Positive Relationships and Engagement Support Local Procedures

Aurora Eccles School

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

Important contacts should you have a behaviour concern:

Site Lead & Deputy Designated Safeguarding Lead (DDSL)

Chris Mackinnon Chris.MacKinnon@the-aurora-group.com

01953 887217 ext 821

Designated Safeguarding Lead (DSL):

Jo Pinyoun

Joanne.Pinyoun@the-aurora-group.com

07387 411606/01953 887217

Operations Director (acting as chair of governors):

Tony Wray 07471 527872

1) Introduction

At Aurora Eccles 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 this policy. We believe this policy should be a working document that is fit for purpose, represents the

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school ethos, enables consistency and quality across the school and adheres to best practice, guidance and legislation.

2) Local expectations/routines/rules

Aurora Eccles Secondary School Rules -

We must:

1. Be kind at all times (kind words, kind hands and feet)
2. Treat each other with respect (teachers *and* students)
3. Treat all property with respect
4. Never leave the school site unless an adult has given permission
5. Help to create a positive learning environment (don't forget Dojo points)



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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

Eccles Reward System

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

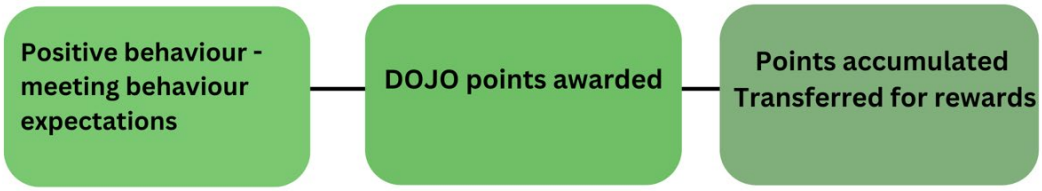
This attitude and behaviour can be recognised with certificates, Dojo points or Reward Trips.

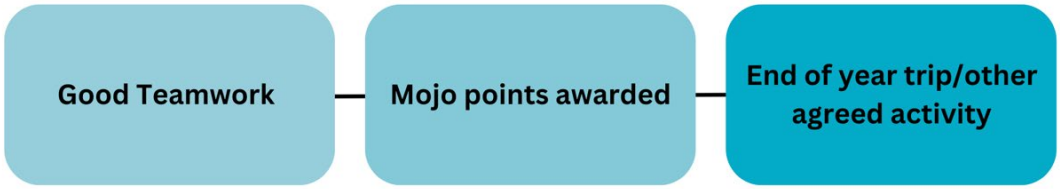
Positive reward points reward those pupils that display positive behaviour and meet the school's behaviour expectations. (See Appendix 7)

The values are as follows:

- Try your best
- Be kind and helpful
- Don't give up
- Look after your wellbeing
- Look after your environment

Students can earn up to five Dojo points per lesson: one for each value and also extra points for going above and beyond. Reward Points are recorded on Class Dojo by class teachers with the assistance of TAs and HLTAs; these points can be spent on reward items in the Rewards Cupboard, or by selecting an age-appropriate individualised reward that staff can order for them through the Administration Department. The spending of these points will be tracked and recorded on Class Dojo.





In addition to the individuals' Reward point system, an end of year class reward trip is arranged to encourage and reward excellent teamwork.

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Rewards Aims:

To create an ethos that makes everyone in the school community feel valued and respected.

To promote positive behaviour by forging sound working relationships with everyone involved with the school.

To promote resilience and tolerance and build emotional regulation skills in pupils.

To prevent all forms of bullying.

To ensure that the school environment is conducive to learning and that pupils are able to attend and make good progress in their learning without disruption from poor behaviour.

To ensure that school staff understand and utilise behaviour management and positive handling strategies appropriately and safely.

To maintain consistency in applying this policy.

Strategies to encourage and support positive behaviour

Aurora Eccles School encourages positive behaviour by:

Holding the importance of strong and healthy relationships at the heart of everything we do.

