# Positive Relationships and Engagement Support Local Procedures

# Aurora White House School

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

Important contacts should you have a behaviour concern:

**Site Lead & Designated Safeguarding Lead (DSL)**

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**Operations Director (acting as chair of governors):**

Tony Wray 07471 527872

## 1) Introduction

At Aurora White House School we follow the PBS framework through the use of Thrive, Elklan and Team Teach. Our staff are fully trained in Team Teach. Team Teach is an accredited, provider of positive behaviour management training, equipping individuals and teams in a variety of settings to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships. All Team Teach techniques have been medically risk assessed.

We seek to create an environment which encourages and reinforces positive behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

It is our aim to work towards positive behaviour with each young person. We recognise that this is a journey, and the goals must be shared by both the young person and the school for them to be meaningful.

Our expectation is that all pupils and staff will behave in appropriate and socially acceptable ways. Every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour for learning. We will encourage pupils to develop appropriate behaviours by building on and developing confidence in their own abilities and strengths through a clear and consistent approach to behaviour management which sets expectations for behaviour.

We believe it is essential that this Positive Behaviour Model clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with

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this policy. We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and adheres to best practice, guidance and legislation.

## 2) Local expectations/routines/rules

**5 GOLDEN RULES: Positive Behaviour Model for Primary**

The 5 Golden Rules serve as a basis for a primary focused, consistent language and reward system to promote positive behaviour. The aim is to establish an accessible language for positive behaviour expectations, and build routines, structures and expectations on to it, such as incentives, rewards, reflections and discussions.

How does it work?

We live with the 5GR, referring to them every day. Classes will review at the end of day and congratulations, praise, prizes are spoken about, recognizing something positive in all of the children.

Dojo points are awarded at the end of the morning and afternoon for each rule, with 10 per day available. This may look different, for different classes but the principles remain the same.

Rewarding of behaviours that are outside of the 5 Golden Rules:

There are ways of awarding further points outside of the 5 Golden Rules i.e. helping others, completing work, taking on extra responsibilities.

TEAM element

If the situation necessitates it, staff can create incentives that require a collective 'team' total, to encourage co-operation rather than competition.

Positive Language & focus

The use of positive language, it will reinforce positive choices and behaviour. It is important to avoid any language that might be interpreted as shaming. Offering support and opportunities to gain tokens following setbacks (as appropriate). E.g. if a child lashes out at somebody, the teacher can make use of the 5GR as a positive motivator to encourage restorative/reparative action and work towards gaining the dojo point. This would be at the Teacher's discretion and understanding of the situation.

