

Positive Relationships and Engagement Support Local Procedures

Aurora Severnside School

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

1. Introduction

At Aurora Severnside School, we follow the PBS framework through the use of Thrive, Elklan, PACE and Restorative approaches. Our staff are fully trained in PRICe and also have extensive training on the outlined approaches to ensure consistency and effective support for our students

2. Local Expectations

Student Code of Conduct

Students will always be consulted and involved in devising the school code of conduct. It is important that all young people have a say in what codes govern the operation of a school to enable it to be a safe and secure environment. This exercise is completed through ballots, and student council. The school code of conduct will be reviewed every three years and redesigned if students feel that they do not reflect the ethos of the environment.

The code of conduct for Severnside 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.
- The school is a productive space where all can learn.
- We help other students.

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.

The student council will have input on the code of conduct, and the promotion of positive behaviour is deemed a whole site responsibility.

2.1 Smoking and vaping

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 confiscated and disposed of if they are in the possession of students and parents informed.

2.2 Mobile Phones

Student mobile phones are not permitted on site, however, to support our students with taxi journeys, we allow students to bring mobile phones to school as long as they are handed in at the beginning of the day and collected at the end of the day. If a student is unable to hand in their mobile device, we will ask that parents or carers keep the device at home moving forward. This also applies to tablets, laptops and games consoles etc.

3. Reward system

We believe in rewarding pro-social behaviour, this can be defined as behaviours that are positive, helpful and values social acceptance. We aim to nurture a positive internal discipline in all our learners so that they can reflect on their own behaviour choices and be proud of the decisions they make.

4. Consequences

Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being.

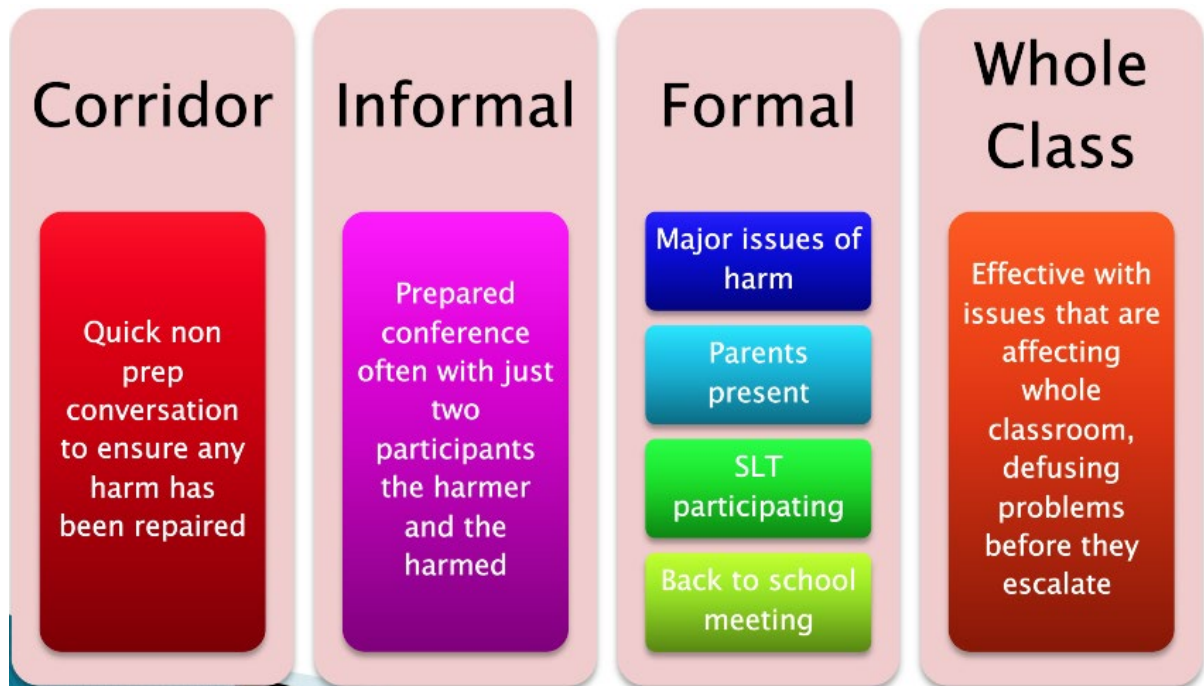
At Aurora Severnside, our approach to managing challenging behaviours puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. Rather than punitive sanctions, we prefer to reference natural consequences to actions, that are designed to help children learn and develop their pro-social behaviours.

We will always attempt to take preventative action to mitigate the risk of challenging behaviours and our staff are trained to deescalate and support emotional regulation of our students. However, it may still be necessary to respond accordingly if a student has displayed a behaviour that has been excessively disruptive or dangerous.

Where appropriate, students may be expected to spend a break or a designated period of lunch time alongside a trusted member of staff in a safe and supportive environment (not isolation), allowing time to emotionally recover from whatever feelings may have triggered the behaviour and to start the repair, reflect and restorative process.

Where there has been an incident between students or negative behaviour towards staff, staff will use restorative approaches to support students to 'put right' the harm that has been done to an individual or to the relationship between two individuals. This can take a variety of forms (outlined below) dependent on the situation:

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Possible additional natural consequences:

The school uses natural consequences as part of its behaviour approach. Natural consequences help **students** understand the impact of their choices by ensuring that outcomes are directly related to the behaviour displayed. Staff will seek opportunities for **students** to repair, restore, or rectify situations where appropriate, supporting the development of responsibility, reflection, and positive decision-making.

