

Positive Relationships and Engagement Support Local Procedures Aurora Brampton Valley School

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

1. Introduction

At Aurora Brampton Valley we follow a student-centred approach, using the Positive Behaviour Support, PBS framework through the use of the following:

- Thrive – to understand and support social–emotional development
- Elklan – to support communication and interaction
- The PACE approach – Playfulness, Acceptance, Curiosity and Empathy
- Team teach 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 and nurturing environment. Our strength is our understanding of our students. Every interaction between adults and pupils has the potential to build trust, foster independence, 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". We believe that behaviour is communication and should be responded to as such.

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
- Take every opportunity to model and teach

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 following procedures describe day to day practice:

At Brampton Valley School, staff are expected to engage in training and develop their practice in order to embody the following principles in all interactions:

Relational and restorative stance

- See behaviour through a trauma- and attachment-informed lens.
- Prioritise relationship and co-regulation over control.
- Use restorative questions and conversations to repair harm and restore connection.

Every adult as a co-regulator

- Use calm tone, body language and predictable routines to support regulation.
- Offer scaffolds (visuals, prompts, choices) rather than relying on verbal instruction alone.
- Notice early signs of dysregulation and intervene at the lowest level necessary.
- Change of face when necessary
- Staff debrief and solution circles

Consistency without rigidity

- Uphold Aurora Brampton Valley School Expectations (see below) in every space.
- Adjust expectations to need, not to mood or preference.
- Use professional curiosity rather than personalisation (“What’s happened?” not “What’s wrong with you?”).

Balancing structure and nurture

- Provide clear boundaries, routines and consequences that are logical and explained, not punitive.
- Actively build warm, attuned, dependable relationships with pupils and families.

- Engage in reflective practice (debriefs, supervision, team discussion) to learn from incidents and refine support

2. Local expectations/routines/rules

Our Core Expectations are written to be simple, straightforward and easy for all to understand.

These help everyone feel safe, calm and ready to learn.

We learn these together.

Adults will help students practise them and remind as needed.

1. We Care

We look after ourselves, other people and our school.

We use safe hands, safe feet and safe words.

We listen to instructions that help keep everyone safe.

2. We Try

We come to school on time and go to our learning space.

We bring what we need to learn, with help if we need it.

We listen, follow routines and do our best for that day.

3. We Are Kind

We use kind words and actions.

We notice when we or others are being kind or trying hard.

If something feels unkind, we ask an adult to help.

4. We Rebuild

Sometimes things go wrong. That's okay.

With adult help, we talk about what happened.

We help fix the problem and learn what to do next time.

2a. Mobile Phones

In order to keep students and staff safe. Mobile phones and wearable tech must not disrupt learning, compromise safeguarding, or interfere with relationships and engagement.

Approach

- Pupils do not use mobile phones or smart devices during the school day.
- Where pupils bring devices to school, they must be handed in on arrival and stored securely.

- Devices are returned at the end of the school day (or at agreed times for transport needs).

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.
- 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,
 - 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

At Brampton Valley School we believe that feeling recognised, valued and belonging is essential for learning and wellbeing. We understand that for many of our pupils, relationships with adults and peers can feel uncertain or even frightening, particularly where there is a history of trauma, loss or disorganised attachment.

Our approach to recognition and reward is therefore **supportive, relational and inclusive**, rather than punitive or transactional.

Our systems are designed to build trust, confidence and a sense of belonging, and to help pupils experience school – and themselves – as positive and rewarding.

Our Principles

Recognition at Brampton Valley School is based on:

- **Connection, not control**
We prioritise strong, consistent relationships and attunement over behaviour management.

- **Intrinsic motivation, not transactional compliance**
We value effort, engagement and growth, rather than “earning” rewards for compliance.
- **Belonging and recognition, not competition**
We celebrate individual journeys and shared achievements, ensuring all pupils can experience success.

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

Everyday Recognition

Day-to-day recognition is frequent, low-key and meaningful. It focuses on noticing effort, resilience and positive connection.

This includes:

- **Specific verbal recognition**
Adults use clear, meaningful praise that names what the pupil has done, for example:
“You kept going even when that felt difficult,” or
“You asked for help in a calm way – that was a great choice.”
- **Non-verbal affirmation**
Smiles, nods, thumbs up, quiet reassurance and positive notes or messages shared with families.
- **In-class recognition**
Sharing work, celebrating small successes, giving pupils roles of responsibility, and offering “shout-outs” that highlight effort, kindness or progress.

These practices help pupils feel seen and supported without placing pressure on performance.

Structured Celebration

Alongside everyday recognition, we use simple, predictable systems to celebrate pupils more formally.

Examples include:

- **Star of the Week**
Each class or tutor group celebrates pupils for:
 - Effort and perseverance
 - Kindness, cooperation and contribution
 - Progress towards personal or individual goals (not just academic outcomes)

All pupils can be recognised, and focus is placed on growth and engagement rather than comparison.

- **Celebration boards and displays**

Visual displays that celebrate learning, acts of kindness, personal achievements and shared successes.

- **Pupil Choice activities**

Classes may earn shared time for a chosen relational or learning activity (such as games, creative projects or outdoor learning). These are earned collectively and emphasise teamwork, enjoyment and connection.

