Promoting Positive Behaviour Local Procedures

Aurora Ryefields School

Please refer to Main Policy A4 Promoting Positive Behaviour Policy

1) Rules /code of conduct

The school has established clear behaviour expectations that students are taught and reminded of regularly. These expectations are categorized into three core values:

- **Respect**: Treat others with kindness, be considerate of others' feelings, and respect school property.
- **Responsibility**: Take responsibility for personal actions, complete tasks on time, and make positive choices.
- **Safety**: Follow all safety rules, look out for the well-being of others, and avoid risky or harmful behaviours.

Upon arrival, students must switch off their mobile phones and store them in their lockers or a designated secure area. Phones must remain out of sight and silent during school hours. Please see appendix 1 for further detail.

2) Reinforcement and Rewards System

Positive behaviour is rewarded through various systems that motivate and encourage students to maintain high standards of behaviour. The rewards system is tiered to ensure that all students, regardless of age or stage, are motivated and engaged.

2.1 Types of Rewards

A. Verbal Praise and Recognition

- **Example**: "Great job in helping your classmate with their work, [Student's Name]!" or "I am impressed with how you followed the safety rules today, [Student's Name]."
- **Purpose**: Immediate recognition to build self-esteem and reinforce positive actions.

B. Positive Points

- **Example**: Students earn 'Positive Points' for each positive behaviour displayed. These can be collected and exchanged for rewards.
- **Purpose**: A tangible and visible way to acknowledge consistent positive behaviour.

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C. Classroom Rewards

- **Example**: “Class of the Week” Award for consistent good behaviour or completing assignments on time. The winning class receives a special privilege, such as extra recess or a homework pass.
- **Purpose**: Promotes teamwork and a collective responsibility for maintaining positive behaviour.

D. Individual Rewards

- **Example**:
  - **Stickers/Certificates** for meeting behaviour goals.
  - **Positive Phone Call/Message Home** to inform parents about the student's good behaviour.
  - **Privilege Time** such as choosing an activity during break or lunch.
- **Purpose**: Provides individual recognition and encourages students to continue making good choices.

E. PBS Shop

- **Example**: After accumulating enough Positive Points tokens, students can exchange them for rewards at the school PBS shop. Prizes may include stationery, books, extra playtime, or a hot chocolate with a teacher.
- **Purpose**: A rewarding experience where students can redeem their tokens for prizes they value.

F. Student of the Week

- **Example**: Each week, one student who has demonstrated outstanding behaviour is chosen as "Student of the Week." They receive a certificate, a special badge, and have their photo displayed in a prominent location at school.
- **Purpose**: To recognize individual achievement in upholding the school’s core values.

G. End-of-Term or Yearly Celebrations

- **Example**: At the end of each term or year, students who have consistently demonstrated positive behaviour throughout the term receive special recognition in a school assembly, such as a "Behaviour Excellence Award."
- **Purpose**: A long-term incentive that encourages sustained positive behaviour.

2.2 Tiered System of Rewards

PBS rewards are tiered based on the frequency and consistency of positive behaviours:

- **Tier 1 (Universal Rewards)**: For all students who meet basic behaviour expectations, such as verbal praise, classroom rewards, and participation in school-wide recognition events.

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- **Tier 2 (Targeted Rewards)**: For students who regularly meet and exceed expectations, earning more substantial rewards like PBS tokens or individual privileges.
- **Tier 3 (Intensive Rewards)**: For students who demonstrate sustained outstanding behaviour over an extended period. They may receive high-value rewards such as lunch with the principal or personalized certificates.

3) Sanctions/Consequences

When managing behaviour, sanctions will be used in conjunction with teaching students about appropriate behaviour through proactive strategies such as social stories, comic book conversations, and visual aids. Sanctions will always be fair, consistent, and age-appropriate.

