Positive Relationships and Engagement Support Local Procedures

Aurora Brooklands

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

1. Introduction

At Aurora Brooklands we demonstrate a relational approach to supporting social and emotional development and behaviour based on the following six principles:

1.We understand that behaviour communicates unmet needs and we can separate the 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 young people at our school 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 young people are still growing, learning and developing.

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

At Brooklands School we provide child centred – compassion focused and trauma informed support placing relationships and a child's sense of safety and security at the heart of classroom management through:

- An understanding that all behaviour has meaning.
- Quality first teaching – Universal support of good planning of well-sequenced and manageable lessons and class work coupled with effective pedagogical choices, and robust assessment for learning. Teachers use assessment information to adjust their teaching strategies, with the emphasis on progress and achievement, rather than failure. Providing targeted support through

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additional interventions and specialist additional and highly personalised interventions.

- Encouragement, nurture, warmth and empathy
- Promoting a sense of community belonging
- Taking individual circumstances into account
- Supporting autonomy, choice and control – children have influence over their day to day lives and learning
- Building rapport - trusting relationships between and with children and each other

- **Supporting behaviour**
  All staff will:

  - take time to recognise and record positive behaviours and attitudes and reward success
  - •try to catch young people doing the right thing and enhance this
  - •engage in establishing the non-negotiable and negotiable rules at the start of the academic year and revisit these regularly and at least half-termly
  - focus on the values, rights and responsibilities of the school when establishing these boundaries in conversation with young people
  - remind young people that their actions impact on others and that they have a responsibility to safeguard others' rights
  - seek both resolution and learning when dealing with incidents
  - consider how our actions and words help and give young people time and space to resolve the situation
  - keep in mind that young people benefit from a clear structure (containment) within which to learn
  - • use sanctions only as a form of appropriate, proportionate and positive intervention
  - keep in mind that any sanction used is to resolve rather than escalate a situation, while preserving the dignity of all involved
  - keep in mind that sanctions must be applied compassionately and in a fair and consistent way.

Every child at Brooklands has a This is Me plan which draws together all assessment information from Brooklands School's multidisciplinary team and the EHCP information is developed. The plan contains:-

- key information about the child – likes and dislikes, trusted adults
- medical and self-care information
- strategies for communication
- strategies to meet sensory needs
- strategies to support emotional regulation
- environmental adaptations

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- Zones of Regulation strategies

- All children have a behaviour risk assessment, this identifies hazard, evaluates risks, Implements control measures, Prioritizes resources and protects from harm.

If a child displays continuous challenging dysregulation then a positive behaviour plan will be created. This plan contains

- active strategies to prevent crisis from occurring,
- reactive strategies to safely manage a crisis
- Physical intervention strategies
- recovery strategies to re-enter a child into the school day.

Where possible the plan is co-produced with the child, their teacher parents/carers and key worker. The plan is shared with other professionals involved in the child's life. All documents are updated termly and regularly following a significant incident.

At Aurora Brooklands we support the promotion of positive relationships and engagement using Thrive, Elklan, Zones of Regulation and the PACE approach. Our staff are fully trained in Team Teach.

2. Brooklands expectations

All pupils:

- Will hand their mobile phones in on arrival to school.
- Will be scanned when arriving at school and understand any vapes or dangerous objects will be confiscated.
- Wear appropriate clothing suitable for school. Jewellery must be safe and minimal. School uniform is encouraged.
- Will attempt to use alternative communication rather than swearing.
- Not use homophobic, Sexualised or racist language.
- Will stay on school site all times unless being supervised by an adult.
- Will treat others with respect.

2a. Mobile Phones

Pupils are not to have access to mobile phones while at school, all pupils must hand their phones in to staff on arrival and then kept in a locked cupboard reception until the end of the day.

For pupils who attend Alternative Provision at Creative Works Preston, they use their personal phones as part of their project work. They are closely always supervised by Brooklands staff.

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All pupils are scanned on arrival; any vapes and dangerous objects are confiscated and deposed of safely. These are a Safeguarding matter and are in place to keep all students and staff safe.

3. Reward system

All pupils have access to regular praise and recognition for their positive behaviour and the achievements it leads to including:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates and vouchers
- Additional privileges and opportunities for additional responsibilities (e.g. Operating Tuck shop, time with trusted staff, supporting staff with an event).
- Access to reward activities, trips or visits

Where it supports individual pupils reward charts are put into place for a short period of time to support the pupils with their emotional regulation. Children liaise with their teachers and Pastoral staff to agree rewards for consistently positive behaviours. These could include extra trips, reward time, vouchers or social time with peers.