Enrichment Activities, Trips and Special Events

Our learning out of the classroom curriculum is not a reward, the only reason a student would not be able to participate in learning out of the classroom is based on risk assessment considering safety. Occasionally, pupils may take part in special additional activities or trips which are planned carefully and thoughtfully.

These experiences are used to:

- Celebrate sustained engagement and progress over time
- Strengthen relationships and shared experiences
- Offer enriching opportunities that some pupils may not otherwise access

Criteria for participation are:

- Clear and understood in advance
- Fair and inclusive
- Flexible, with reasonable adjustments made to ensure pupils with additional or complex needs are not unfairly excluded

Participation is always discussed in relation to our core expectations, personal progress and relational engagement, rather than as a simple exchange of behaviour for reward.

Our Approach in Practice

At Brampton Valley School:

- Recognition is never used to shame, threaten or withdraw connection
- Rewards are not removed as a sanction
- Support and celebration continue even on difficult days

When pupils struggle, adults prioritise understanding, repair and support, while continuing to notice effort and positive steps forward.

4. Consequences

Brampton Valley School operates in line with the Aurora Positive Relationships and Engagement Support Policy, using natural and logical consequences rather than punitive sanctions.

Please refer to:

Positive Relationships and Engagement Support Policy – Sections 6.2 to 6.2.1 (Rewards and Consequences).

- Consequences are:
 - A learning opportunity
 - 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)
 - Are not designed for long term student benefit

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 and safeguarding, and seek multi-disciplinary team 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

At Brampton Valley School we have a holistic approach to support to help pupils build and sustain positive relationships and engagement with learning. Staff work collaboratively utilising professionals and resources to best support students.

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, Pastoral leads) 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 Multi-disciplinary team, MDT input

In line with Aurora's model, pupils may have access to:

- Clinical/therapy input (e.g. psychology, counselling, OT, SALT) according to assessed need
- MDT meetings to coordinate plans around complex pupils
- Support in developing bespoke regulation plans, behaviour support plans and risk assessments

Family liaison

- Staff work in partnership with families through:
 - Regular contact (phone, email, meetings)
 - Joint problem-solving and review of plans
 - Support to access other services where needed (e.g. Early Help, CAMHS, social care, community support)

The aim of all support is to increase the pupil's sense of safety, connection and competence, and gradually build independence and self-advocacy.

6. Behaviour Curriculum/Lifelong Learning

At Brampton Valley School behaviour, relationships and regulation run through our curriculum. Our goal is to prepare students for an independent fully realised adulthood, our curriculum supports student development to enable them to develop these life skills at their own pace.

This is delivered through:

- PSHE / RSE / Thrive:
 - Relationships, boundaries and consent
 - Managing feelings, stress and change
 - Online safety and digital citizenship
- Preparation for Adulthood (PfA):
 - Self-advocacy and understanding your needs
 - Working with others, conflict resolution and teamwork
 - Managing transitions to college, work or training
- Learning out of the classroom
 - Working with others, conflict resolution and teamwork
 - Independence, confidence and self-belief
- Embedded social-emotional learning:
 - Use of Thrive action plans and targets within daily lessons
 - Teaching of regulation strategies (breathing, movement, sensory tools)
 - Modelling and practising restorative conversations and problem-solving
- Communication support (Elklan):
 - Explicit teaching of how to express needs, worries and preferences safely
 - Visual supports and scaffolded language for feelings and choices

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

7. Quiet spaces

At Brampton Valley School we have a number of quiet and low-stimulus spaces for pupils who need time to regulate or reflect, in line with the main Aurora policy.

This includes:

- Calm/quiet rooms in each phase, used for supported regulation, not as isolation.
- Low-stimulus areas and “calm corners” within classrooms or shared spaces.
- Access to outdoor or sensory spaces where appropriate and risk-assessed.

Use of quiet spaces is:

- Planned and personalised in pupils’ support plans and risk assessments.
- Supervised or monitored to ensure safety and connection (pupils are not simply “sent away”).
- Framed as a supportive offer (“Let’s take a break”) rather than a punishment.

8. Transition

Transitions are high-risk times for many pupils and need careful planning in order to be a successful positive experience for students and parents. The better we can get to know the student and the better they know us, the more successful the transition.

New pupils and admissions

- Staged induction which may include:
 - Pre-visits and tours at quieter times
 - “Meet the key adults” sessions
 - Pupil-friendly materials explaining Brampton Valley Core Expectations and routines
 - Peer buddy (where appropriate)
- Gradual build-up of time in school where needed, with a clear integration plan.

Within-school transitions

- Key adult handover planning sessions.
- Clear routines for moving between lessons, spaces and staff.
- Visual timetables, countdowns and advance warning of changes.
- Key adults support known high-risk transitions (e.g. start of day, after lunch).
- Peer buddy (where appropriate)

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

- Taster session of courses available
- 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

At Brampton Valley School families and carers as a key part of 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.
- Successes are also celebrated termly through our Brampton Valley News.

Incident-related contact

- Where there has been a significant incident (e.g. injury, use of RPI, 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

In addition to the training outlined in the main Aurora Positive Relationships and Engagement Support Policy, Brampton Valley School prioritises further professional development 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 Team Teach 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.