And the examples:

- If a **student** deliberately damages school equipment, they may be required to help repair, clean, tidy, or contribute to restoring the item where appropriate.
- If a **student** chooses not to engage in learning activities or disrupts lessons, they may need to complete the missed work at another planned time.
- If a **student** drops litter, they may be asked to pick it up and help tidy the area.
- If a **student** leaves a classroom or activity area untidy, they are expected to return and organise the space appropriately.

Additional supportive measures may also be put i place when a pattern of behaviour develops or if the above approaches are not effective in the first instance.

- Pastoral lead to meet with student and gather student voice.
- Meeting with Parents/Carers or other agencies.
- Advise Operation Director.
- Complete Reporting up form.
- Suspension or permanent exclusion from site.

- Take steps to make YP, staff and site safe.
- Emergency services support as required.
- Undertake any regulatory notifications required.

If behaviour poses a risk, it may be necessary to consider suspension to allow us time to plan a pathway forward, but this will be used as a last resort.

We have a zero-tolerance approach to unprovoked or intentional physical violence towards staff or students and may use suspension as a logical consequence to these behaviours. This is understood by all learners which adds to their feeling of safety.

5. Relationships and Engagement Support

5.1 Positive Behaviour Support Plan

The Positive Behaviour Support Plan (PBS) is written with the support of all stakeholders and the young person to develop strategies to support and help them to manage their own behaviours in the least restrictive manner as possible. Historic and new information is used to devise the PBS. This supports the management of young people. All strategies in the PBS are written to support the young person to manage their own behaviour before the requirement for any physical intervention. The reasons for the use of any intervention should be recorded in a clear and transparent manner on this plan along with any triggers. These plans are updated regularly by all staff as a new behaviour is seen and are overseen by our Therapies Team.

The PBS must be monitored to:

- Judge the effectiveness of the strategies described through reduction/increase in challenging behaviour.
- Ensure that physical or restrictive interventions are appropriate.
- That all information is current and effective.

5.2 Individual Risk Assessments

Each student will also have an individual risk assessment when they join the school to support staff to understand their needs fully and also to ensure that students are supported in the correct ways. Risk assessments are updated termly or following an incident where a new trigger or behaviour has been observed. The Therapies team monitor and evaluate the individual risk assessments and ensure that they are up to date and that they reflect the young person and their individual needs.

5.3 PACE and Thrive Approaches

Staff use a PACE approach in their interactions with students. PACE is a trauma-informed approach which encompasses playfulness, acceptance, curiosity and empathy and is derived from dyadic developmental psychotherapy.

Our therapy team provide termly training on PACE training to staff and diagnoses specific training relevant to our students needs i.e Autism, ADHD, PDA focused training.

We are also a THRIVE school. We use Thrive to support our students to overcome behavioral challenges and develop their ability to demonstrate behaviours that enable and encourage learning

For further information on the PACE approach, please visit <https://ddpnetwork.org/about-ddp/meant-pace>

5.4 Absconding Protocol

In the event that a child absconds from the school site, all staff follow our Absconding Protocol. Students are followed and supported off site by staff members. If a student is out of sight for ten minutes or more, the school office will call parents and, in some cases, the police if required. Please see absconding protocol for more detailed information.

5.5 Reporting Behaviours

All behaviours are reported on our school MIS Engage this is overseen by the behaviour and safeguarding lead for the school and audited regularly.

All safeguarding concerns are reported and recorded electronically using MyConcern. If a concern is urgent then staff will report their concerns immediately to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL).

6. Behaviour Curriculum/Lifelong Learning

At Severnside, the behaviour curriculum is a foundational element of our whole-school approach to supporting emotional wellbeing, social development, and lifelong learning. It is designed to teach and reinforce positive behaviours through consistent, relational, and therapeutic strategies that meet the diverse needs of our learners.

We embed Restorative Practice to promote accountability and empathy, enabling students to reflect on their actions, understand their impact, and repair relationships through structured dialogue. This approach fosters a sense of community and mutual respect, which is essential for emotional safety and growth.

The Thrive Approach is used to assess and support students' emotional development, identifying gaps and providing targeted interventions that build resilience, self-regulation, and readiness to

learn. Thrive activities are integrated into daily routines and personalised learning plans to ensure every child receives the support they need to thrive socially and emotionally.

Our staff also use the PACE model—Playfulness, Acceptance, Curiosity, and Empathy—to guide interactions and build trusting relationships. PACE helps create a nurturing environment where students feel safe, understood, and valued, which is critical for emotional regulation and engagement in learning.

Together, these approaches form a cohesive behaviour curriculum that not only addresses immediate behavioural needs but also equips students with the skills and emotional literacy required for lifelong success.

7. Quiet spaces

We have some designated breakout spaces between classrooms for students to use if they need a space to regulate. These spaces can be used by students with a member of staff or alone (if appropriate and supported by their PBS plan). These spaces cannot be locked from the outside due to them having internal lock turners and students must always be visible to staff if using these spaces. These spaces are generally used as working spaces or breakout spaces for individuals or small groups.

8. Transition

When students join Severnside, we will seek information on existing or historic behaviours as part of the referral process. As well as potential triggers, additional information will be gained through the most appropriate sources dependent on the level of potential risk that the behaviour may pose. We also support students and families throughout the transition process to understand our processes around behaviour with a heightened awareness that our procedures will likely be very different from what they have experienced previously.

9. Communication

Following an incident at level 2 or above, the tutor team will contact parents or carers and will report the details of the incident to them including any physical interventions used. This will be recorded as a contact log on Engage. If a student has been suspended following an incident, the school will produce a letter to that effect, and this will be sent to parents/carers and the local authority as well as any other relevant professionals working with the child. The school will follow the procedures outlined in the Suspensions and Permanent exclusions policy

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 Severnside to include:

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