4. Consequences

At Brooklands School we believe in natural consequences as this helps individuals learn from their actions and make better choices. We strive to maintain a safe, respectful environments where positive relationships and actions are encouraged and reinforced through meaningful natural outcomes. When a child's behaviour falls below the expected standards, such behaviour is treated as communication and a learning opportunity for staff to understand the behaviour and support the child through co regulation and encouraging the child to make the right choices and reinforcing the right choices through praise and recognition. A child's access to an activity is based upon the child's ability to be safe at the time of the activity and not based on previous behaviour.

All staff respond to actions which fall below the expected standard in a fair, consistent and proportionate way, guided by the child's individual risk assessments and This is me plans.

It is only in very exceptional circumstances that a sanction would be applied for a child's behaviour and represents the least restrictive and most effective option available for that child at that time. If a sanction is applied there will always be a follow up meeting with parents/carers, the child, a member of SLT and Pastoral Team. The purpose of the meeting is for all to understand the reasons behind the actions and offer support to prevent recurrence.

5. Relationships and Engagement Support

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At Brooklands, through the Thrive approach, we believe that building strong relationships with our children is key to understanding their individual needs and providing safe, trusted adults for them to talk to and help them to remain regulated. We have a pastoral team that works closely with class teams to identify appropriate interventions, provide emotional support and offer behaviour advice. The team also works closely with families and carers, social workers and other appropriate professionals to provide a consistent and considered approach. We also provide clinical support through Speech and language therapy, Occupational therapy, and mental health support from our therapist counsellor.

The pastoral team works individually with pupils to encourage engagement with the curriculum and experiences that we offer, rewarding and encouraging positive behaviour and carrying out debriefs with staff and pupils after incidents, as well as having constant discussion to ensure the environment is right for each student.

We also have a popular pastoral hub which provides a cosy environment where students can regulate, play and socialise.

6. Behaviour Curriculum/Lifelong Learning

All pupils follow a curriculum that has their social, emotional and mental health needs at the heart of everything that we do. Supporting our pupils in learning how to be ready for learning through emotional and sensory regulation is essential if we are preparing them for adulthood.

At Brooklands we support and develop social, emotional and mental health skills through weekly THRIVE and Achieve sessions, Kings Trust, Draw and Talk sessions and weekly personal development days. All pupils within our Semi Formal curriculum and KS3 receive weekly life skills lessons alongside specific PSHCE focused topics throughout the year.

In Thrive®, we teach that all young people need to have the experience of an adult providing them with a secure base and calming them when they are physiologically dysregulated. We describe this as meeting Being needs by being a co-regulator.

We also teach that all young people need to have experienced having older, wiser others (secure bases) to depart from to explore the world, while knowing they can retreat to this secure base in order to refuel, share experience and regulate in the face of danger or threat. We describe this as meeting Doing needs by being a co-adventurer.

Finally, we emphasise that all young people need adults who ‘lend their brains’ to young people to help them make sense of the complex and often incoherent information all around them. Adults help to organise young people’s experiences, develop their capacity to reflect and support them to make mental representations of themselves in relationship with others and the world by holding the young person’s mind in their mind and reflecting this back to the young person. We describe this as meeting Thinking needs by being the co-constructor of meaning.

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7. Quiet spaces

At Brooklands our children have access to a designated quiet, calm space where individuals can recover and feel safe when they are distressed, overwhelmed or dysregulated. Children can access the Pastoral Hub, library, go outside or have a specific area or resource they access when they need to remove themselves from their immediate environment, giving them the emotional and physical space to recover. This space is a safe, supportive place available, where an individual can go to either self or co-regulate, depending on their needs.

In many cases the use of a quiet space/room should form part of an individual's This is Me plan and Behaviour Risk assessment.

8. Transition

Our Pastoral team provide a comprehensive induction for all pupils. Once a placement offer has been received our Pastoral Lead arranges a home visit to gather a baseline assessment of how we can successfully meet the child's needs and plan a successful transition to Brooklands. Each child has a tailored transition package and is supported by our Pastoral Team and THRIVE practitioners, SENDCO and Therapeutic Team. Any additional resources required to make the transition as smooth as possible are provided eg: social stories, visuals, class timetable.

9. Communication

At Brooklands your child's form tutor will phone you once a week to discuss progress and behaviour. If there has been an incident that requires a discussion, then a member of staff will phone on the day.

10. Additional training

All staff are Team Teach trained and undertake professional development annually to update their knowledge and understanding of THRIVE, ELKLAN, Zones of Regulation and Sensory Regulation.

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