

## **Positive Relationships and Engagement Support Local Procedures Aurora Hanley School**

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

### **1. Introduction**

At Aurora Hanley our focus is on building relationships with students and families, so that we really understand their needs. We strive to understand any behaviours and to see what the behaviour is communicating, unpicking the root cause. We always take a person centred, empathetic, kind approach to supporting young people.

Staff receive appropriate training including PRICE training, Elklan Communication training, trauma informed approaches, SEN and much more.

### **2. School rules**

- Be safe and sensible
- Be polite to each other, staff and visitors
- Show kindness to everyone
- Listen to each other and work as a team

### **School expectations**

We don't have a school uniform, but clothing, jewellery and footwear must be safe and appropriate to a school setting. Footwear must have a back in it (e.g. no flip flops/sliders).

Skirts must be of an appropriate length, tops must cover tummies, we do not allow night wear or oodles (very fluffy fleeces used like dressing gowns).

### **2a. Mobile Phones**

Mobile phones are handed in to the school office on arrival each day.

We do not allow mobile phones or technology to be brought on site by students. Smart watches are not allowed unless there are exceptional circumstances approved by the head (e.g. medical needs).

Where a student does not comply parents will be informed. Repeated breaches may lead to a ban where students are not allowed to bring phones to school at all (e.g. for use in taxi).

For some occasional off site trips students may be allowed to carry their phones- this will be stated clearly by staff as part of trip planning. This is at the discretion of the Head teacher.

### 3a. Promoting Positive Behaviour

- We follow good autism practice- we try to be consistent and clear and prepare students for change
- Every pupil has an individual Student Support Plan and a risk assessment in place
- Positive ethos where staff recognise what pupils do well and give descriptive praise
- Clear school rules known and understood by all
- We recognise that behaviour has a communicative function – we try to understand the function of the behaviour in order to understand the issue
- Zones of regulation embedded for social communication in supporting pupils to identify and express their emotional and physical state
- Use of daily tasks/schedules to reduce anxiety and use of visuals to support communication
- Clear expectations- reinforced with social stories or other visual tools
- Mind works sessions teach emotional understanding and self-regulation
- We share positives regularly with parents/carers so they can reinforce positive behaviour at home
- We make sure we know our pupils well -reading key information and talking to those who know them best
- We role model the behaviour we wish to see -politeness, kindness, respect
- We describe the behaviour we do want to see and not the undesired behaviour e.g. 'Walk please' (as opposed to 'No running'), 'sit on a chair please' (as opposed to 'Get off the table')
- We support self-regulation- modelling/reminding of strategies taught in mind works or from SSP and encouraging students to apply them in real contexts
- We use emotion coaching-labelling 'You look angry, it's ok to be angry but it's not ok to....'
- We avoid labelling students tone of voice as 'rude'- this is often due to autism/SEN need- we may model a more appropriate response instead or acknowledge they are upset/escalated
- We reduce language when a child is escalating- 'a crisis moment is not a teaching moment' and focus on supporting the child to calm
- We ensure own behaviour is calm and empathetic-we cannot support others to regulate if we are not regulated! We recognise if we need to 'swap out'

- We deal with issues on the same day wherever possible and try to treat every day as a 'fresh start'

### 3. Reward system

- Descriptive praise
- Positive feedback to students and parents
- Reading raffle to celebrate reading engagement and efforts
- Attendance certificates
- Positive postcards for individual achievements and development
- Heads Celebration lunch
- Rewards/points linked to Aurora value

### 4. Consequences

Any sanctions/consequences will sit along the teaching of appropriate expectations and behaviour e.g. through social stories, comic book conversations, modelling, visual support.