Modelling exemplary behaviour - setting and maintaining high standards of behaviour and leading by example.

Being child focused and centred at all times – placing the best interest of pupils at the heart of decision making and behaviour management strategies, providing opportunities to promote self-esteem, self-discipline, personal responsibility, and independence.

Using a School Reward system - to reward and reinforce positive behaviour, acknowledge achievement and celebrate success

Creating a positive learning environment and personalised curriculum - to encourage pupils to achieve their full potential by building on their strengths and interests.

Engaging pupils in creative, structured and flexible learning opportunities – to ensure that coming to school and learning is fun and rewarding. Minimising key triggers for disruptive or negative behaviour such as: boredom, frustration and resentment are important.

Being reflective, non-threatening practitioners - to maintain an awareness of the impact of our voice, language, manner and body language on pupils' behaviour and to build positive relationships based on trust.

Being alert to the social and emotional interactions of the pupils – to recognise behaviours before they escalate and intervene early.

Using a range of strategies to defuse situations – to divert, distract, offer third-party intervention, offer of rewards for positive behaviour and clear consequences for negative behaviour, and reminders of behaviour targets and goals for self-management.

Dealing with situations of conflict calmly, consistently and assertively – using accredited de-escalation strategies developed through reflective practice and Team Teach.

Monitoring and evaluating behaviour and ensuring follow-up action is taken – With the use of functional behaviour analysis we help identify behaviour triggers and successful de-escalation

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strategies and use this information to inform Risk Assessments and individual Behaviour Support Plans. See Appendix for an example of a blank Behaviour Support Plan.

Establishing clear expectations and standards for behaviour – to ensure that staff, pupils and their parents/carers understand what is, and is not acceptable. Challenging negative behaviour and celebrating achievements

Involving pupils and parents/carers in behaviour management – to empower pupils with a say over how we manage pupil behaviour in the school and to ensure they feel valued and listened to

Aurora Eccles School is a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and feel safe. We realise pupils' behaviour improves and they feel safer and happier in school if school staff consistently apply this model and maintain regular classroom routines.

We offer a safe space to provide an alternative environment for any pupil who is upset, distressed, or acting in an unsafe manner. This calm space is a room where school staff can take individual children to talk about their concerns or worries or just to calm them down if something has upset or angered them.

4) Consequences

CONSEQUENCES MODEL

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

The Aurora Eccles School system:

- has been devised by the school's leaders 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 sanctions/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 sanctions/consequences used may vary from time to time but will be characterised by certain features:

It must be clear why the sanction/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 is sanctioned

It must be as instantaneous as possible

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At Aurora Eccles 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

Sanctions/consequences for minor incidents can lead to the use of a range of strategies such as; reminders of expected behaviour, no reward points being awarded, reflection periods, phone calls, behaviour contracts, home partnership meeting or 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
- 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 towards self (self-harm)
- Repeated absconding
- Significant or repeated incidents of Bullying
- Repetitive minor incidents which collectively disrupt the learning environment
- Racist Incidents

The Headteacher is always be consulted following a major incident.

Possible sanctions/consequences for major incidents can include:

Internal or external suspension.

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. Serious damage to property and consistent minor damaging of property may result in parents/carers being billed or when the incident is of a severe nature.

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

Suspensions

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

A suspension will normally only be considered when all 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
- Bullying
- Sexual harassment
- Possession of illegal substances including alcohol, tobacco, or drugs
- Racist or similar incidents
- Theft
- Possession of a weapon

The school reserves the right, to end placement without notice in the case of extremely serious incidents which involves an exceptionally serious breach of school rules, and which puts staff or other pupils at the school at significant harm, including:

A serious physical assault on a member of staff or a serious physical assault on a fellow pupil which is premeditated and/or involves the use of an offensive weapon, dealings with drugs and arson.