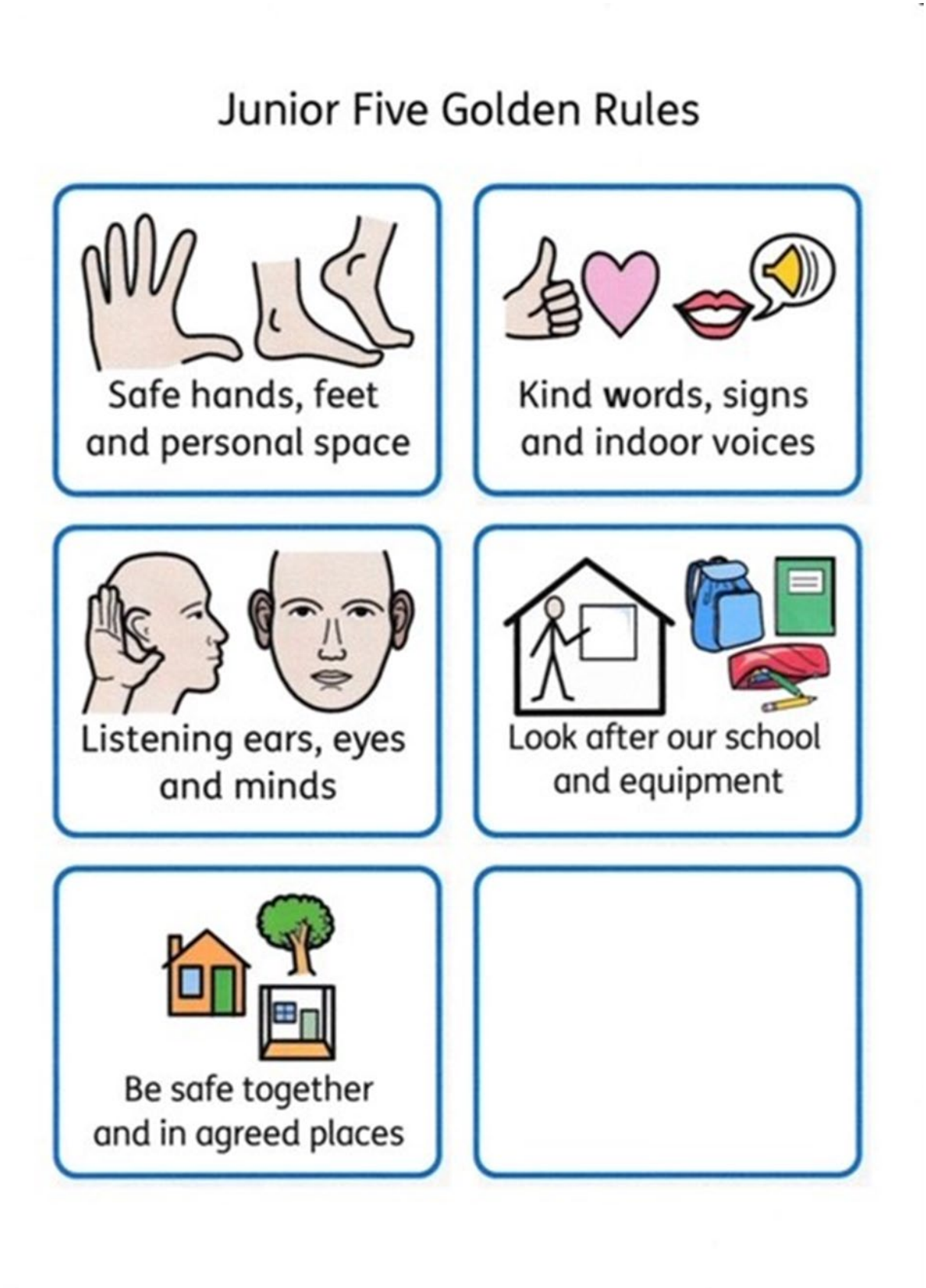
Encourages Personal responsibility

The 5 Golden Rules system can be used as a positive reinforcement of personal responsibility, alongside problem solving and working out solutions together.

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Additionally, all mobile phones/devices are taken in by staff when the children arrive in school and are locked away and will not be used during the school day. They are then handed back just before they depart school in the afternoon.




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## 2a) Mobile Phones

All mobile phones/smart watches/wearable tech and devices are taken in by form staff when the student arrives in school and are locked away. They are then handed back just before they depart school in the afternoon.

## 3) Reward system

**Primary School Reward System**

The reward system at Aurora White House School encourages and rewards pupils who follow the school's behaviour expectations, and those who go above and beyond to personify the ethos of the school.

Within Aurora White House School, we believe it is important to focus on and celebrate positive choices and promote good behaviour using praise, recognition and rewards, thus building children's self-esteem and sense of self-worth.

There are several ways in which children's positive behaviour can be recognised, e.g. staff can award certificates for subject based achievements, or for children's achievements outside the curriculum.

The practice of rewarding positive behaviour, framed by our 5 Golden Rules is enshrined in this way in our school. The 5 Golden Rules are:

1. Listening ears, eyes, and minds
2. Safe hands, feet, and personal space
3. Be safe together and in agreed places
4. Look after our school equipment
5. Kind words, signs, and indoor voices

A reward system for children is in place; this is based around our 5 Golden Rules. "Dojo" points can be awarded via Class Dojo to individual pupils. Once sufficient points are earned by individuals, they can choose a reward from our rewards cabinet.

To support our children who need a more immediate/visible strategy in some classes a 'Rocket Chart' (or similar) may be used to support DOJO points. Children can make their own 'rocket' to go with a chart. Staff reward positive behaviour by awarding 'rocket points' to the children. The child moves their rocket up the chart by the appropriate number of points. When the child's rocket reaches the top of the chart, the child receives a 'gem'. Once 5 gems are earned, they choose a reward from our rewards cabinet.

To encourage and reward excellent teamwork, "Mojo" points can be awarded to a whole class when they have demonstrated excellent teamwork. There are a maximum of ten points that can be earned each day, five points for the morning (AM) and five points for the afternoon (PM). Mojo Points are awarded on Class Dojo reflecting a collective class endeavour. The discussion around the awarding of these points is often used for reflection, celebration, and learning. In the longer term a class reward, achieved due to mutual effort, may be earned.

