

Positive Relationships and Engagement Support Local Procedures Aurora Mansfield School

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

1. Introduction

Aurora Mansfield School seek to create an environment in which high quality learning can take place. This ethos is based on our vision of “We believe every child has a future.”

We have high expectations for our learners throughout all that they do. We focus on building positive relationships, and this works well with our relational approach.

We base all our work around our core values of:

Caring: We take seriously our responsibility for the children and young people in our care, and are committed to making your time with us as positive and fulfilling as possible

Ambitious: We have high expectations of all our children and young people, regardless of what barriers they may have faced in the past. We encourage our students to expect more for themselves

Collaboration: We work in partnership with you, listen to your feedback and find out what is working well. We work together to find out what’s working well, what we can do better and how we can develop our provision to meet your needs.

Trust: We hold ourselves to the highest standards and aim to deliver top-quality services to every single student we work with. We build trusting and sustained relationships, where students feel safe and valued.

Innovation: We tailor our approach to individual needs and provide opportunities for exploration. We begin planning for the future as soon as a young person starts at REAL.

2. Local expectations/routines/rules

Aurora Mansfield School believes in high standards of behaviour, and these are achieved through 3 simple rules of being:

1. **Ready**
2. **Respectful**
3. **Safe**

These 3 simple rules can be applied to a variety of situations and are taught and modelled in our learning environments. There is a key focus on establishing positive role modelling and

an emphasis on the key value of building quality, professional, trusted, relationships with the learners in all of our provisions.

This enables the setting of clear and consistent expectations and positive reinforcement of good behaviour. Our staff do this by focusing on:

- **What to do**
- **What to say**
- **How to be**

There is an acknowledgement that while consistency is important, there also needs to be careful application of processes in relation to learners' individual needs. Staff are expected to maintain a consistent, calm approach to behaviour at all times, with the emphasis on depersonalising behaviour interventions.

Positive noticing is encouraged and used to ensure we are catching learners doing the right thing. Positive acknowledgement, noticing and kindness teaches behaviours, and we will get more of the behaviours we notice most.

2a. Mobile Phones

Mobile phones and earphones/buds should be switched off or to silent (not vibrate) and always kept out of sight throughout the day. A learner may only use a mobile phone in a lesson when it is agreed by a member of staff. Parents/carers are reminded that in cases of emergency, the child's Learning Manager/Provision Manager remains a vital and most appropriate point of contact and can ensure learners can be reached quickly and assisted in any appropriate way.

Any learner caught using a mobile phone to cheat in exams or assessments will face serious consequences, including removal from that exam and potentially subsequent exams. Learners with mobile phones may not engage in personal attacks, harass another person, or post private information about another person using SMS messages, taking/sending photos or objectionable images, and phone calls. They should also not be used for any illegal uses such as sharing of nude/semi-nude images of individuals under the age of 18. Learners using mobile phones to bully other learners will face appropriate sanctions according to this behaviour policy.

3. Reward system

Alongside daily positive noticing, behaviour is also reinforced in a number of ways including:

- Listening to learners and understanding their needs and expectations
- Celebrating achievement publicly and privately
- Giving immediate feedback, verbal praise for individual achievement
- Adopting an approach of individual support and encouragement
- Student involvement in the reviews of their progress

All learner rewards are dependent on the starting point of the learner and based on their individual interests and needs. Rewards are often linked closely to outcomes within education, health and care plans, wellbeing targets or the daily log numerical score.

These are some of the examples that we currently use:

- phone call home,
- postcards

- site-specific activities
- certificates
- bespoke individual rewards linked to EHCP targets
- visit to agreed site/activity
- end of term competitions
- monetary vouchers linked to attendance/attainment
- Headteachers award and end of year celebration events.

4. Sanctions

Aurora Mansfield School does not endorse the use of sanctions in terms of issuing some form of 'punishment'. Where learners exhibit behaviours that may put the learning and safety of themselves or others at risk, Aurora Mansfield School will use a range of interventions to promote positive behaviour.

5. Relationships and Engagement Support

The interventions used at Aurora Mansfield School are considered on an individual level. Our staff are expected to develop and maintain positive relationships with our learners which then enable them to address any concerns in a consistent way.

Interventions often are linked to behaviour incidents involving individual learners, and each incident is recorded on Engage and graded in severity, from 1-5, 1 being low level, and 5 being significant or dangerous. Aurora Mansfield School acknowledges that we are not able to issue a 'one size fits all' and all behaviour support is required to be bespoke to specific needs.

Following the submission of a behaviour concern, the Assistant Head - Behaviour and Attendance or another appropriate leader will contact the staff member/staff team to discuss and review the incident and provide any support required.

Appropriate interventions will then be planned and actioned accordingly for the learner, and/or the staff member/staff team as appropriate.

6. Behaviour Curriculum/Lifelong Learning

Our Personal, Social, Health and Economic (PSHE), Preparation for Adulthood (PfA) and Relationship and Sex Education Curriculum and approach to teaching and learning fosters positive relationships and engagement. This is achieved through a structured and multi-layered approach centred on statutory requirements and practical skills that will prepare our learners for adult life.

PSHE and Relationship Education

The Personal, Social, Health, and Economic (PSHE) curriculum explores and includes learning about developing relationship skills. Coverage typically includes:

- Healthy Relationships: Students learn to identify the features of positive friendships and family dynamics, such as mutual respect, trust, kindness, and support.

