Positive Relationships and Engagement Support Local Procedures

Aurora Peartree School

1. Introduction

At Aurora Peartree School, our approach to behaviour, relationships and engagement is relational, restorative and trauma informed. We align our practice with the Aurora Positive Relationships and Engagement Support Policy and embed a Positive Behaviour environment using Thrive, PACE, and Team Teach training, providing tailored strategies for each learner. These plans are developed collaboratively by Education, Therapy, and Home, ensuring a holistic approach to support our students.

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 Teach practice. 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 when necessary, proportionate and reasonable.

2. Local expectations

Code of Conduct

The code of conduct for Peartree School is:

- We all display our School Values
- Everyone must feel safe and welcome at our school.
- The school is a learning environment.
- The school is a healthy place.
  - We help each other.

We do not have extensive lists of do and don’ts but through clear communication and modelling, we will influence what positive behaviours we want and expect to see.

Smoking or vaping is not allowed on site, and the school will contact parents immediately if a student is found to have smoked or vaped on site or during an offsite school activity. Smoking paraphernalia and vapes will be confiscated and disposed of if they are in the possession of students and parents informed. Support will be put in place for the individual.

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3. Values & Expectations

Our school values are **Caring, Trusted, Innovative, Ambitious, and Collaborative**.
These values underpin our school community and support the personal development of every student, helping them to lead happy, healthy, and successful lives both now and in the future.
There is a consistent whole-school focus on these values, which are embedded throughout our curriculum model and reflected in daily practice. Students are introduced to and regularly revisit specific areas of focus through tutor time, lessons, assemblies, and wider school activities.
Each week or term, students will explore a designated theme, which may include:

- Our School Values
- Environmental Awareness and Sustainability
- Safeguarding and Personal Safety

These themes help students develop the knowledge, skills, and understanding needed to become responsible, resilient, and active members of their communities.

Mobile Phones

Mobile phones and wearable tech must not disrupt learning, compromise safeguarding, or interfere with relationships and engagement.

Core approach

- Pupils do not use mobile phones or smart devices during the school day
- Where pupils bring devices to school, they must be handed in on arrival and stored securely
- Devices are returned at the end of the school day (or at agreed times for transport needs)

Procedures

- On arrival, a member of staff on duty:
  - ✓ Greets the pupil and reminds them to hand in their device.
  - ✓ Places the device in a clearly labelled, secure storage system.
- If a pupil is seen using a device during the day:
  - ✓ Staff will calmly remind them of the agreement and request the device.
  - ✓ If the pupil cannot hand it over, staff follow de-escalation steps and seek support from a senior leader if needed. This will be a call home to parents to ask for their support in the safe handing over of phone
  - ✓ If this is not acknowledged by the student, we request that the parents come to school to collect the device so we can ensure the safeguarding of themselves and other students. Support will be put in place for future procedure.

Uniform

Peartree School has a school uniform which pupils are expected to wear. The school recognises that some pupils may have sensory, medical, or additional needs which may make wearing certain items difficult, and a flexible approach will be taken where reasonable adjustments are required to ensure pupils feel comfortable, included, and able to participate fully in school life.

4. The Peartree Values Points System

Positive reinforcement forms the foundation of behaviour support at Peartree School. Staff actively recognise and celebrate behaviours that reflect our five core values: Caring, Trusted, Innovative, Ambitious and Collaborative. Through the Values Points System, students receive immediate recognition for positive behaviour, effort, personal development and contribution to the school community. The system promotes consistency, strengthens positive relationships and supports

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students in developing the attitudes and behaviours necessary for success both in school and beyond.

Value	What it looks like	Point awarded
Caring	Showing kindness, helping others, looking after resources, considering others' feelings	1 Point
Ambitious	Challenging themselves, persevering, achieving personal goals, demonstrating effort	1 Point
Collaborative	Working positively with others, sharing, encouraging peers, contributing to group activities	1 Point
Trusted	Being honest, following instructions, making safe choices, acting responsibly	1 Point
Innovative	Trying something new, problem-solving, showing creativity, taking positive risks	1 Point

Each student has the opportunity to earn up to:

- ✓ 5 Value points per lesson
- ✓ Value points during social times
- ✓ Bonus points for exceptional demonstrations of school values, this includes representing the school.