Before deciding whether to exclude a student or end placement without notice the Headteacher will:

- Ensure appropriate investigations have been carried out and written evidence is presented to the SLT
- Consider all the evidence available to support the allegations, considering the Behaviour and Equalities Policies
- Allow the student to give her/his version of events
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment

If the Headteacher is satisfied that the evidence is sufficient to prove that the student did what he or she is alleged to have done, they will consider whether to end placement without notice is the most appropriate sanction, taking account of;

a) The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Behaviour Policy.

b) The effect that the student remaining in the school would have on the education and welfare of other students and staff.

Learning and Behaviour Tracker

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A Learning and Behaviour Tracker will be used if a student demonstrates daily concerns around behaviour, fails to follow school expectations, does not engage in learning, or the rewards system or "class teacher" support. The student 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 Assistant Head for Pastoral Development and a member of the Eccles School leadership. The learning and behaviour tracker will be used to closely monitor behaviour, to effect consistent and sustained change.

The Form Tutor will take the lead role in this intervention who will manage the process, record keeping and interventions. The student will receive an identified period of time to improve with clear strategies and daily monitoring by the Form Tutor. The Form tutor will review and if necessary, update the Behaviour Support Plan and Risk Assessment with identified strategies of management and support. Targets will be confirmed with parents/carers and students at the start of the process via phone or email and prior to the use of the tracker form, 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 lesson teachers. The Teacher marks whether the student has met their target. This is then used to share daily/weekly progress with parent/carer by the form tutor. Students are involved in the process as much as possible in order to give ownership of their own behaviour and the targets can be changed/adapted to be flexible to any changing needs. The Form Tutor must provide clear guidance to classroom staff or other teachers involved in teaching the student on strategies and interventions.

The Form Tutor should review Engage information/RPI's to identify if trends and patterns are apparent and if so, this will inform next steps. The Pastoral Team can support Form Tutor's with this task. The Form Tutor must ensure all incidents are recorded and discussed with parents/carers.

After the initial time period of the tracker, if the student's behaviour has not improved then a face-to-face meeting with student and parent/carer will be convened by the form tutor. This meeting will be to review the tracker and to discuss next steps.

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

Should a student'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. (See Appendix 3 & 4 for more information on Behaviour Trackers)

5) Relationships and Engagement Support

Classes in school are identified by a colour name, Yellow, Orange, Purple, Pink & Green. Each colour has a zone which has a designated Assistant Head, SENDCo, Thrive Practitioner & Pastoral Support Assistant who are co-located in an office together. They are additionally supported by a Therapeutic Practitioner. The purpose of this is to ensure effective communication to support students in school and ensure all their identified needs are met by all disciplines. Regular zone meetings are held, with minutes taken and shared with staff. Specific actions are highlighted during Zone Meetings and then actioned by relevant staff to ensure bespoke support is offered to individual students. Once the Zone Meeting process has been followed and avenues of support exhausted then SENDCo's will support class teams to make an MDT Referral. This referral is then considered at a weekly MDT Meeting.

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The Pastoral Team, all work together to support students and staff with managing behaviour across the school. The school also benefits from a Clinical Team who closely liaise with the Education Teams and the Pastoral Team.

Managing behaviour relationally: The Thrive Approach

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.

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Thrive at Aurora Eccles – further information

For further information on these strategies and an overview of the broader implementation of Thrive at Aurora Eccles, please see our (Thrive Information and Implementation Document). Link to Thrive Approach website: www.thriveapproach.com

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TEAM TEACH – Eccles Positive Behaviour Management

At Aurora Eccles we use 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.

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 Eccles 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.

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.

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

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

Tiers of Supervision

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

At the foot of every student's risk assessment will be a tiers of supervision grid (see blank version below) which are reviewed at least once a half-term. If staff would like to amend a supervision level for a student, then they will liaise with DSL/DDSL and only once agreed, staff update the level on the risk assessments. Form tutors are responsible for the adherence to the supervision levels allocated to students in their forms. (See Appendix 5)

6) Behaviour Curriculum/Lifelong learning

The curriculum supports behaviour with the following;

- PSHE curriculum 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.