## 4) Consequences

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## CONSEQUENCES MODEL

Consequences are used to develop and reinforce pupils' understanding of the consequences of their own actions in order to aid self-regulation. Rewards and consequences are a means by which the school encourages good behaviour and sets expectations.

The Aurora White House School system:

- has been devised by the Principal and SLT and shared with parents/carers.
- must be applied fairly and consistently across the school
- must not be degrading or humiliating to any pupil
- must be displayed in all classes

The successful management of rewards and consequences is central to the schools' ethos of providing an environment within which children and adults can develop good relationships, showing care, respect and consideration for each other within school and the community.

The consequences used may vary from time to time but will be characterised by certain features:

It must be clear why the consequence is being applied

It must be made clear what changes in behaviour are required to avoid further consequences

There needs to be a clear distinction between minor and major offences

It should be the behaviour rather than the pupil that has a consequence

It must be as instantaneous as possible

At Aurora White House School we believe that it is vital to outline the schools' rules and expectations for all pupils so that they are clear about the boundaries set around their behaviour. This clarity engenders a sense of fair play as well as making pupils feel safe.

Minor Incidents

All incidents of minor or major unsettled behaviour are recorded on the School Information Management System ENGAGE

Consequences for minor incidents can lead to the use of a range of strategies such as; home partnership meetings, restorative practice meetings.

Major Incidents

May include:

- Physical abuse/assault on persons
- Serious verbal and non-verbal threatening or abusive behaviour
- Serious damage to property including vandalism or graffiti

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- Carrying a weapon or using or threatening to use school equipment or any other item as a weapon
- Drug and alcohol possession and/or abuse
- Fire-setting or threatening behaviour with matches or cigarette lighters
- Sexualised behaviour and language
- Unsafe behaviour
- Repeated absconding
- Significant or repeated incidents of Bullying
- Repetitive minor incidents which collectively disrupt the learning environment
- Racist Incidents

Our SLT will be made aware following a major incident.

Possible consequences for major incidents can include:

Internal exclusion, Permanent or Fixed term suspensions.

Where there is damage to property any pupil(s) involved or responsible will be expected to account for their actions and to work with a staff member on making some form of reparation.

Restorative practices will follow most incidents to clarify to pupils why their behaviour was wrong and the impact their actions may have had.

**Suspension**

We recognise that pupils attending Aurora White House School may have experienced permanent exclusion from one or more educational settings already.

A fixed-term suspension may be considered when other strategies have been exercised without success or where time is needed to review the support strategies being used with a pupil.

The school reserves the right to give a fixed-term suspension peremptorily for a more serious breach of school discipline including:

- Intentional physical aggression towards another pupil or member of staff
- Bullying
- Sexual harassment
- Possession of illegal substances including alcohol, tobacco or drugs
- Racist or similar incidents
- Theft
- Possession of a weapon

Before deciding whether to suspend for a fixed period the Principal will be consulted.

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**Learning and Behaviour Tracker**

A Learning and Behaviour Tracker may be used if a child demonstrates daily concerns around behaviour, fails to follow school expectations, does not engage in learning or adult support. The child does not respond to normal intervention and/or behaviour support plan. Before using the Learning and Behaviour Tracker staff must discuss and agree the process with the Engagement Lead and Assistant Head Teacher.

The teacher will take the lead role in this intervention who will manage the process, record keeping and interventions. The child will receive an identified period to improve with clear strategies and daily monitoring by the class team.

A learning and behaviour tracker will be used to closely monitor behaviour, to effect consistent and sustained change. Targets will be confirmed during an initial meeting prior to its use to include parent/carer and the pupil. AT this meeting a review/update of Behaviour Support Plan and Risk Assessment can take place with identified strategies of management and support. A time frame must be set for this process to take place within, and all targets set must be “SMART”.

The Learning & Behaviour Tracker is completed by the teachers. The Teacher marks whether the pupil has met their target. This is then used to share daily/weekly progress with parent/carer by the form tutor. Pupils are involved in the process as much as possible to give ownership of their own behaviour and the targets can be changed/adapted to be flexible to any changing needs. The The class teacher and behaviour lead must provide clear guidance to classroom staff or other teachers involved in teaching the pupil on strategies and interventions.

The class teacher should review Engage information/RPI’s to identify if trends and patterns are apparent and if so, this will inform next steps. The Behaviour Team can support Form Tutor’s with this task.

The class teacher must ensure all incidents are recorded and discussed with parents/carers.

