Positive Relationships and Engagement Support Local Procedures

Aurora Beeches School

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

1. Introduction

At Aurora Beeches School, we champion a Positive Behaviour Support (PBS) framework, bringing it to life through the Thrive approach and PACE principles. With all staff fully trained in PRICE, we are dedicated to keeping everyone safe while supporting each child's emotional well-being. Whenever challenges arise, we work to resolve them on the very same day—ensuring that every new morning is a true 'fresh start' for every pupil.

2. Local expectations/routines/rules

To realise our values, everyone working at, attending, living at or visiting Aurora Group sites is expected to behave in accordance with the following Code of Conduct:

- Take personal responsibility to make sure their behaviour ensures the Aurora Group values are observed
- Treat everyone with respect, irrespective of differences or protected characteristics
- Respect personal space, property and the environment
- Listen to each other

2a. Mobile Phones

We operate a strict no-mobile-phone policy across our school site, which also applies to smartwatches and other wearable technology.
If a pupil arrives at school with a phone or wearable device, they will be asked to hand it in to staff. The device will be placed in a named plastic wallet and stored securely in a locked cupboard in the staff room until the end of the day.
For pupils who require music to support their emotional regulation, we can provide school-owned MP3 players where this is outlined in their Individual Positive Behaviour Support (IPBS) plan.

3. Reward system

At Beeches School, we believe it is important to focus on and celebrate positive choices and promote good behaviour using praise, recognition, building self-esteem and an individual's sense of worth.

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- For students who hand their mobile phones and/or SmartWatches in, they receive a raffle ticket each time they do, and there is a weekly prize draw every Friday at Gathering time. If a student chooses to leave their mobile phone and/or SmartWatches at home, they also receive a daily raffle ticket each day they do.
- Students work toward a range of the school achievement trophies, awarded at the end of the year
- All students receive recognition awards at the end of the academic year
- Head of School postcards for excellent work/attitude sent to pupils' home
- A programme called Steps in Right Direction - Supportive/Tolerant/Effort/Punctual/Safe

4. Consequences

Pupils may become subject to a tailored support packages, involving designated school staff, therapeutic staff, parents, Local Authority colleagues and external specialist agencies, if their repeated behaviour, despite support being put in place continues to cause concern to other pupils or staff.

5. Relationships and Engagement Support

We embed effective communication practices across the school, ensuring consistency, clarity, and thorough preparation for pupils facing change. Underpinned by a positive ethos, staff actively celebrate pupil achievements using descriptive praise, supported by clear, universally understood college rules.

We share positives regularly with parents/carers so they can reinforce positive behaviour at home and ensure we know our pupils well, reading key information and talking to those who know them best.

We reduce language when a pupil is escalating, as a crisis moment is not a teaching moment and focus on supporting the pupils to calm.

Debrief meetings following incidents are seen as a core source of information for informing and developing positive behaviour support and management and best practice. Students and staff all have a right to participate in incident debriefs and should feel that their views are listened to and valued.

All incidents are reviewed in weekly Incident Review Meeting /High Priority Group meetings to provide strategies to all students.

Beeches School ensures that staff have access to, attend and participate in regular training as is necessary for them to deliver effective positive behaviour management and support to the students in their care. This includes:

- De-escalation skills
- Communication skills
- PRICE – physical Intervention Training
- PACE
- WIN

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Each pupil has both an Individual Positive Support Plan (IPSP) and Positive Relationship Individual Risk Assessment (PRIRA) to meet their assessed needs.

These plans are regularly reviewed and updated in consultation with the pupils and the key partners. This will be no less than three times per year (termly) and as and when following significant incidents.

Individual plans are collaborative and are intended to enable and encourage each student to take responsibility for their own behaviour, and to develop socially aware behaviours in accordance with their age and understanding.

Individual plans include the following key information:

- any pertinent diagnoses
- vulnerabilities
- communication needs
- risk behaviours
- triggers
- strategies for success (active, proactive and reactive approaches and de-escalation techniques
- physical intervention techniques.

Restorative Justice is led by the Lead Pastoral tutor and supports students to see the consequence of their actions upon others as well as finding an agreed way forward. It allows all parties to express how they feel in a safe environment where the mediation is led by experienced staff.

6. Behaviour Curriculum/Lifelong Learning

The curriculum supports behaviour through direct and explicit teaching and learning delivered in the PSHE curriculum and through British Values which are embedded in the wider curriculum. Beeches is an accredited Rights Respecting School, positive behaviour is also linked the awards system.

We use the Thrive Approach as a core framework to support pupils' social, emotional, and mental health (SEMH) development. Grounded in attachment theory, child development, and neuroscience, Thrive recognises that all behaviour is a form of communication and provides a consistent, trauma-informed structure for building trusting relationships.

7. Quiet spaces

Beeches School has a dedicated sensory room within the Therapy building – Willows, and quiet areas for pupils/students to regulate and follow therapeutic lead programmes e.g. O.T. / SaLT etc.

- All rooms are located close to classrooms and a freely available to all young people.
- The college adheres to the Aurora's central policy in the use of these spaces.

The grounds also offer quiet areas which are undercover in the form of garden structures.

8. Transition

The service will support incoming children and young people to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider service culture. This forms part of the pre-admission process and meetings with Head of School or Assistant Head of School.

To ensure behaviour is continually monitored and the right support is in place, information related to children and young people's behaviour issues may be transferred to relevant staff at the start of the term or year.

9. Communication

Parents/Carers receive regular feedback on behaviours and attendance. Tutors make regular contact to ensure lines of communication are clear and open. Parents are involved at each level of any possible consequence. Parents benefit from Parents evenings (either online or face to face), clinical support sessions and Pastoral support and communications

10. Additional training

Aurora Beeches School have specialist staff whose qualifications, training and experience support both students, parents/carers and staff.

These include:

Safeguarding Lead and Deputy Safeguarding Lead team - We safeguard pupils in line with child protection policies, statutory legislation, and *Keeping Children Safe in Education* (KCSIE). Where required, we also coordinate and provide wider multi-agency support to ensure every child's safety and welfare.

Pastoral Lead – Focusing on restorative practice and curriculum development, they provide daily, tailored support for pupils experiencing crisis or facing challenges with learning, mental health, and well-being. The role includes:

- Delivering 1:1 sessions to listen to pupils' concerns, plan constructive ways forward, and advocate for their individual needs.
- Reviewing Behaviour Support Plans alongside the Therapy team when required.
- Monitoring attendance and supporting smooth transitions so every pupil can reach their full potential.

Therapeutic Team Leads – They use a tiered approach to ensure every pupil receives the right support at the right time. This includes:

- Delivering targeted 1:1 and group work sessions.
- Providing tailored mental health and well-being strategies.

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- Liaising closely with families where needed.
- Offering specialist advice and training from the Clinical team to upskill the wider staff.

Psychology - carry out assessments to identify needs which impact a child or young person's development, including mental health needs and some cases review of medication needs and supporting formulation of additional diagnosis. Assessing for needs within the four areas of need mentioned within the SEND code of practice (2015): Social, emotional and mental health.

Speech and Language - Supports students in their communications with others, to develop effective social interaction and communication.

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

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