

Positive Relationships and Engagement Support Local Procedures

Aurora Peartree School

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

1. Introduction

At Aurora Peartree School, our approach to behaviour, relationships and engagement is relational, restorative and trauma informed. We align our practice with the Aurora Positive Relationships and Engagement Support Policy and embed the PBS framework using Thrive, PACE, and PRICE training, providing tailored strategies for each learner. These plans are developed collaboratively by Education, Therapy, and Home, ensuring a holistic approach to support.

Our school embeds a therapeutic model throughout the learning environment, guided by our specialist therapy team. As a learner-centred school, students actively contribute to their PBS plans, review them regularly, and understand their purpose. This collaborative process helps develop co-regulation and self-regulation strategies, empowering students to manage their behaviour and emotions effectively.

Our staff are fully trained in Team PRICE (Protecting Rights in a Caring Environment). This training provides a comprehensive understanding of behaviour theory, de-escalation strategies and a range of Physical Intervention (PI) and Restrictive Physical Intervention (RPI) techniques.

Restrictive Physical Interventions are used only as a last resort and solely to ensure the safety of students and staff.

2. Local expectations

Code of Conduct

The code of conduct for Peartree School is:

- We all display our School Values
- Everyone must feel safe and welcome at our school.
- The school is a learning environment.
- The school is a healthy place.
- We help each other.

We do not have extensive lists of do and don'ts but through clear communication and modelling, we will influence what positive behaviours we want and expect to see.

Smoking or vaping is not allowed on site, and the school will contact parents immediately if a student is found to have smoked or vaped on site or during an offsite school activity. Smoking paraphernalia and vapes will be removed and disposed of if they are in the possession of students and parents informed.

Behaviour 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.

Mobile Phones

Mobile phones and wearable tech must not disrupt learning, compromise safeguarding, or interfere with relationships and engagement.

Core 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, a member of staff on duty:
 - Greet the pupil and remind them to hand in their device.
 - Place the device in a clearly labelled, secure storage system.
- If a pupil is seen using a device during the day:
 - Staff will 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.

Uniform

Peartree School has a school uniform which pupils are expected to wear. The school recognises that some pupils may have sensory, medical, or additional needs which may make wearing certain items difficult, and a flexible approach will be taken where reasonable adjustments are required to ensure pupils feel comfortable, included, and able to participate fully in school life.

3. Reward system

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 relating to work, behaviour, social skills, or emotional development. Discussed with each student and may align with EHCP targets
Behaviour Value	Awarded for demonstrating the current school value in focus

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 stand 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. 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 Peartree, sanctions 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 sanctions are recorded on Engage as a behavioural incident report.

We only implement more significant sanctions 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.

Acceptable sanctions include:

- Time out of class
- Phone call home
- Meeting with parents/carers
- Loss of activity/reward/vouchers

5. Relationships and Engagement Support

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

- **Pastoral Team:** Our pastoral team provides day-to-day emotional and behavioural support, ensuring students feel safe and understood. The pastoral team are available as a drop-in for students and offer regular wellbeing sessions for targeted students.
- **Clinical Team:** We have access to clinical professionals who can offer specialist input and guidance for students requiring additional support.
- **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.
- **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 Curriculum** – Lessons cover healthy relationships, personal skills, positive decision-making, conflict management, and reflection on personal responsibility.

- 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.

7. Quiet spaces

At Peartree, 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, Chestnut Room, 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.

9. Communication

Parents and carers receive daily email handovers to keep them informed of their child's achievements, as well as any incidents or behavioural challenges.

If a significant incident occurs, the class teacher or a member of SLT will personally call parents/carers to discuss what happened and next steps.

All incidents are recorded on Engage, ensuring a transparent and accurate account of events.

10. Additional training

Staff will undertake training on a variety of different topics in addition to the compliance training that they complete when they first start at Peartree to include:

- Autism/ADHD friendly support
- Restorative approaches
- PBS approaches
- PDA approaches
- Mental health and wellbeing support approaches
- Safeguarding