Weekly recognition given. (Detailed through Engage)

Certificates given at the end of the week. CACTI of the week.

Half Term Rewards

- Special events
- Reward trip
- VIP lunch
- Headteacher Award
- End of Term celebration events

5. Attendance

Peartree School recognises that excellent attendance is fundamental to achievement, wellbeing and positive relationships. Students are encouraged and supported to attend regularly through a culture of recognition, encouragement and partnership with families. Attendance achievements, improvements and individual successes are celebrated through the school's rewards systems. Particular recognition is given to students who demonstrate resilience in overcoming barriers to attendance, ensuring that every pupil has the opportunity to be recognised for their personal progress.

While Peartree School celebrates excellent attendance, equal value is placed on individual improvement, resilience and engagement. Attendance rewards will always take account of individual medical needs and personal circumstances to ensure recognition systems remain fair, inclusive and supportive.

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Points will be given for good and improving attendance this will be at the discretion of the Tutor and Attendance Team (Pastoral)

Attendance will be actively promoted throughout the school and recognised as a key factor in student success, wellbeing, and future opportunities. Weekly announcements, assemblies, and tutor discussions will highlight attendance and punctuality, helping students understand the importance of being in school every day.

Staff will regularly discuss:

- How good attendance supports learning and progress.
- The impact of missed learning opportunities.
- The importance of routines and punctuality.
- The link between attendance, achievement, and future aspirations.
- Individual and collective attendance successes.

Attendance information will be shared in an age-appropriate and accessible way, celebrating both high attendance and significant improvement. This ensures that all students, regardless of their starting point, can understand and engage with attendance expectations.

Tutor Time Focus

As part of the school's wider personal development curriculum, tutors will regularly explore attendance themes, including:

- Why everyday matters.
- Building positive habits and routines.
- Being a valued member of the school community.
- Overcoming barriers to attendance.
- Preparing for employment and adulthood through reliability and commitment.
-

Celebrating Success

Attendance achievements and improvements will be recognised through:

- Weekly tutor group celebrations.
- Whole-school attendance announcements.
- Certificates and attendance awards.
- Positive communication with parents and carers.
- Half-term and annual recognition events.
- Headteacher Certificate
- VIP Lunch

6. Behaviour Support and Reflection

At Peartree School, we believe that positive relationships are at the heart of successful learning and personal development. We recognise that all behaviour is a form of communication and that students may at times require support to understand, regulate, and improve their behaviour.

Rather than referring to sanctions, Peartree uses the term **Behaviour Support**. Our approach focuses on helping students reflect upon their actions, understand the impact of their choices on themselves and others, and develop the skills needed to make positive decisions in the future.

Whilst we are committed to being nurturing, caring, and understanding, we also maintain clear expectations and boundaries. Students thrive when they feel safe, secure, and know what is expected of them.

Our staff approach behaviour with **empathy rather than sympathy**.

- Empathy means seeking to understand why a behaviour has occurred.

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- Empathy means listening, supporting, and helping students find a better way forward.
- Empathy means maintaining high expectations whilst recognising individual needs.
- Sympathy can sometimes lower expectations or remove opportunities for students to learn from mistakes.

At Peartree School, we seek to understand the reasons behind behaviour whilst supporting students to take responsibility for their actions and repair any harm caused.

The Purpose of Behaviour Support

Behaviour support is designed to:

- Maintain a safe learning environment for all.
- Support students to reflect on their choices.
- Restore and repair relationships.
- Teach appropriate behaviours and coping strategies.
- Encourage accountability and responsibility.
- Prevent behaviours from recurring.
- Develop emotional regulation and resilience.

Reflection and Repair

When behaviour falls below expectations, students will be supported to reflect upon:

- What happened?
- What were they thinking and feeling?
- Who has been affected?
- What could they do differently next time?
- How can the situation be repaired?

The emphasis is on learning and growth rather than punishment.

Consistent Boundaries

Positive relationships thrive when expectations are clear and consistent. Therefore, all students are expected to:

- Treat others with respect.
- Follow staff instructions.
- Demonstrate the school's values of Caring, Trusted, Innovative, Ambitious and Collaborative.
- Contribute positively to the school community.
- Act in a way that keeps themselves and others safe.

