Positive Relationships and Engagement Support Local Procedures

Aurora Rowan

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

1. Introduction

The young people at Aurora Rowan School present with severe learning disabilities, this is inclusive of their communication, understanding of safety, emotions, social and mental health needs. We acknowledge this through treating all behaviours- do we want to change this to challenging presentations? as a form of self-expression and communication and seek to help our young people to find ways to develop independence in socially expected behaviour and sensory regulation as well as find positive ways to work with others to advocate for themselves. The word "No" is a very difficult concept for our young people, when directed or to advocate for their own preferences who often need to work to through their own anxieties and sensory needs to be able to attend to the demands placed on them by others. We work proactively through the provision of bespoke routines, timetables, alternative learning, sensory routines, and negotiation to help young people manage their day and evenings in Residential, and achieve in their learning goals.

2. Local expectations/routines/rules

At Aurora Rowan School, we recognise that every pupil is unique and we approach each pupil as the individual that they are. This includes a strong understanding of their strengths, needs and aspirations. Our routines and expectations allow for an indirect approach to rules and demand led learning. Our offer is designed to provide consistency, safety and predictability whilst promoting independence, wellbeing and personal development, allowing our pupils to develop good understanding of life beyond the school and society's boundaries to acceptable presentations or behaviours.

Our school expectations are embedded in the school values and ethos. There is an expectation that all pupils, staff, and visitors will act with kindness, care, and respect for each other. There is a focus value each half term and pupils are encouraged and rewarded to show behaviours that reflect the focus values.



© The Aurora Group

Our school values are embedded and taught to pupils through daily and evening routines, social stories, and high expectations. Staff ensure that all pupils are supported to understand and follow these, which include:

- Trying new activities and doing your best in your learning.
- Kindness to others and sharing
- Make positive choices
- Celebrate differences in others and allow others to learn
- Ask for help when you need it and accept help when it is offered
- Develop life skills to become independent and regulate your emotions

These expectations are taught both explicitly and inexplicitly, modelled consistently and reinforced positively throughout the school day. Expectations are adapted and communicated in ways that are meaningful and accessible to individual pupils, including through visual supports, social stories, individualised communication systems and Individulised targets.

2a. Mobile Phones

The pupils at Rowan School do not have access to mobile phones during the school day. If they do have access to a mobile phone at home or in residential these will not be brought to school, or they will be signed in at reception on arrival and returned to pupils at the end of the school day.

Most pupils at Rowan do not own a mobile phone and will not have access to them. If a pupil arrives in residential with their own personal mobile phone a risk assessment will be completed to ensure they are safe online and staff will work alongside parents to ensure the content being viewed by pupils is appropriate. Pupils will never have unsupervised access to a mobile phone**.**

3. Reward system

We are a total communication school which means positive feedback given to our pupils is often immediate and in the form of praise to embed student understanding of positive learning and actions. They are often called “good choices” and will refer to the action that has been performed.

Each pupil may have an individual motivator which can be worked towards through individual reward schemes that are meaningful to the pupil. For example these may be

- earning jigsaw pieces to make an image of the computer for extra time on the computer
- earning plastic characters to fill a pot and earning 10 minutes extra time on the swing
- earning stickers on a chart to gain time using the shredder

Rewards are never rescinded with stickers, points etc never being removed for inappropriate or unacceptable behaviours.

The reward system is mirrored in residential, with pupils receiving immediate praise, stickers, and individualised rewards

At Aurora Rowan School, we believe that positive reinforcement is most effective when it is meaningful, genuine and tailored to the individual needs of each pupil. As a result, we do not

© The Aurora Group 2025

operate a single, formalised whole-school reward system or use generic approaches that all pupils are expected to access in the same way.

