Positive Relationships and Engagement Support Local Procedures

Aurora Fairway School

Please refer to the main A4 Positive Relationships and Engagement Support Policy

1. Introduction

At Aurora Fairway we follow the PBS framework through the use of Thrive, Elklan and a pro-social and therapeutic approach to education and support. Our staff are fully trained with the PACE model, Recovery through Relationships and in Team Teach which will only be used as a last resort. At Fairway we have a training calendar for all staff that will focus on specific needs of our cohorts to ensure that all staff in school have the knowledge and skills to support all our students. Training is delivered by a range of speakers ensuring they access relevant and high-quality professional development to best support our students.

2. Local expectations/routines/rules

Students will always be consulted and involved in devising the school rules. It is important that all young people have a say in what rules govern the operation of a school to enable it to be a safe and secure environment. This exercise is completed through ballots and assemblies. The school rules will be reviewed every three years and redesigned if students feel that they do not reflect the ethos of the environment.

Our rules are simple and as follows

- Be Safe
- Be Ready
- Be Respectful

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.
The Student Council have input on rules, and the promotion of positive behaviour is deemed a whole site responsibility.

For example;

- Be Safe - Play fighting is not safe. Someone may get hurt unintentionally or lose their temper. Something may get broken in our school. What else could we do together?
- Be Ready – We want you to attend school every day. You will get out of what you put in, and you can be proud of your achievements and get what you need for your future. How can we encourage you to do this?

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- Be Respectful - Do not use bad language or make offensive jokes; ie homophobic, racist, sexist. Let's think about how it makes others feel, and what we could do to make things better.

2a. Mobile Phones

At Fairway we promote a phone free environment to protect learning, well-being and student safeguarding by minimising distractions and potential risks like cyber bullying.

Mobile phones are to be handed into staff on arrival for safe storage and are returned to students at the end of the day.

Staff and visitors should minimise phone use around students, stepping away to a designated space if a call is necessary.

If devices are used to bully, intimidate, harass other students or staff or for criminal activity it may be necessary to confiscate the device and return it to a parent/carer in person.

3. Reward system

We believe in rewarding pro-social behaviour, this can be defined as behaviours that are positive, helpful and values social acceptance. We aim to nurture a positive internal discipline in all our students so that they can reflect on their own behaviour choices and be proud of the decisions they make. We believe that progress is made when students appreciate the value of the work rather than the value of an extrinsic reward. At Aurora Fairway, staff and peers can nominate students for an Aurora Value Certificate. Students are nominated if they have demonstrated one of the 5 Aurora values (Caring, Ambitious, Collaborative, Trusted, and Innovative). When a learner receives all 5 Value certificates, they receive a reward of a £10 Amazon voucher or collate prizes and put them towards a bigger educational gift e.g. a book or a desired activity. Examples that may earn students a Value Certificate are:

- helping a peer,
- sharing a resource,
- participating in a challenge
- completing a very challenging task
- working well in the community offsite

4. Consequences

Every school relies on its members, behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being.

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At Aurora Fairway our approach to managing anti-social behaviours puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. Rather than punitive sanctions we prefer to implement logical consequences to actions, that are designed to help children learn and develop their pro-social behaviours. We encourage reflection by using Restorative Justice questions and practice.

We will always attempt to take preventative action to mitigate the risk of anti-social behaviours and our staff are trained to deescalate and support emotional regulation of our students. However, it may still be necessary to issue sanctions if a student has displayed a behaviour that has been difficult or dangerous. For example, a logical consequence for exhibiting unsafe behaviours would be that students may not be able to go off site until trust has been rebuilt.

Where appropriate students may be expected to spend a period alongside a trusted member of staff in a safe and supportive environment away from other students. This allows time for them and others to emotionally recover from whatever feelings may have triggered the behaviour and to start the repair, reflection, and restorative process. In this space we would not expect our students to sit alone with their feelings, instead use the time to reflect and name feelings, transition through difficult emotions, and leave the space feeling optimistic and hopeful, ready to try again.

If behaviour is dangerous, it may be necessary to consider suspension to allow us time to plan a pathway forward, but this will be used as a last resort.

We have a zero-tolerance approach to unprovoked threats or physical violence towards staff or students and may use suspension as a logical consequence to these behaviours. This is understood by all students which adds to everyone's feeling of safety.

5. Relationships and Engagement Support

At Fairway we have a Pastoral and Inclusion team that consists of a Pastoral Lead, our SENCo, and Behaviour Assistant all of whom reside in the St Andrews space. This team is available to support staff and students and are trained therapeutically in supporting our students holistically. We also have a multi-disciplinary therapy team at Fairway, consisting of a Lead Therapist, Therapist, Speech and Language Therapist and Occupational Therapist. The therapy team offer 1:1 sessions, group sessions and strategic support for staff as well as leading training sessions for staff.

6. Behaviour Curriculum/Lifelong Learning

At Aurora Fairway, our Personal Development and Character Education programme is designed to ensure that all pupils develop the knowledge, skills, attitudes, and experiences they need to thrive both within school and in their future lives. We are committed to providing a broad, ambitious, and inclusive offer that builds pupils' cultural capital, confidence, wellbeing, and love of learning.

Our curriculum is underpinned by clear learning intentions and is carefully sequenced to support pupils' personal growth, character development, and progression towards future

pathways. We recognise that pupils' interests, strengths, and aspirations vary, and therefore provide a range of bespoke enrichment opportunities that enable them to explore talents, develop resilience, and experience success. These opportunities include Forest School, horse riding, modern foreign languages, performing arts, and various sports.

Forest School is a core component of our personal development and wellbeing provision. It promotes emotional regulation, independence, teamwork, and a positive relationship with learning through purposeful outdoor experiences. This provision supports pupils' mental health, self-esteem, and readiness to engage positively with education.