If a child’s behaviour does improve then the learning and behaviour tracker will cease to be used.

Should a child’s behaviour not improve then consideration is given to extending the period of time using the Learning & Behaviour Tracker or whether a referral will be needed to MDT for a multi-disciplinary review and consideration of a Team Around the Child meeting.

## 5) Relationships and Engagement Support

The Engagement Team on site have within them a Behaviour Team that consists of a Engagement Lead & Engagement Assistants. All work together to support pupils and staff with managing behaviour across the school.

The school also benefits from a Clinical Team who closely liaise with the Engagement Team. Weekly Multi-Disciplinary meetings ensure that all departments within the school work closely together to support our pupil’s behaviour across the school.

**Managing behaviour relationally: The Thrive Approach**

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Thrive is an approach we use in school to support children's social and emotional development. At the heart of the Thrive Approach is the understanding that the adult-child relationship plays a significant role in children's development.

**Thrive guidance and strategies in supporting behaviour and relationships**

We aim to meet the following six principles:

1. We understand behaviour communicates unmet needs and can separate the child/young person from their behaviour.

2. We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.

3. We provide containment, predictability, and routine to build a sense of safety in the emotional and physical environment.

4. We encourage children/young people at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.

5. We keep in mind that we are the adults, and the children/young people are still growing, learning, and developing.

6. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy, and emotional management.

**Thrive strategies and training**

To support staff in working in alignment with the above Thrive principles and guidance, we use key Thrive strategies which our staff team receive training in:

**PACE** – Playfulness, Acceptance, Curiosity and Empathy. This is our general attitude and relational stance; 'how to be.'

**VRF's** (Vital Relational Functions) – Attune, validate, contain, and regulate. This strategy helps staff to support children through difficult and overwhelming situations, and 'what to do' in those situations.

**Nurture - Structure Highway** – this model helps staff to understand and integrate children's basic needs of care and support, with rules and boundaries.

**Shining a light on behaviour –** this strategy involves adults sensitively and appropriately noticing a child's behaviour and bringing it to their attention, in a way that helps them become aware of their behaviour and facilitates problem solving and collaboration to address patterns of behaviour.

**Thrive at Aurora White House – further information**

For further information on these strategies and an overview of the broader implementation of Thrive at Aurora White House, please see our (Thrive Information and Implementation Document).

Link to Thrive Approach website: www.thriveapproach.com

**TEAM TEACH – White House Positive Behaviour Management**

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The positive behaviour management strategies that Team Teach develops and promotes emphasise team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour, which help to reduce the need for physical intervention. As a last resort, Team Teach positive handling techniques help to resolve conflicts in ways that are safe and supportive, and which provide opportunities for repair and reflection for everyone involved.

Team Teach enables Aurora White House to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all, helping reduce the number of serious incidents involving physical controls, and raising the awareness of the importance of recording, reporting, monitoring and evaluating all incidents involving positive handling.

Team Teach techniques seek to avoid injury to the young person, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the young person remains safe.

Team Teach views positive handling as just one part of a whole-setting approach to behaviour management. As such, the Team Teach framework is entirely compatible with Positive Behavioural Support approaches for people with special educational needs.

Where restrictive physical intervention is used a meeting will be held and recorded within 48 working hours (wherever reasonably practicable) to review the incident and identify steps to implement risk reduction measures and avoid subsequent use wherever possible. On occasion they can also be used for physical interventions as well to understand the antecedents to the behaviour and the staff actions.

A restrictive physical intervention' is a method to restrict the movement of an individual using some degree of direct reasonable force. The restrictive physical intervention is designed to contain an individual, to remove their choice on their direction of travel with the intention of making themselves and others around them safe due to the level of risk they present at that time. A Physical support is only used as a last point of call, when all over de-escalation techniques have failed and inaction could result in injury or disturbance to the good order of a classroom.

When an incident or the use of restrictive physical intervention occurs, it must be recorded on the Engage system on the same day, or within 24 hours at the latest. Restrictive physical interventions must be reported to parents/carers as soon as is practicable and no later than the same day. Incident reports direct those involved to consider any special educational needs and directs staff to look at the individual's EHCP.

Staff should follow the *Incident and Accident Reporting Policy (A62)* for full guidance. After any recorded incident, relevant information should be shared with parents or carers. These reports are legal documents and must be completed accurately, recording facts not opinions, stored securely, and treated with care.

