Positive Relationships and Engagement Support Local Procedures

Aurora Hedgeway School

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

1. Introduction

At Aurora Hedgeway School, we follow the PBS (Positive Behaviour Support) framework through the use of PACE, Elklan and Vineland. We use PBS Plans to provide tailored strategies for each learner. These plans are developed collaboratively by Education, Therapy, and Home, ensuring a holistic approach to support.

Our school embeds a therapeutic model throughout the learning environment, guided by our specialist therapy team. As a learner-centred school, students actively contribute to their PBS plans, review them regularly, and understand their purpose. This collaborative process helps develop co-regulation and self-regulation strategies, empowering students to manage their behaviour and emotions effectively.

Our staff are fully trained in Team PRICE (Protecting Rights in a Caring Environment). This training provides a comprehensive understanding of behaviour theory, de-escalation strategies and a range of Physical Intervention (PI) and Restrictive Physical Intervention (RPI) techniques.

Restrictive Physical Interventions are used only as a last resort and solely to ensure the safety of students and staff.

2. Local expectations/routines/rules

Mobile Phones

- Students are not allowed access to their mobile phones during the school day (8:45 am – 3:15 pm).
- If mobile phones are prohibited, searching, screening, and confiscation must follow the school's policy and statutory guidance.
- No vapes are to be brought on site. If vapes are found, they will be confiscated, and parents will be informed.

Behaviour Expectations

- Be safe and sensible.
- Be polite to each other, staff, and visitors.
- Show kindness to everyone.
- Listen to each other and work as a team.

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Uniform

- School uniform is not mandatory, but students should dress appropriately for a learning environment.

Conduct

- Our school is a safe and respectful community. We show kindness, include others, and use positive language with students and staff. Any behaviour that harms, intimidates, or discriminates goes against our values and will be addressed to ensure everyone feels supported and safe.
- Code of conduct will be displayed in each class with students contributed to this.

2a. Mobile Phones

Mobile Phones

- **All** students must hand in their mobile phones to a member of staff upon arrival at school, there are no exceptions for different ages across the school.
- Phones will be securely locked away in a teacher's cupboard and returned at the end of the school day.
- If a student refuses to hand in their phone, parents/carers will be asked to come into school to collect it, as this is considered a safeguarding matter. Parents are expected to support this expectation to ensure students understand that this rule is non-negotiable.
- Students may use the school landline to contact parents if needed during the day.

Smart Watches

- Smart watches are **not permitted** in any exam conditions.
- Students who choose to wear a smart watch to school will be provided with a specialist phone pouch that blocks data signals.
- Phones will follow the same process of being locked away securely.

Wearable Technology

- Bluetooth headphones and similar devices may only be used with iPods/MP3 players that have **no phone or internet access**.
- Listening to music is only permitted if agreed as part of a student's PBS (Positive Behaviour Support) plan.

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3. Reward system

Behaviour Values

Our school values are: **Caring, Trusted, Innovative, Ambitious, and Collaborative.**

These values guide our community and support students' personal development, helping them lead happy and healthy lives in the future.

There is a school wide focus on one value at a time, this changes every few weeks. Students are informed of the current focus during tutor time and assemblies.

At the end of each value cycle, students who have earned enough value points will receive a wristband, certificate and a choice of item from the 'Values in Action' reward box. Parents will also receive an email celebrating their child's achievement.

Students can collect up to five wristbands throughout the year.

Daily Behaviour Points

Points are awarded daily in the following categories:

Active Learning/ Attitude	Awarded for asking & answering questions, engagement and completing work to the best of their ability.
Consideration/ Respect	Awarded for being considerate with your noise levels, being polite and respectful, listening to others and showing an interest in others.
Personal target	Individual goals may relate to work, behaviour, social skills, or emotional development. These are discussed with each student and may align with EHCP targets
Behaviour Value	Awarded for demonstrating the current school value in focus (detailed above).

Students can be awarded up to 5 points per category per day (20 points total).

Additionally, WOW points (worth 20 points) may also be awarded for exceptional work, behaviours and attitudes that truly stands out.

Weekly Attendance Points

Each week, students who have attended every day are awarded 60 points.
At the end of Terms 2, 4 and 6, all points are converted into Amazon vouchers - £5 for every 500 points. Any remaining points roll onto the next term, except after Term 6 as all students start fresh in September.

Additional rewards

Instant rewards may be given for outstanding actions that deserve immediate recognition.

Positive feedback to students and parents

- Attendance certificates

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• Positive postcards for individual achievements and development

• Head of School Certificate

4. Consequences

At Hedgeway, sanctions are applied using a graduated approach, ensuring they are fair, proportionate, and meaningful.

- Low-level incidents are assessed and managed by the Class Team.
- High-level incidents are handled by Senior Leadership Team (SLT).