Through this programme, pupils develop confidence, self-awareness, respect for others, and an understanding of the wider world. The impact of our Personal Development and Character Education offer has been recognised by Ofsted as Outstanding, particularly in its role in enhancing cultural capital, nurturing confidence, and fostering a lifelong love of learning.

7. Quiet spaces

Fairway is a small school with limited space. However, the space we have we use well. St Andrews is a multipurpose space that students can access during times of dysregulation or overwhelm which is staffed by the inclusion and pastoral team. We have a few outside spaces, some with shelter that we access with students to encourage them to take time out to move and breathe. We make use of our administration spaces too, when a little more distance is required from the main school.

8. Transition

At Fairway we acknowledge that transitions can be challenging for our students. Care and planning go into how all transitions impact individuals, whether that is starting their journey with us or moving from lesson to lesson. Knowing our students is the best way to know how to support them. Time is given when joining the school, at the students pace to build the relationships that are the foundation to success of their educational journey. We will develop transition plans to suit the needs of each individual when they join us.

9. Communication

Tutor staff will agree with parents/carers the frequency and method of communication they would like with regards to daily/weekly updates.

The senior leadership, pastoral and inclusion team will communicate directly with parents with regard to behaviour or safeguarding concerns.

10. Physical Contact

At Aurora Fairway we acknowledge that there are occasions when it is entirely appropriate and proper for staff to have physical contact with young people, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs and any agreed Positive Behaviour Support Plan.

Not all young people feel comfortable about certain types of physical contact; this should be recognised and, wherever possible, staff should seek the young person's

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permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed.

Staff should acknowledge that some people who use our services are more comfortable with touch than others and/or may be more comfortable with touch from some staff than others. Staff should listen, observe and take note of the young person's reaction or feelings and, so far as is possible, use a level of contact and/or form of communication which is acceptable to the person. It is not possible to be specific about the appropriateness of each physical contact, since an action in one set of circumstances, may be inappropriate in another, or with a different person.

Any physical contact should be in response to the young person's needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background.

Staff should, therefore, always use their professional judgement. Physical contact should never be secretive, or for the gratification of the member of staff, or represent a misuse of authority. If a member of staff believes that an action by them or a colleague could be misinterpreted, or if an action is observed which is possibly abusive the incident and circumstances should be immediately reported to the manager and recorded. Where appropriate, the manager should consult with the Local Authority Designated Officer (the LADO) or Adult Safeguarding Team.

Extra caution may be required where it is known that a young person has suffered previous abuse or neglect. Staff need to be aware that the young person may associate physical contact with such experiences. They also should recognise that people who use our services may seek out inappropriate physical contact. In such circumstances staff should deter the young person sensitively and help them to understand the importance of personal boundaries. A general culture of 'safe touch' should be adopted, where appropriate, to the individual requirements of each young person. People with physical disabilities may require more contact to assist their everyday living and learning. The arrangements should be understood and agreed by all concerned, justified in terms of the young person's needs, consistently applied, open to scrutiny and clearly detailed in the care plan.

This means that staff should:

- be aware that even well-intentioned physical contact may be misconstrued by the young person, an observer or any person to whom this action is described
- never touch a young person in a way which may be considered indecent
- always be prepared to explain actions and accept that all physical contact be open to scrutiny
- never indulge in horseplay or fun fights
- always allow/encourage people who use our services, where able, to undertake self-care tasks independently
- ensure the way they offer comfort to a distressed young person is age appropriate
- always tell a colleague when and how they offered comfort to a distressed person, making a note of the incident in the young person's daily notes
- establish the preferences of people who use our services
- consider alternatives, where it is anticipated that a young person might misinterpret or be uncomfortable with physical contact

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- always explain to the young person the reason why contact is necessary and what form that contact will take
- report and record situations which may give rise to concern
- be aware of cultural or religious views about touching and be sensitive to issues of gender
- treat people who use our services with dignity and respect and avoid contact with intimate parts of the body
- always explain to a young person the reason why contact is necessary and what form that contact will take
- when it is a child seek consent of parents where a pupil is unable to give this
- make a 'best interests' decision if a young adult is unable to give consent
- consider alternatives, where it is anticipated that a young person might misinterpret any such contact
- be familiar with and follow recommended guidance and protocols
- conduct activities where they can be seen by others if appropriate to do so
- be aware of gender, cultural and religious issues that may need to be considered prior to initiating physical contact

This means that settings should:

- ensure they have a system in place for recording incidents and how information about incidents and outcomes can be easily accessed by senior management
- provide staff, on a 'need to know' basis, with relevant information about young people in their care
- have in place up to date guidance and protocols on appropriate physical contact, that promote safe practice and include clear expectations of behaviour and conduct
- ensure that staff are made aware of this guidance and that it is continually promoted

11. **Team Teach and Positive Handling**

At all times, staff will use Team Teach principles to promote positive behaviour, de-escalation, and the development of self-regulation skills. Restrictive physical interventions will only be used as a last resort, when there is an immediate risk of harm to the child, others, or significant property damage, and when all appropriate de-escalation strategies have been attempted or are deemed unsafe to use. Any intervention will be reasonable, proportionate, necessary, and delivered only by appropriately trained staff in accordance with Team Teach guidance, statutory legislation. All incidents involving physical intervention will be recorded, reported in person and writing to parents/carers within 24 hours, and reviewed to ensure accountability, learning, and the continued safety and wellbeing of all involved.

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Staff recognise that behaviour is a form of communication and will seek to understand the underlying need, sensory regulation difficulties, communication barriers, or emotional distress that may contribute to a child's presentation. Team Teach approaches will be used to preserve dignity, maintain positive relationships, and support pupils to return to a regulated state as quickly as possible.

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