Where changes in behaviour may indicate a safeguarding concern, it will be logged on MyConcern and the records linked

A physical guide allows for travel in multiple direction, it is not restrictive it is merely a physical prompt.

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**Tiers of Supervision**

This is a common language used within the site (Eccles and White House) to further support the children's behaviour and enabling them to make good choices during unstructured times. This approach will help to support our children to be safe and independent if appropriate. The tiers of supervision highlight what tier each child needs regarding supervision by staff. Tier 1 being the highest level of supervision and tier 4 giving the pupil more independence if safe to do so.

## 6) Behaviour Curriculum/Lifelong learning

The curriculum supports behaviour with the following;

- PSHE curriculum is supported by Jigsaw.

- Thrive to support children's emotional and social development.

- Therapists on site who complete groupwork when appropriate.

- Norfolk Safer Schools support with targeted interventions with individuals, groupwork and also supporting the curriculum with educational inputs.

- Class Teachers will also speak with their classes throughout the day to debrief and talk through any issues.

## 7) Quiet Spaces

As defined in Section 7.6 of The Group's behaviour policy , the primary aged White House students have access to a dedicated resource known by the students as a safe space.

The area is designed to allow student to self-refer or be referred to a space they can use to self-regulate.

Often, time and space are the best regulation tools for young people who are displaying behaviours that challenge and who may be feeling dysregulated. The area allows students to have supervised privacy, no door, but a privacy curtain allowing them to leave when ready. The resource allows them control of their environment, and the opportunity for safe kinaesthetic movement, giving the students the opportunity to 'release' pent up energy and mitigates the need to physically support a young person when they are displaying behaviours of a high-risk nature.

Use of this space will be in line with company guidance on the use of quiet/safe spaces and usage will be monitored via weekly clinical meetings (SLT & Engagement Team).

## 8) Transition

When a new student joins White House school they have the opportunity to attend transition days before their start date. The students also may have a phased transition if necessary. When students are enrolled they are supported in class by the use of the School Rules. This sets out clear expectations for the students whatever year that the student is in at the school. See section 3 for more details of the School Rules.

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## 9) Communication

Teachers will communicate with parents about behaviour, they may do this by phone, email, Class Dojo or home school book. Please see Appendix 1 which sets out other actions that are taken depending on the level of behaviour. For level 4 and Level 5 behaviours the Head Teacher will send an email to the parent/carer. Please see Appendix 6 for a blank version of that letter.

- There will be occasions when a member of the Engagement Team may also call a parent/carer to discuss strategies and support they can offer.