All sanctions are recorded on Engage as a behavioural incident report.

We only implement more significant sanctions for repeated incidents and after discussions with students, ensuring they understand the expected behaviours and the reasons behind the sanction. We place a strong emphasis on working in partnership with parents, so that sanctions are clearly communicated, understood, and support positive behaviour change.

Acceptable sanctions include:

- Time out of class
- Phone call home
- Meeting with parents/carers
- Loss of activity/reward/vouchers

5. Relationships and Engagement Support

We offer a range of proactive and reactive support to meet students' individual needs:

- **Pastoral Team:** Our pastoral team provides day-to-day emotional and behavioural support, ensuring students feel safe and understood. The pastoral team are available as a drop-in for students and offer regular wellbeing sessions for targeted students.
- **Clinical Team:** We have access to clinical professionals who can offer specialist input and guidance for students requiring additional support. This team consists of: Clinical Psychologist, Assistant Psychologist, Speech and Language Therapist, Occupational Therapist, Emotional Literacy Support Assistant and therapy assistants.
- **Restorative Meetings:** When issues arise, we use restorative approaches to resolve conflicts, rebuild relationships, and promote positive behaviour.
- **Lunch Clubs and Structured Activities:** During unstructured times, such as lunch breaks, we run clubs and activities to provide safe, supportive environments for social interaction and reduce anxiety.

6. Behaviour Curriculum/Lifelong Learning

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Our curriculum places a strong emphasis on helping students build positive relationships and develop the skills to manage their own behaviour. Key elements include:

- Zones of Regulation – All students are taught and use this framework to communicate their feelings and needs effectively. All students have a PBS Plan which they have contributed to and discussed their triggers and ways they would like to be supported.
- Positive Behaviour Support Plans (PBS**)** – Each student contributes to their plan, identifying triggers and preferred strategies for support.
- Personal Behaviour Targets – Individual goals help students focus on specific areas for improvement.
- PSHE Curriculum – Lessons cover healthy relationships, personal skills, positive decision-making, conflict management, and reflection on personal responsibility.
- Weekly Assemblies – Reinforce behaviour expectations and provide opportunities for discussion between students and staff.
- Reactive Personal Development Curriculum – Offers targeted support for issues as they arise, ensuring timely intervention.

7. Quiet spaces

At Hedgeway, staff work with students to identify spaces they can use when feeling dysregulated. While some students may prefer an area within their classroom, we encourage them to use designated spaces available across the school. These include the pastoral hub, sensory room, outdoor areas, Chestnut Room, and the library. Details of each student's preferred quiet spaces will be recorded in their PBS plans.

8. Transition

Students joining the school are invited to meet their class teams before their official start date. They also receive a transition booklet that outlines school routines and provides key information about their class. Following this, students begin their transition according to a plan developed collaboratively between school and home. For those who need more time to adjust and learn new routines, a gradual build-up to full-time attendance can be arranged. Regular communication between home and school ensures families can ask questions and feel supported throughout the process.

Before transition begins, new students and their families are invited to contribute to the Positive Behaviour Support (PBS) plan. This helps us identify early signs to look out for and strategies that work best for the student, supporting a smoother and more personalised transition.

To support students transitioning to new classes in the next academic year, the school runs a Transition Week at the end of Term 6. During this week, all students and staff move to their September classes, providing an opportunity to build relationships and become familiar with new classrooms and routines before the summer break. For students who require additional support, extra transition sessions can be arranged prior to Transition Week.

New students are also invited to attend some of the sessions during Transition Week to help ease their start in September.

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9. Communication

Parents and carers receive daily email handovers to keep them informed of their child's achievements, as well as any incidents or behavioural challenges.

If a significant incident occurs, the class teacher or a member of SLT will personally call parents/carers to discuss what happened and next steps.

All incidents are recorded on Engage, ensuring a transparent and accurate account of events.

10. Additional training

All staff undertake regular training on Autism and SEN

ELSA (Emotional Literacy Support Staff) – have a caseload of students with individual plans

Occupational Therapist – Identifies and implements programmes and equipment to support the sensory needs of individuals to access learning.

Speech and Language Therapy (SaLT) – Supports pupils in their communications with others, to develop effective social interaction and communication. Advises and trains wider team.

Clinical Team –Tiered approach to ensure each child gets the right support at the right time e.g. one to one sessions, targeted group work sessions, support and strategies around mental health and well-being, liaison with families.

Pastoral Lead - Offers daily support to pupils in crisis or struggling with learning, mental health and well-being, by reviewing Student Support Plans, listening to concerns and worries and planning ways forward and giving advocacy around their needs. Monitoring attendance and transitions allowing and supporting pupils to reach their full potential.

Safeguarding/Family Support Worker – To safeguard pupils in line with Child protection policies and legislations and KCSIE. To offer or provide wider multi-agency support as required

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