- **Conflict & Boundaries:** Specific sequences of learning address conflict resolution, recognising and managing peer pressure, and understanding personal boundaries (including online safety and consent).
- **Emotional Regulation:** Pupils are taught self-regulation techniques and a vocabulary for their emotions to help them communicate constructively in a range of settings.
- **Safeguarding:** PSHE serves as a safeguarding tool, teaching pupils how to recognise abusive behaviour and seek help from trusted adults.

Citizenship

Citizenship Education is considered throughout our thematic curriculum at Key stages 2 and 3, and the Key Stage 4 curriculum. Students will learn about the wider world and how to be a valued member of society. Students explore their rights and responsibilities as citizens, and their tolerance and compassion for diverse backgrounds, with British Values being embedded through our curriculum and approach. Our curriculum encourages participation through debates, school councils, and social and community projects.

Preparation for Adulthood (PfA)

The Preparation for Adulthood framework integrates personalised outcomes from Education, Health and Care Plans (EHCP's) into key "pathways"

- **Friends, Relationships, and Community:** This focuses on helping young people develop supportive networks, learn what it means to be a good friend, and engage in local community activities like volunteering or leisure clubs.
- **Inclusion & Independence:** Learners are supported to understand "what a good life looks like," ensuring students can find their place in the wider community through practical and social interaction skills.
- **Holistic Support:** PfA outcomes are often embedded in Education, Health, and Care (EHC) plans to ensure personalised support for long-term social engagement.

7. Quiet spaces

Following a difficult period for a learner, we will utilise spaces where possible for regulation, conversation and debriefs. This may be a space on site, outside or a suitable space out in the community that we know a learner benefits from. Students may need some time to reintegrate back in to school life and rebuild relationships with others, and this is planned on an individual basis.

8. Transition

Learners that transition into Assistant Head - Behaviour and Attendance benefit from a personalised and tailored approach. The Education and Health Care Plan supports us to understand the types of provision a learner requires, and we meet all learners and families upon receiving a referral. Learners and families are supported with the following:

- Taster sessions
- Meetings with key staff
- Meeting peers
- Visiting a range of environments to assess suitability

- Part time timetable to support transition, building up to full time, with an agreed timeline.
- Support with transitions throughout the day
- Support with transitions to different venues to study subjects of choice
- Support with transition into and around the local community
- Support with transitions to and from school
- Access to a range of support such as mental health, counselling, attendance
- Personalised timetable in relation to needs, interests and motivators
- Discussion and visits about the future as soon as students arrive
- Careers advice and guidance
- Transition support when the time comes to move on from Aurora Mansfield School

9. Communication

At Aurora Mansfield School your child's Personal Tutor will phone you at least once a week to discuss progress and behaviour. If there has been an incident during the day, this will be communicated to you, and next steps will be identified and agreed.

We work closely with families to ensure that we have some consistency in approach, and support is discussed and agreed. Individual Learner Risk Assessments, and Behaviour support Plans are written collaboratively so we can ensure provision meets need.

All parents / carers are invited to events across the academic year, where there is an opportunity to discuss progress.

10. Additional training

To ensure a consistency of approach, Aurora Mansfield School uses the principles set out in Nottinghamshire County Council's approach, known as CRB* (Coping with Risky Behaviours). All teaching staff have access to training and regular updates in the positive approaches to managing behaviours. However, our emphasis is on de-escalation techniques with the use of any restraint being used in the last resort and being reserved for those learners who pose a high risk to themselves and to others.

Teaching staff will only use reasonable force and physical intervention techniques when the risks involved in doing so are outweighed by the risks involved in NOT using restraint. Aurora Mansfield School will always put the safety of the learner above any issues relating to potential damage to property e.g. if a learner is causing damage to a site, and a physical restraint would cause further distress, the wellbeing of the learner takes precedence. Damage and property can be replaced.

Staff Authorised to use CRB restraint techniques

Under Section 93 of the Education and Inspection Act (2006) and subsequent guidance the Head teacher /Assistant Head - Behaviour and Attendance is empowered to authorise all members of his/her staff to use reasonable force.

Aurora Mansfield School staff who have been empowered to use reasonable force are:

1. Teachers/tutors and any member of staff who has control or charge of a learner in a given lesson or circumstance have permanent authorisation
2. Other members of staff such as site staff also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken

Deciding Whether to Use CRB restraint techniques

Under English law, members of staff are empowered to use reasonable force to prevent a pupil from, or stop them continuing:

Committing any offence

- Causing personal injury to, or damage to, the property of any person (including the person himself)
- Prejudicing the maintenance of good order and discipline at the school, or among any learners receiving education at the school, whether during a teaching session or otherwise

All members of staff will make decisions about when, how and why to use reasonable force.

To help staff in making decisions about using reasonable force teaching staff can consult the Aurora Mansfield School staff code of conduct, or use the following considerations:

1. Whether the consequences of NOT intervening would have seriously endangered the wellbeing of a person
2. Whether the consequences of NOT intervening would have caused serious and significant damage to property
3. Whether the chance of achieving the desired outcome in a non-physical way was low
4. The age, size, gender, developmental maturity of the persons involved

Aurora Mansfield School considers any physical intervention outside of the criteria above to be deemed *unreasonable*, and any member of staff contravening these criteria would be made subject to an investigation and possible disciplinary procedures.

As part of the induction process staff will receive an introduction to this policy, along with support around how to deal with challenging behaviour.