Possible sanctions include:

- Phone call or email to parents/carers
- A discussion with the student by their Tutor regarding expectations
- **Catch-Up Time** or missed minutes during breaktime
- **Natural Consequences**: e.g., unsafe behaviour during a trip leading to missing the next outing (this will only occur when agreed by Senior Leadership Team), poor behaviour in an IT room resulting in a one-day ban, or catching up on missed work to ensure students are prepared for the week ahead.
- A meeting with the **Deputy Head** to reset expectations
- **Restorative Conversations** or mediated meetings between pupils/staff
- Report Cards to track progress and behavioural improvements
- Discussion with the **Head** regarding behaviour concerns
- Parents/carers invited in for a meeting with staff
- Involvement of **PCSO** for certain serious incidents
- After-school sanctions or internal exclusions (with a focus on restorative practices)

External exclusions when necessary (following appropriate safeguarding procedures)

4) Supporting Positive Behaviour

We are committed to creating an environment that supports positive behaviour, especially for students with autism spectrum conditions (ASC) and social, emotional, and mental health (SEMH) needs. Our key approaches to supporting positive behaviour include:

- **Consistent Autism Best Practices**: We ensure consistency and clarity and prepare students for change in a structured, predictable way.
- **Student Support plans (SSP) and Risk Assessments** tailored to each pupil's needs.

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- **Positive Reinforcement**: Staff focus on recognising students' achievements, reinforcing positive actions with descriptive praise.
- **Understanding Behaviour as Communicative**: We work to understand the underlying reasons for behaviour to address the root causes effectively.
- **Zones of Regulation**: To support social communication, students are encouraged to identify and express their emotional and physical states.
- **Structured Daily Tasks/Schedules**: Used to reduce anxiety and support students' communication.
- **Clear Expectations and Visual Supports**: Reinforced with social stories, visual cues, and other tools.
- **Thrive**: Focus on emotional understanding, self-regulation, and building coping strategies.
- **Ongoing Parent/Carer Communication**: We regularly share positive developments with families to reinforce behavioural strategies at home.
- **Role-Modeling Desired Behaviour**: We model the behaviours we wish to see in students, including politeness, respect, and kindness.
- **Emotion Coaching**: Teachers label emotions appropriately, e.g., "You seem angry; it's okay to feel angry, but it's not okay to hit."
- **Crisis Management**: When a student is escalating, we focus on de-escalation strategies and avoid teaching moments during a crisis. We work to ensure that our responses are calm and empathetic.

4.1. Positive Behaviour System at Aurora Ryefields

The Positive Behaviour System (PBS) is a proactive approach to support the development of positive behaviour in students. It focuses on teaching and encouraging expected behaviours, recognizing positive actions, and providing consistent reinforcement. This procedure outlines how PBS will be implemented in our school to foster a positive learning environment, encourage students' engagement, and prevent disruptive behaviour.

4.2. Goals of PBS

- **Promote Positive Behaviour**: Encourage respectful, responsible, and safe behaviour among all students.
- **Enhance Academic and Social Outcomes**: Improve students' engagement in learning and interaction with peers.
- **Consistent Reinforcement**: Ensure that positive behaviour is recognized and rewarded consistently across the school.

4.3. Principles of the PBS Framework

1. **Clear Expectations**: Set specific, measurable, and achievable behaviour expectations.
2. **Consistency**: Reinforce positive behaviour through regular praise and rewards.
3. **Inclusive Approach**: Engage all stakeholders, including staff, students, and parents, in fostering a positive culture.
4. **Data-Informed Decision Making**: Monitor and assess the effectiveness of the PBS approach regularly.

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4.4 Roles and Responsibilities

4.4.1 Staff Responsibilities

- **Teachers**: Actively model and reinforce positive behaviours, provide clear feedback to students, and regularly update the PBS system.
- **Support Staff**: Assist in rewarding students and promoting positive behaviour across the school.
- **PBS Team**: Oversee the program, track data, review its effectiveness, and make recommendations for improvement.

4.4.2 Student Responsibilities

- Follow the school's behaviour expectations.
- Participate in the PBS system by earning tokens and engaging

5) Physical Intervention

The use of physical intervention is always a last resort, focusing on de-escalation and supporting students to manage their own behaviours. The key principles include:

- All pupils have a **Student Support Plan** and a **Risk Assessment**.
- All staff are trained in **Team Teach**, with new staff completing a two-day course and refresher training annually.
- Following any restrictive physical intervention, we conduct a **debriefing session** with the team and the student involved to understand triggers and work on future prevention strategies.
- Parents/carers are informed on the same day if restrictive physical intervention has been used.