## 10) Additional training.

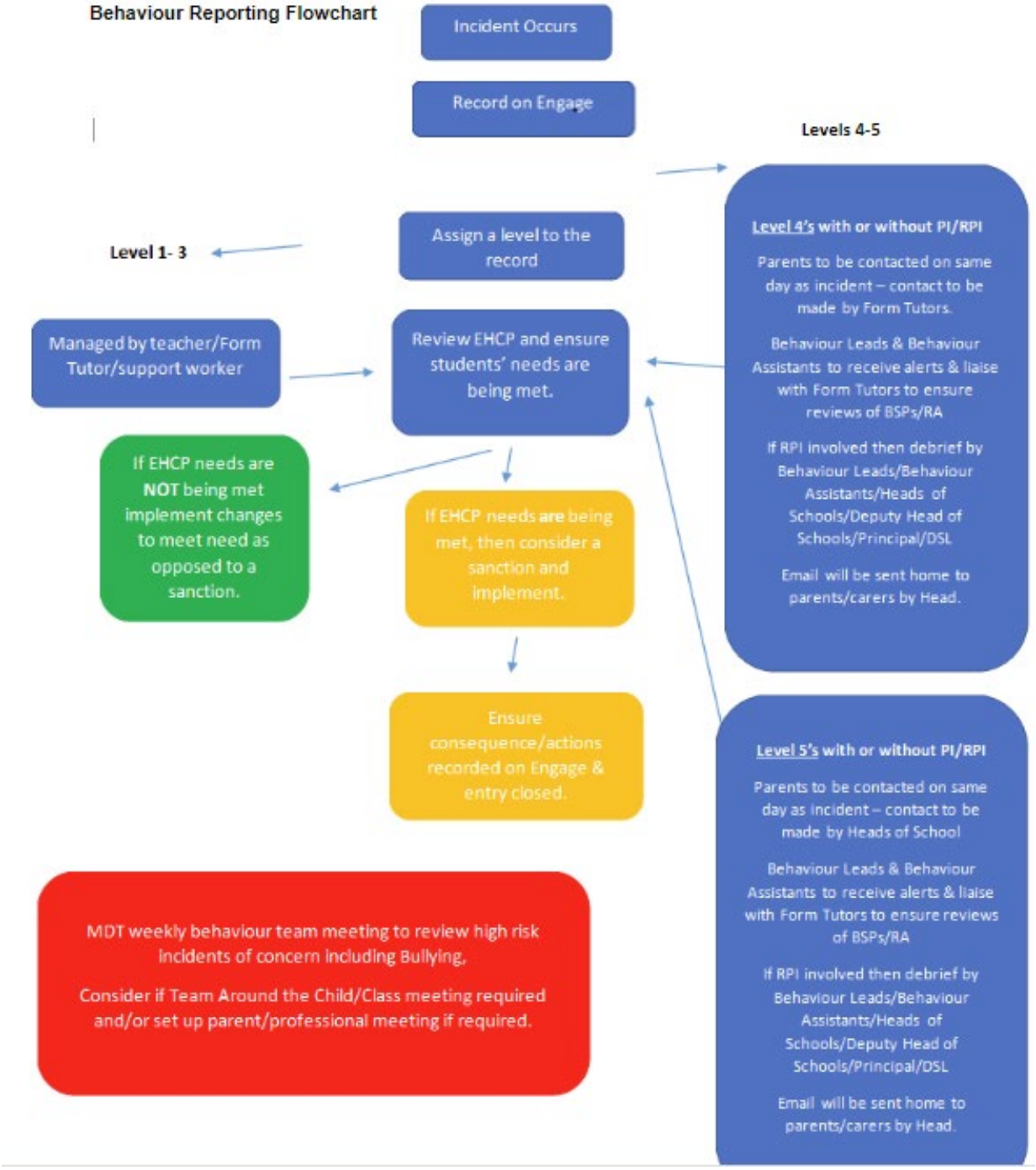
There is an extensive staff training programme in place for all staff. This consists of Induction, continuous professional development, Team Teach initial courses and refreshers. Online training and a weekly allotted time for additional training.

## Appendices:

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## Behaviour Reporting Flowchart




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**Behaviour Support Plan**

| Name: | DOB: | Date: | Review Date: |
|---|---|---|---|

| | |
|---|---|
| Photo | **Positive behaviours we see.**<br><br>**Brief description of presenting difficult/dangerous behaviours.**<br><br>**Differentiated measures to support Lily in school.** |

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| **Pro social/positive behaviours you will see:** | **What you will say and do:** |
|---|---|
| **Anxiety/DIFFICULT behaviours you will see:** | **What you will say and do:** |
| **Crisis/DANGEROUS behaviours you will see:** | **What you will say and do:** |

**Post Incident recovery and debrief measure:**

Useful Guidance – Appropriate and Successful Team Teach Supports to use

| | | | |
|---|---|---|---|
| ☐ Caring C's | ☐ Friendly Hold | ☐ Single Elbow | ☐ Figure 4 |
| ☐ Double Elbow | ☐ Half Shield | ☐ Seated Single Elbow | ☐ RPI Escorts |
| ☐ Arm/Hair/Bite disengagements | ☐ Small Child Escort | | |

*N.B – Selecting certain Team Teach supports is guidance only– All actions must be Reasonable, Proportionate and Necessary. All trained Team Teach supports are available for use unless otherwise stated*

Signature of plan co-ordinator……Date……

Signature of Parent/Carer……...Date……

Signature of Young Person (if appropriate)……..Date……

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**Learning & Behaviour Tracker**

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| Tutor time | | | | | |
| | | | | | |
| Lesson 1 | | | | | |
| | | | | | |
| Lesson 2 | | | | | |
| | | | | | |
| Break | | | | | |
| Lesson 3 | | | | | |
| | | | | | |
| Lesson 4 | | | | | |
| | | | | | |
| Lunch | | | | | |
| Lesson 5 | | | | | |
| | | | | | |
| Lesson 6 | | | | | |
| | | | | | |
| Tutor time | | | | | |
| | | | | | |

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**Targets: Add more if needed.**

1.

2.

3.