- Form Tutors also twice daily meet with their Forms form to debrief and talk through any issues.

7) Quiet Spaces

As defined in Section 7.6 of The Group's behaviour policy, we do not routinely make use of 'Quiet Spaces' in Eccles School. Instead, we support student by allowing them to make use of our expansive outdoor spaces in order to regulate.

Occasionally, students might have a tent or 'den' in their classroom which they can use when dysregulated or when they recognise that they need some time out. Use of these spaces will be in line with company guidance on the use of quiet spaces and always documented in their behaviour support plans.

8) Transition

When a new student joins Eccles 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

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for the students whatever year that the student is in at the school. See section 3 for more details of the School Rules.

9) Communication

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

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

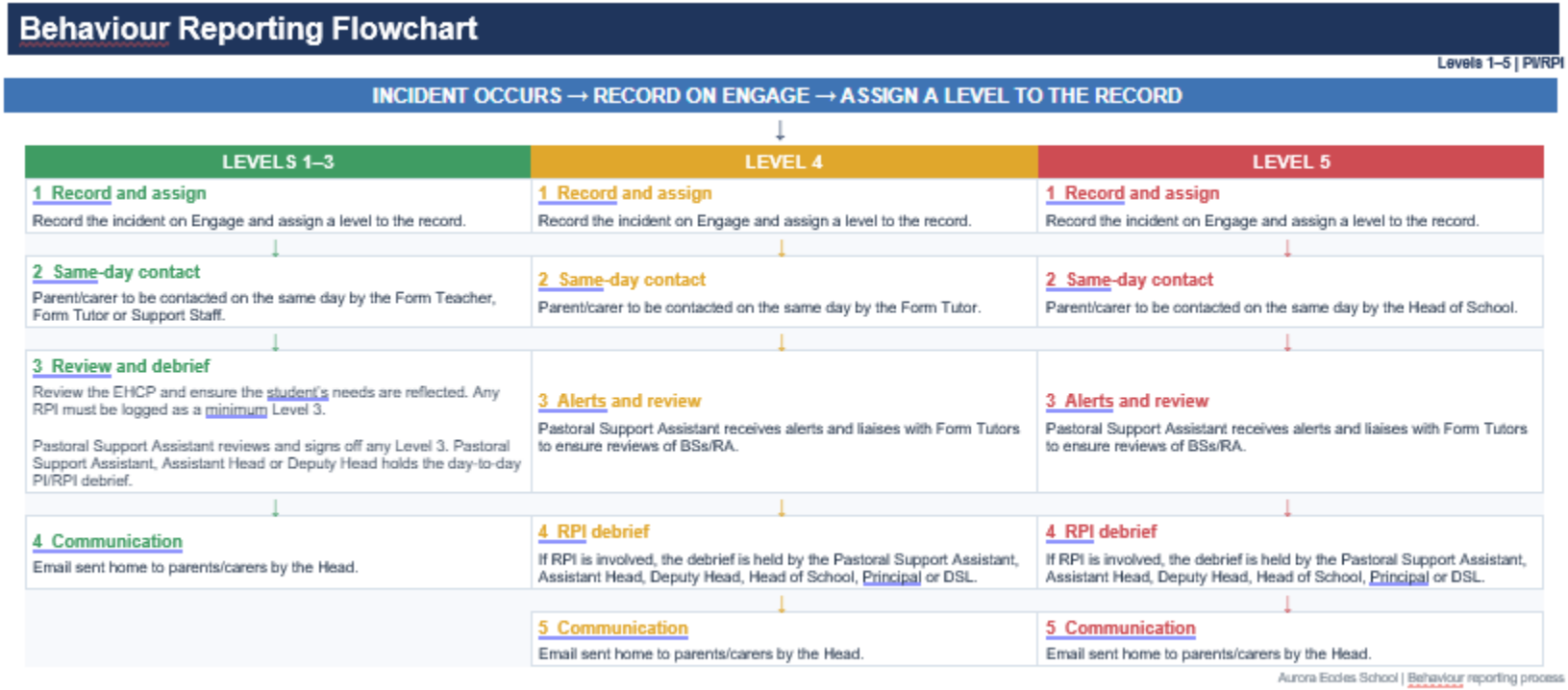
10) Additional training.