6) Parents/Carers

We believe that open and ongoing communication with parents and carers is essential for supporting positive behaviour:

- **Open Door Policy** for communication between parents/carers and tutors.
- **Parents' Progress Days**, offered online or face-to-face, to discuss student progress and behaviour.
- **Clinical Support Sessions** to address any mental health or emotional well-being concerns.
- **Pastoral Support** through regular updates and feedback to ensure students' needs are being met at home and school.

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7) The Behaviour Curriculum (PSHEE, Citizenship, and Explicit Teaching of Expected Behaviours)

A key component of the Positive Behaviour System is the integration of the **Behaviour Curriculum** into the broader school curriculum. This includes the explicit teaching of behaviour expectations through **PSHEE (Personal, Social, Health, and Economic Education)** and **Citizenship Education**.

7.1 PSHEE (Personal, Social, Health, and Economic Education)

PSHEE provides a framework for teaching students essential life skills, including how to manage emotions, develop positive relationships, and make responsible decisions. Key areas of PSHEE that support the PBS framework include:

- **Self-Management**: Students are taught how to recognize and manage their own emotions, set personal goals, and build resilience. This directly supports positive behaviour by equipping students with strategies to control impulses and make thoughtful choices.
- **Relationships and Respect**: In PSHEE, students explore the importance of respect in relationships. They learn how to treat others with kindness, understand the impact of their actions on others, and resolve conflicts peacefully. This reinforces the school's expectation of respectful behaviour.
- **Health and Well-being**: Students learn about the importance of both physical and mental health. They are encouraged to adopt healthy lifestyle choices, which can have a positive influence on their behaviour in school and beyond.

7.2 Citizenship Education

Citizenship education plays a vital role in teaching students about their rights and responsibilities as members of the school and the wider community. Through explicit teaching of citizenship, students develop an understanding of how to contribute positively to society and their school community. Key areas of Citizenship that support the PBS framework include:

- **Rights and Responsibilities**: Students learn about the concept of personal rights and societal responsibilities. This fosters a sense of accountability and encourages students to act responsibly, in line with the school's behaviour expectations.
- **Community Engagement**: Citizenship education encourages students to contribute to their school and local community. It teaches the value of working together for the common good and how to interact respectfully and productively with others.
- **Global Citizenship**: Students are exposed to the wider world and learn to respect diverse cultures, perspectives, and people. This global awareness promotes tolerance and understanding, further reinforcing the school's values of respect and safety.

7.3 Explicit Teaching of Expected Behaviours

To ensure that students understand what is expected of them, these key behaviours are explicitly taught through both formal lessons and informal opportunities:

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- **Direct Instruction**: Teachers deliver lessons on expected behaviours, using clear, real-life examples and case studies. These lessons cover topics such as:
    - How to communicate respectfully
    - Managing disagreements without aggression
    - What it means to act responsibly in different contexts (e.g., in the classroom, on the playground, and during assemblies).
- **Role-Playing and Scenario-Based Learning**: Students participate in role-playing exercises to practice expected behaviours in a variety of situations. For example, they might role-play how to handle peer pressure or how to safely resolve conflicts with classmates.
- **Behaviour Modelling**: Teachers and staff model the expected behaviours in daily interactions with students. Through modelling, students can observe how to act in a respectful, responsible, and safe manner.
- **Positive Reinforcement**: After lessons on expected behaviour, teachers provide positive reinforcement when students demonstrate understanding by using the behaviours they have learned.

7.4 Whole-School Approach

The teaching of expected behaviours is not limited to PSHEE and Citizenship lessons. It is embedded in the everyday interactions and routines of the school:

- **Morning Meetings and Assemblies**: These gatherings provide regular opportunities to reinforce behaviour expectations. They may include discussions, presentations, or videos that illustrate the core values of respect, responsibility, and safety.
- **Cross-Curricular Integration**: Behavioural expectations are reinforced across all subjects. For example, students may engage in group projects where teamwork, communication, and responsibility are emphasized, reinforcing the expectations set out in the PBS system.
- **Peer Mentoring and Support**: Older students or student leaders may be trained to mentor younger students, providing guidance and support in demonstrating positive behaviour. This peer-led approach helps create a supportive school culture.