- Phone call / email home
- Spoken to about expectations by Tutor
- Catch up time / Missed minutes at breaktime
- Natural consequences e.g. deliberate unsafe behaviour on trip-miss next outing (pupils should never be excluded from repeated outings unless agreed by SLT), poor behaviour in IT room- 1 day ban for the next day, catch up missed work during Feel Good Friday so student is ready for following week
- Pupil spoken to by Assistant Head – resetting of expectations
- Restorative conversation between pupils/staff/mediated meetings
- Report cards
- Pupil spoken to by Head
- Parents called in to meet with Assistant Head or Head of School
- PCSO called in to talk to young person
- After-school sanction
- Internal reflection - usually in the Hub building (with a focus on restoration, repair, education)
- Fixed term external exclusion

### Physical Intervention

The focus is always on de-escalation, understanding and addressing triggers, and supporting the young person to manage their own behaviours effectively

- All pupils have an individual Student Support Plan and Risk assessment.
- New staff undertake a 2 day Price training course
- Trained staff undertake an annual refresher

- We carry out a debrief as a team and with the young person if a restrictive physical intervention has been used, to try to understand why the situation escalated and to focus on prevention in the future
- We inform parents/carers on the day of any restrictive physical intervention

Physical interventions are logged on the day and patterns/trends/triggers are analysed in order to address and reduce incidents in a proactive way.

Risk assessments and Student Support Plans are updated as required following an incident/escalation.

## 5. Relationships and Engagement Support

- All staff undertake regular training on Autism and SEN
- ELSA (Emotional Literacy Support Staff) – have a caseload of students with individual plans
- Occupational Therapist – Identifies and implements programmes and equipment to support the sensory needs of individuals to access learning.
- Speech and Language Therapy (SaLT) – Supports pupils in their communications with others, to develop effective social interaction and communication. Advises and trains wider team.
- Clinical Team –Tiered approach to ensure each child gets the right support at the right time e.g. one to one sessions, targeted group work sessions, support and strategies around mental health and well-being, liaison with families.
- Pastoral Lead - Offers daily support to pupils in crisis or struggling with learning, mental health and well-being, by reviewing Student Support Plans, listening to concerns and worries and planning ways forward and giving advocacy around their needs. Monitoring attendance and transitions allowing and supporting pupils to reach their full potential.
- Safeguarding/Family Support Worker – To safeguard pupils in line with Child protection policies and legislations and KCSIE. To offer or provide wider multi-agency support as required.
- Therapy dog- on site for parts of week and carries a case load

## 6. Behaviour Curriculum/Lifelong Learning

PSHE – To educate pupils on self-awareness including the impact of their behaviours and words to others i.e. Bullying v's Banter, feedback and constructive criticism, trolling, self-kindness, socially acceptable behaviours and consequences of socially unacceptable behaviours.

- Mind works - Sessions explore anxiety, fear and avoidance, mental health, diagnosis and the impact this may have on behaviour, strategies on how to manage different aspects.

- SaLT weekly sessions to develop pupils' abilities to effectively and appropriately communicate their needs.

- Targeted interventions – linked to clinical team/Elsa

## 7. Quiet spaces

- Break out rooms – are spaces that are multi-purpose, offering a quiet space and also used for OT programmes/ 1-1 interventions or learning
- library areas
- All rooms are located close to classrooms and are freely available to all young people.

The school adheres to the Auroras central policy in the use of these spaces and students always have easy access in and out of the room.

## 8. Transition

- Many of our students have had a difficult educational journey before joining us or have been out of school for a prolonged period.
- When new students join Aurora Hanley, a personalised transition plan is agreed with the student and family. This is tailored to the strengths and interests of the young person and taking into account what is most likely to lead to a positive experience.
- Students receive clear visual supports and resources to prepare them for the transition including a social story with visuals of the building and key staff.
- The transition plan is carefully monitored and reviewed weekly by the Pastoral lead with a view to being full time on site by the end of 8 weeks.
- Support is built into the transition in a flexible way to meet the needs of the child e.g. a meet and greet by a set person, additional visual support, home school diary etc.

## 9. Communication

- Generally, families will receive an email update from the class tutor at least weekly, depending on the needs of the student and family. For some families, a phone call or face to face communication may be more appropriate.
- Where there has been an issue in school that we feel you need to be aware of, we will always endeavour to let you know on the day.

## 10. Additional training

- We monitor students, successes and issues on an ongoing basis. Where specific training is needed to support a young person, we would always look to facilitate this (e.g. additional SaLT training).