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.

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Appendices:

Behaviour Reporting Flowchart



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Behaviour Support Plan

Name:	DOB:	Creation Date:	Class & Year Group:

	Special Educational needs and/or disabilities:	Triggers:	Other important information:

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 measures	
Useful Guidance – Appropriate and Successful Team Teach Supports to use	

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☐ 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					

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Tutor time					

Targets: Add more if needed.

1.

2.

3.

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Learning and Behaviour Tracker – Record Sheet

Student Name: Date:

Type of meeting - (delete as appropriate)

initial call to parent /student 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:

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Outline next steps dependant on outcome of process:

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

1

2

3

NOTES:

Staff Signature …….

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Parental Signature: .....

Student Signature.....

Tiers of Supervision		Criteria	Form tutor	DDSL
Tier 1	Staff in a position whereby they can physically intervene.	• Very likely to abscond from site. • Multiple RPI's. • Prolonged and frequent periods of extreme dysregulation/disengagement through shutting off from others and activities. • Ongoing significant concerns relating to mental health. • Likelihood to self-harm. • Has health and / or mobility needs that require additional support or supervision all of the time. • 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. • Unable to manage health needs that can result in immediate risk to life such as allergies, eating or drinking problems. • Previous incidences that indicate close supervision all of the time is needed. • No awareness of danger and requires constant supervision to remain safe. • 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.	• Can abscond from site. • Possible need of RPI's.		

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	Verbally communicate with ease and can quickly get to a level 1 position.	• Periods of extreme dysregulation through shutting off from others and activities or becoming disengaged for prolonged periods of time. • Ongoing concerns relating to mental health. • Potential risk of self-harm. • Has health needs that require treatment or medication to be kept in close vicinity of student. • Has health and / or mobility needs that may result in falls and requires supervision most of the time • Poor or very limited awareness of danger and requires close supervision to remain safe. • Following an incident where no further medical assistance required but student 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. • No RPI's in the last term. • Prolonged periods of disengaging or dysregulation by shutting off from others or activities. • Well managed but ongoing concerns relating to mental health. • Low risk of self-harm. • No health need that requires constant, close supervision. • Student 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. • No RPI's. • Engaging in all classroom activities. • No ongoing concern relating mental health. • Unlikely to self-harm and no history of self-harm. • No health need that requires constant supervision. • Student 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 STUDENT 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

STUDENT 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 Chris MacKinnon on Chris.Mackinnon@the-aurora-group.com

Yours sincerely,

Mr Chris MacKinnon

Headteacher

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RPI template letter

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Eccles School

Dear Whom this may concern

As you are aware, we use restrictive physical intervention as a last resort and always report this to parents/guardians in the hope that we can work together to find the best ways of supporting your child. Today, child's names was involved in an incident where restrictive physical intervention was used, see below for details:

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

If you would like to discuss the information contained in this letter, please contact your zonal link:

Insert name and job title

Kind Regards

Rick Allen

Assistant Headteacher

Aurora Eccles School, Quidenham, Norwich, Norfolk, NR16 2NZ
01953 887217
ecclesschool@the-aurora-group.com
www.the-aurora-group.com

disability confident EMPLOYER

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Dojo Rewards Poster

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ECCLES DOJO POINT REWARDS

Try your best
- Be Attentive
- Be ready to learn



Be kind and helpful
- Be a friend to others
- Offer support to others

Not giving up
- Try something new
- Show resilience

Look after your wellbeing
- Physical
- Emotional
- Eat well
- Stay hydrated
- Enjoy outdoor spaces

Look after your environment
- Use recycling bins
- Respecting resources
- Pick up litter
- Tidy your learning space



Above and Beyond

Aurora Eccles School

Confident and equipped for success

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