8) Specialist staff

Aurora Ryefields School provides access to a range of specialist staff to support students with complex needs:

- **Occupational Therapist**: Supports students' sensory needs to access learning and engagement.
- **Speech and Language Therapists (SaLT)**: Work with students on communication, social interaction, and advising the wider team.
- **Clinical Team**: Ensures each child receives the right level of support, whether through one-on-one sessions, group work, or targeted interventions.

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- **Pastoral Lead**: Offers daily support to students in crisis, supports transitions, and advocates for students' mental health and well-being.
- **Safeguarding/Family Support Worker**: Provides safeguarding support and liaises with external agencies to ensure the welfare of students.

9) The Use of Quiet Spaces

Aurora School Ryefields recognizes the importance of providing quiet spaces as a key element of our Positive Behaviour Policy, particularly for students with special educational needs. These designated areas are calm, sensory-friendly environments where students can self-regulate, de-escalate, and manage their emotions with dignity and support. Access to quiet spaces is guided by individualized needs, ensuring that students can take proactive or reactive breaks when overwhelmed. Staff are trained to use these spaces constructively, helping students develop self-regulation strategies while reinforcing positive behaviour. By incorporating quiet spaces into our practice, we foster a nurturing and inclusive environment that promotes emotional wellbeing and readiness to learn. Further information on our use of quiet spaces can be found in A42 Aurora Guidance – Use of Quiet Spaces.

Appendix 1: Aurora Ryefields - Mobile Phone Local Procedure

1. Purpose

This policy ensures that mobile phones are used responsibly to promote a focused and safe learning environment at Aurora School Ryefields. It reflects our commitment to safeguarding students and fostering respect for teaching, learning, and the school community.

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2. Scope

This policy applies to all students, staff, parents/guardians, and visitors while on school premises or engaged in school-related activities.

3. Introduction

Mobile phones are a valuable communication tool but can cause distractions and pose privacy risks. Their use during school hours is therefore restricted to safeguard educational outcomes and personal wellbeing.

4. Student Guidelines

- **Bringing Phones to School**: Students may bring mobile phones to school but do so at their own risk. The school accepts no liability for lost, stolen, or damaged devices.
- **Storage During School Hours**: Upon arrival, students must switch off their phones and store them in their lockers or a designated secure area. Phones must remain out of sight and silent during school hours.
- **Classroom Use**: Mobile phones may only be used in lessons with the express permission of the teacher and solely for educational purposes. Unauthorised use will result in confiscation.
- **Break and Lunchtimes**: Mobile phone use is prohibited during break and lunchtimes to encourage social interaction and physical activity.

5. Consequences for Misuse

- **First Offense**: The phone will be confiscated and returned at the end of the day with a verbal warning.
- **Second Offense**: Parents/guardians will be contacted, and the phone will only be returned to them.
- **Repeated Offenses**: The student may face further disciplinary action, including the loss of the privilege to bring a phone to school.

6. Staff Guidelines

- Staff should model appropriate mobile phone use and abide by Aurora's IT Acceptable Use Policy A69.
- Aurora issued phones should be set to silent during teaching hours and used only for professional purposes.
- Personal mobile phones must not be used for business purposes unless in an emergency and must be kept locked away during work hours. They must not be used where children and young people are present.

7. Parent/Guardian Communication

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Parents/guardians are encouraged to contact the school office for urgent matters rather than attempting to reach students directly during school hours

8. Exceptions

- **Medical Needs**: Students with medical conditions requiring phone use must provide documentation and agree on an appropriate use plan with school staff.
- **Emergencies**: Students may request permission from a staff member to use their phone in case of emergencies.

9. Visitors

Visitors must use mobile phones discreetly and avoid any use that may disrupt the school environment. Photographing or recording students without explicit permission is strictly prohibited.

10. Monitoring and Review

This policy will be reviewed annually to ensure it remains effective and relevant to the needs of Aurora Ryefields School.

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