**Learning and Behaviour Tracker – Record Sheet**

Pupil Name: Date:

**Type of meeting - (delete as appropriate)**

initial call to parent /pupil progress /parent progress call /review face to face meeting

**Present at the meeting –**

**Items discussed:**

**Time period to monitor:**

**Set a specified time for parent updates (i.e., daily/weekly):**

**Add below identified strategies to add to BSP and risk assessments:**

**Outline next steps dependant on outcome of process:**

**SMART targets agreed upon: (Add as many as needed)**

1

2

3

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**NOTES:**

Staff Signature:

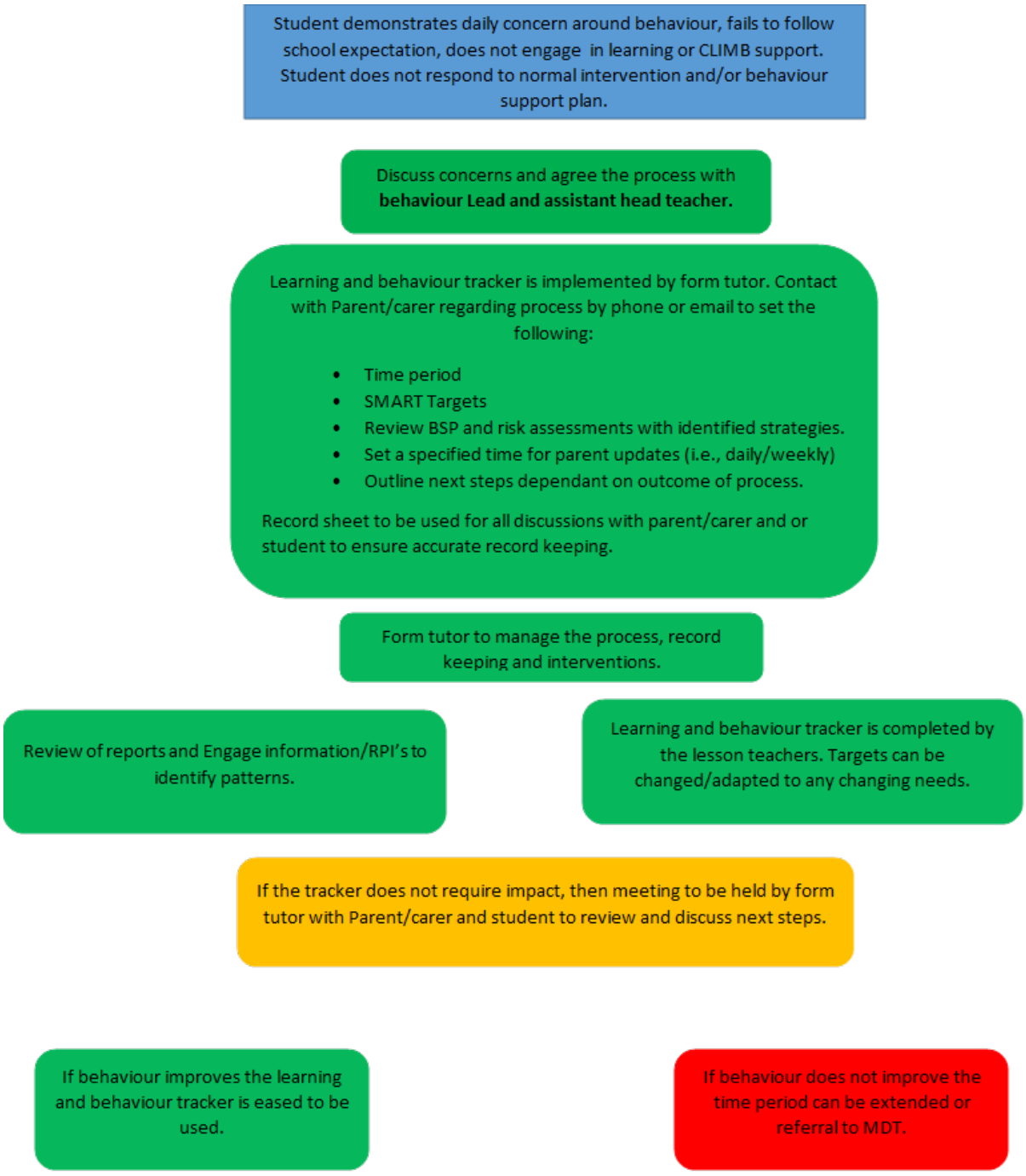
Parental Signature

Pupil Signature:

Head Teacher Signature:

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## Flow chart representing learning and behaviour tracker process.