We understand that pupils are motivated by different factors and that successful recognition should reflect their individual profile, interests, communication needs and developmental stage. Therefore, rewards and recognition are personalised and may range from:

- Immediate verbal praise and positive feedback.
- Recognition of effort, perseverance and personal achievement- values based.
- Celebrating success with trusted adults, peers or family members.
- Positive home-school communication.
- Certificates presented during celebration assemblies.
- Individual reward charts or token systems where appropriate.
- Access to preferred activities or interests.
- Tangible rewards identified as meaningful for the individual pupil.

Our primary approach is the consistent use of praise, encouragement and relationship-based practice. Staff actively seek opportunities throughout the school day to acknowledge positive choices, effort, resilience, kindness and progress towards individual targets. We believe that recognition should be frequent, genuine and linked directly to the behaviours, skills and achievements we wish to promote.

By adopting a flexible and individualised approach to reward and recognition, we ensure that all pupils can experience success in ways that are relevant, motivating and supportive of their personal development and wellbeing.

4. Consequences

We do not give sanctions to pupils for unacceptable or inappropriate behaviour as we see the majority of behaviour as a form of communication from the student and aim to resolve this with proactive support and intervention. We use social story teaching and relationship building activities to help pupils understand the impact of their behaviour on the environment around them. We use sensory diets and other sensory regulation methods to help student learn to self-regulate and take responsibility for their behaviours. Pupils experience natural consequences for their behaviour such as time spent in crisis may mean they have missed out on activity or throwing an item does not mean it will be replaced instantly for them to use again.

At Aurora Rowan School, we do not operate a system of sanctions. We recognise that all behaviour is a form of communication and seek to understand the underlying function, unmet need or environmental factor that may be contributing to a pupil's presentation.

When difficulties arise, the focus is on understanding, teaching and support rather than blame. Staff work collaboratively to identify potential triggers, barriers and functions of behaviour, using this information to adapt provision and develop strategies that promote long-term independence, self-regulation and positive outcomes.

Our approach prioritises:

- Understanding the function and purpose of behaviour.
- Supporting emotional regulation and wellbeing.
- Teaching alternative skills and coping strategies.
- Restoring relationships where difficulties have occurred.

© The Aurora Group 2025

- Promoting reflection and learning in a developmentally appropriate way.
- Building pupils' capacity for independence and self-advocacy.

We recognise that effective behaviour support begins with proactive practice. Throughout the school day, pupils are provided with planned opportunities for regulation, movement, sensory input, communication and emotional support. These strategies are individualised and informed by pupils' needs, interests, profiles and therapeutic recommendations. By embedding regulation opportunities into daily routines, we aim to reduce anxiety, increase engagement and support pupils to achieve success.

Although we do not use a sanction based approach, we do recognise the importance of pupils learning about the natural consequences of choices and actions as part of their preparation for adulthood and life beyond school.

Natural consequences are used sensitively, proportionately and as learning opportunities. They are never intended to shame, punish or distress a pupil. Instead, they help pupils develop an understanding of responsibility, personal accountability, problem-solving and the impact of their actions on themselves and others.

These may look like:

- Taking time to repair or replace something that has been damaged.
- Rebuilding a positive relationship following a disagreement.
- Completing a task that was not finished.
- Working with staff to resolve an issue that has arisen.
- Experiencing the real-world outcome of a choice within a safe and supported environment.

The implementation of natural consequences is always considered alongside a pupil's individual needs, communication abilities, developmental stage and presenting circumstances.

5. Relationships and Engagement Support

Rowan employs a positive relationship and engagement approach school and all pupils that require them have positive behaviour plans that are reviewed on a termly basis or when required, this involves a multidisciplinary team, led by the Pastoral Care lead and including parents and carers to ensure consistency for the child. We are a therapeutic school which means that we have sensory and learning programmes in place to support behaviour inclusive of movement breaks, sensory diets, sensory and quiet spaces, and bespoke learning timetables. Regular recording of behaviour enables staff to identify patterns and focus on strategizing for proactive interventions such as removing triggers, giving regulation time, and changing activities.