Where additional support is required, staff will respond calmly, consistently, and proportionately, ensuring that students understand both the expectation and the support available to help them succeed.

At Peartree, support is applied using a graduated approach, ensuring it is, proportionate, and meaningful.

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

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

We implement targeted support for repeated incidents and after discussions with students, ensuring they understand the expected behaviours and the reasons behind the support. We place a

strong emphasis on working in partnership with parents, so the support is clearly communicated, understood, and support positive behaviour cha Acceptable support mechanisms include:

- Time out of class
- Loss of social time for reflection period
- Phone call home
- Meeting with parents/carers
- Loss of activity
- Restorative practice

7. 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.
- **Meeting with Parents:** Where additional support is required, a meeting may be arranged with parents or carers to explore concerns, identify underlying needs, and agree strategies to support positive behaviour.
- **Clinical Team:** We have access to clinical professionals who can offer specialist input and guidance for students requiring additional support.
- **Restorative Meetings:** When issues arise, we use restorative approaches to resolve conflicts, rebuild relationships, take responsibility for behaviour 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

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

- Thrive – proactive intervention that addresses emotional needs. It helps students develop confidence, feel safe, managing coping strategies. It builds trusting relationships.
- 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 Gatherings/Communication – Reinforce school values and behaviour expectations, introduce theme of the week, strengthen sense of belonging, provide opportunities for discussion between students and staff.
- Outdoor Learning Curriculum – Offers opportunity for pupils to experience a different environment where they can talk and model behaviours. The experience improves self-awareness whilst developing confidence and resilience.

7. Quiet/Safe spaces

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At Peartree, 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, and the library. Details of each student's preferred quiet spaces will be recorded in their PBS plans.

9. Communication

Parents and carers receive weekly calls to keep them informed of their child's achievements, as well as any incidents or behavioural challenges. When necessary, a daily handover can be arranged to add additional support.

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.

9. Use of Positive Handling

Peartree School is committed to maintaining a safe, supportive, and respectful environment for all students and staff. Our approach is centred on prevention, positive relationships, de-escalation, and understanding behaviour as a form of communication.

Peartree School aligns with the Department for Education guidance **"Restrictive Interventions, Including Use of Reasonable Force, in Schools"** and will ensure that any restrictive intervention is lawful, proportionate, reasonable, and used only when absolutely necessary to maintain safety. Use of reasonable force and other restrictive interventions guidance

Our primary aim is always to prevent situations from escalating through:

- Positive relationships.
- Effective communication.
- Reasonable adjustments.
- Positive Behaviour Support (PBS).
- Restorative approaches.
- Regulation strategies.
- Individualised support plans.
- Early intervention and de-escalation techniques.

Use of Restrictive Interventions

Restrictive interventions should only be considered as a last resort where there is an immediate risk of harm to the student, other individuals, or significant damage to property. Staff will always seek to use the least restrictive option available and for the shortest time necessary.

Examples may include situations where:

- A student is at risk of injuring themselves.
- A student poses a risk of injury to others.
- Significant damage to property is likely to occur.
- A student is placing themselves or others in immediate danger

Recording & Reporting:

Any significant incident involving the use of reasonable force or restrictive intervention will be recorded and reported in accordance with Department for Education guidance and Aurora policies. Parents and carers will be informed as appropriate, and incidents will be reviewed to identify any learning, preventative strategies, or additional support required.

10. Additional training

At Peartree School, we recognise that positive relationships and effective behaviour support are built upon highly skilled and knowledgeable staff. To ensure all students receive appropriate, consistent, and effective support, staff engage in a comprehensive programme of professional development throughout the year.

In addition to statutory and compliance training, staff undertake a range of specialist training designed to enhance their understanding of students' individual needs and strengthen their practice in supporting behaviour, wellbeing, and personal development.

Training may include, but is not limited to:

- Autism-friendly approaches and support strategies.
- ADHD-friendly classroom practice and interventions.
- Restorative approaches and restorative conversations.
- Positive Behaviour Support (PBS).
- Pathological Demand Avoidance (PDA) informed approaches.
- Mental health and emotional wellbeing support.
- Trauma-informed practice.
- De-escalation and regulation strategies.
- Effective communication approaches.
- Safeguarding and child protection.
- Therapeutic and relationship-based practice.

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