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| Tier Supervision | | Criteria | Form tutor | DDSL |
|---|---|---|---|---|
| Tier 1 | Staff in a position whereby they can physically intervene. | • Very likely to abscond from site.<br>• Multiple RPI's.<br>• Prolonged and frequent periods of extreme dysregulation/disengagement through shutting off from others and activities.<br>• Ongoing significant concerns relating to mental health.<br>• Likelihood to self-harm.<br>• Has health and / or mobility needs that require additional support or supervision all of the time.<br>• Any health needs identified by a medical professional that requires close supervision and can result in loss of life if not closely supervised or immediately treated such as choking risks, eating difficulties.<br>• Unable to manage health needs that can result in immediate risk to life such as allergies, eating or drinking problems.<br>• Previous incidences that indicate close supervision all of the time is needed.<br>• No awareness of danger and requires constant supervision to remain safe.<br>• Following an incident where medical assistance has been requested such as a head injury or seizure. | | |
| Tier 2 | Staff in a position that they can clearly see the child/children.<br>Verbally communicate with ease and can quickly get to a level 1 position. | • Can abscond from site.<br>• Possible need of RPI's.<br>• Periods of extreme dysregulation through shutting off from others and activities or becoming disengaged for prolonged periods of time.<br>• Ongoing concerns relating to mental health.<br>• Potential risk of self-harm.<br>• Has health needs that require treatment or medication to be kept in close vicinity of pupil.<br>• Has health and / or mobility needs that may result in falls and requires supervision most of the time<br>• Poor or very limited awareness of danger and requires close supervision to remain safe. | | |

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| | | | | |
|---|---|---|---|---|
| | | • Following an incident where no further medical assistance required but pupil is to be kept under close supervision. | | |
| Tier 3 | Staff in a position whereby they can communicate verbally with and provide adequate assistance. This may be at a distance. when a child requires space to self-regulate their behaviour but must remain within the above perimeters. | • May leave the classroom or surrounding area but does not abscond from site.<br>• No RPI's in the last term.<br>• Prolonged periods of disengaging or dysregulation by shutting off from others or activities.<br>• Well managed but ongoing concerns relating to mental health.<br>• Low risk of self-harm.<br>• No health need that requires constant, close supervision.<br>• Pupil has navigated site independently and responsibly in the past and shows some awareness of dangers | | |
| Tier 4 | Staff know the location of the child when they are expected to return and is alert to this time. e.g. A trusted and able pupil leaving class for a specific reason and has been given a time parameter to achieve this. | • Unlikely to abscond from site.<br>• No RPI's.<br>• Engaging in all classroom activities.<br>• No ongoing concern relating mental health.<br>• Unlikely to self-harm and no history of self-harm.<br>• No health need that requires constant supervision.<br>• Pupil has navigated site independently and responsibly in the past and shows some awareness of dangers. | | |

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# Letter for level 4 and 5.

DATE

Dear PARENT/CARER

**Level 4/Level 5 Behaviour Notification**

I am writing to advise you that INSERT PUPIL NAME has been involved in an incident today that meets the threshold of our Level 4/Level 5 recording.

The Level 4/Level 5 behaviour relating to the incident on this occasion was: INSERT QUALIFYING DETAIL

PUPIL NAME has INSERT SHORT SUMMARY DESCRIPTION OF BEHAVIOUR(S)

The consequences for this behaviour are as follows:

- DETAIL CONSEQUENCE

This incident will be discussed at a Multi Disciplinary Team meeting where further support for INSERT NAME will be considered.

/and a meeting arranged with you to discuss next steps and if necessary, suitability of placement. We will be in touch with a date for this meeting shortly.

Should you wish to discuss this matter further, please contact David Clarke on David.Clarke@the-aurora-group.com

Yours sincerely,

David Clarke

Mr David Clarke

Headteacher

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## RPI Letter template

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Dear Parent/Carer,

RE: Notification of a Physical intervention

In line with guidance from the Department of Education (April 2026) and as per Aurora policy, all incidents which include the use of physical intervention should be shared with families. Please find details of a physical support used to ensure the safety and wellbeing of your child. This support was used in the best interests of your child and done so with a duty of care at the forefront of our practice.

Any physical intervention used is as a last resort once all other methods of de-escalation are exhausted, except for when not acting could result in an individual sustaining an injury.

If you would like to discuss the information contained in this letter, please contact [TEACHER]. We hope that we can work together to find the best ways of supporting your child in the future.

Best wishes,

- Time, date & location:
- Approximate duration of physical intervention:
- Why was the intervention used:
- What intervention and degree of force was used:
- Details of any injuries:

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