The positive relationships we form are the backbone to this approach. Staff build strong meaningful relationships with the pupils, embedding clear consistent boundaries. With relationships as the key component, we allow our children to feel safe enough to fail whilst supportively secure to challenge them to reach their next individualised goals.

All staff are responsible for creating an environment where pupils feel:

- Valued and respected.
- Heard and understood.
- Safe to express themselves.

© The Aurora Group 2025

- Confident to take risks in their learning.
- Proud of their achievements.

Positive relationships form the foundation of effective learning, personal development and wellbeing.

Where additional support is required, decisions regarding behaviour support strategies, natural consequences and intervention approaches are informed through collaborative working between education staff, families and relevant professionals. This may include therapists, psychologists, behaviour specialists, safeguarding leads and other members of the multi-disciplinary team.

This collaborative approach ensures that responses remain:

- Person-centred and individualised.
- Developmentally appropriate.
- Therapeutic and supportive.
- Consistent with identified needs and outcomes.
- Focused on long-term skill development and independence.

Success is measured not by compliance alone, but by a pupil's increasing ability to understand themselves, regulate their emotions, develop positive relationships, make informed choices and participate successfully in their community. Through this approach, pupils are supported to develop the resilience, self-awareness and life skills needed to thrive both within school and beyond.

6. Behaviour Curriculum/Lifelong Learning

Aurora Rowan has a three-year rolling curriculum which includes a termly revision of PSHE/ SRE and citizenship topics appropriate to each pupil's age and learning ability.

The areas covered include

- Self-Awareness
- Self-Care, Support and Safety.
- Managing Feelings
- Changing and Growing
- Healthy Lifestyles
- The World I Live In

The therapeutic approach to learning ensures that pupils all have access to a timetable which includes sensory regulation activities, occupational tasks to build independence and resilience and emotional support strategies through the Thrive approach.

© The Aurora Group 2025

7. Quiet spaces

At Rowan we follow all of the guidance detailed in the Positive Relationships and Engagement Support policy. There are a number of quiet or calm spaces available around the site for pupils to use when they choose or need. There are two individual rooms available in the upper and lower primary classrooms which contain resources appropriate for the pupils in each classroom, these included soft play equipment, books, etc to help children regulate themselves. Other quiet spaces are temporary and developed around pupils needs, these maybe a tent or sofa area in the classroom where the pupil has access to resources that enable them to regulate and reintegrate into their learning. The outside areas are also always available to pupils who need some quiet outside space to help them re engage into their learning environments.

8. Communication

Parents are sent an update on how their child has been at school each day, these updates include information on how their child has accessed the available learning, their personal care needs, their food intake and any periods of dysregulation throughout the day. If there is a recorded incident at school parents and others with any parental responsibility are informed the same day via a phone call or email.

All communication between members of the school community should be conducted respectfully, professionally and with a shared commitment to achieving the best possible outcomes for pupils.

We recognise that challenging situations can arise; however, maintaining positive and constructive communication supports effective problem-solving, strengthens relationships and ensures that pupils remain at the centre of all decision-making.

Through open communication, collaborative partnerships and transparent information sharing, we aim to create an environment in which families, professionals and school staff work together to support every pupil's safety, wellbeing, independence and success.

We are committed to sharing positive information regularly and believe that communication should celebrate successes and achievements, not solely focus on difficulties or challenges.

- Daily Home-school communication via an electronic system Dojo.
- Telephone calls and emails weekly from the teacher.
- Parent consultations with the pastoral or therapy team on request.
- Annual Reviews and Education, Health and Care Plan meetings.
- Celebration and achievement updates.
- Notifications relating to significant incidents or concerns.

10. Additional training

Staff are all trained in the methods and good practice of Team Teach, de-escalation techniques and interventions. More information can be found here Home - Team Teach

© The Aurora Group 2025