support

We offer a range of proactive and reactive support to meet students' individual needs at Linemere

Key Adults and class teams.

- Every pupil has an identified key adult/form tutor who:
 - Oversees day-to-day wellbeing and engagement
 - Is a consistent point of contact for the family
 - Coordinates information from other professionals
- Class teams use the Thrive, Elklan and PACE frameworks to build safe, trusting relationships.
- **Pastoral and inclusion support:** Pastoral leaders and inclusion staff (e.g. SENDCo, Assistant Heads for each phase) provide:
 - Additional check-ins and mentoring
 - Small-group or 1:1 intervention for emotional regulation and social skills
 - Support around attendance, punctuality and reintegration after absence or exclusion elsewhere
- **Clinical and MDT input :** We have access to clinical professionals who can offer specialist input and guidance for students requiring additional support. This team consists of: Clinical Psychologist, Assistant Psychologist, Speech and Language Therapist, Occupational Therapist, Emotional Literacy Support Assistant and therapy assistants.
- **Restorative Meetings:** When issues arise, we use restorative approaches to resolve conflicts, rebuild relationships, and promote positive behaviour.
- **Lunch Clubs and Structured Activities:** During unstructured times, such as lunch breaks, we run clubs and activities to provide safe, supportive environments for social interaction and reduce anxiety.

6. Behaviour Curriculum/Lifelong Learning

Our curriculum places a strong emphasis on helping students build positive relationships and develop the skills to manage their own behaviour. Key elements include:

- Zones of Regulation – All students are taught and use this framework to communicate their feelings and needs effectively. All students have a PBS Plan which they have contributed to and discussed their triggers and ways they would like to be supported.
- Communication support (Elklan): Explicit teaching of how to express needs, worries and preferences safely and Visual supports and scaffolded language for feelings and choices
- Positive Behaviour Support Plans (PBS) – Each student contributes to their plan, identifying triggers and preferred strategies for support.
- Personal Behaviour Targets – Individual goals help students focus on specific areas for improvement.
- PSHE/RSE/Thrive – Lessons cover healthy relationships, personal skills, positive decision-making, conflict management, and reflection on personal responsibility. Online safety and digital awareness is embedded throughout the school day.

- Weekly Assemblies – Reinforce behaviour expectations and provide opportunities for discussion between students and staff.
- Reactive Personal Development Curriculum – Offers targeted support for issues as they arise, ensuring timely intervention.

Pupils are given multiple, repeated opportunities to rehearse and generalise these skills across different contexts and phases.

7. Quiet spaces

At Linemere, staff work with students to identify spaces they can use when feeling dysregulated. While some students may prefer an area within their classroom, we encourage them to use designated spaces available across the school. These include the pastoral hub, sensory room, outdoor areas, dedicated inside spaces for each area, and the library. Details of each student's preferred quiet spaces will be recorded in their PBS plans.

8. Transition

Students joining the school are invited to meet their class teams before their official start date. They also receive a transition booklet that outlines school routines and provides key information about their class. Following this, students begin their transition according to a plan developed collaboratively between school and home. For those who need more time to adjust and learn new routines, a gradual build-up to full-time attendance can be arranged. Regular communication between home and school ensures families can ask questions and feel supported throughout the process.

Before transition begins, new students and their families are invited to contribute to the Positive Behaviour Support (PBS) plan. This helps us identify early signs to look out for and strategies that work best for the student, supporting a smoother and more personalised transition.

To support students transitioning to new classes in the next academic year, the school runs a Transition Week at the end of Term 6. During this week, all students and staff move to their September classes, providing an opportunity to build relationships and become familiar with new classrooms and routines before the summer break. For students who require additional support, extra transition sessions can be arranged prior to Transition Week.

New students are also invited to attend some of the sessions during Transition Week to help ease their start in September.

Phase transitions (e.g. into KS3/KS4)

- Structured transition programmes for moving between phases, including:
- Visits to new areas and staff
- Joint meetings with current and future staff and families

Review and updating of EHCP and plans to reflect new expectations

Year 11 and Beyond

- Explicit Preparations for Adulthood curriculum
- Supported visits to colleges or placements.

- Shared information and coordinated planning with new providers, with pupil and family involvement

9. Communication

We see families and carers as **partners** in supporting behaviour and relationships.

Regular positive contact

- Key adults aim to provide regular positive feedback (e.g. weekly), tailored to family preference (phone, email, written note, online system).
- Positive achievements and engagement are shared, not just concerns.

Incident-related contact

- Where there has been a significant incident (e.g. injury, use of PRICE, serious distress, high-level damage, safeguarding concern), a member of staff will:
- Contact parents/carers on the same day,
- Share a factual account of what happened,
- Explain any immediate consequences and next steps,
- Agree how the incident and any follow-up will be fed back to the pupil at an appropriate time.

Ongoing concerns

- Where there are emerging patterns (attendance, engagement, peer conflict, repeated dysregulation), staff arrange a review meeting with families to jointly problem-solve.
- Involvement of MDT or external agencies is discussed and agreed where appropriate.

Formal reporting

- Families receive regular updates through reports, review meetings and EHCP reviews, which include information on social-emotional development, regulation and relationships, not just academic progress.

10. Additional training

All staff undertake regular training on Autism and SEN

In addition to the training outlined in the main Aurora Positive Relationships and Engagement Support Policy, linemere's prioritises further CPD to sustain our relational, trauma-informed approach.

This may include (according to role and need):

- Thrive practitioner training and refreshers.
- Elklan communication training for staff working with pupils with SLCN.
- Training in PACE and related attachment-informed approaches.
- Advanced PRICE modules (e.g. for key staff) and regular refreshers.
- Autism and sensory processing training tailored to our cohort.

- Training on disorganised attachment, developmental trauma and dissociation.
- Restorative practice training for staff leading restorative meetings.
- Training on equality, diversity and inclusion, including anti-racism and LGBTQ+ inclusion.
- Reflective practice and supervision skills for leaders and key staff.

Participation in training is recorded, and learning is brought back into daily practice through briefings, debriefs, coaching and supervision.