

# Promoting Positive Behaviour Policy

<b>Policy Reference:</b>	<i>A4 - FOX</i>
<b>Version Number:</b>	<i>2.1</i>
<b>Applies to:</b>	<i>Aurora Foxes Academy</i>
<b>Associated documents:</b>	<i>Exclusions Policy Child Protection Policy Adult Safeguarding Policy Incident Reporting Policy Reporting Up Policy Anti-bullying Policy</i>
<b>Approved by:</b>	<i>Incident &amp; Safeguarding Committee</i>
<b>Implementation date:</b>	<i>August 2021</i>
<b>Next review due by:</b>	<i>August 2022</i>
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

## 1. Introduction

### 1.1 Purpose

All Aurora services seek to ensure that children and young people are enabled to experience and develop positive relationships based on mutual trust and respect and that this is based on a clear understanding of acceptable behaviour. We recognise that behaviour is a form of communication which we should work to understand. As we support children and young adults who have complex and special needs each site needs to develop its own local procedures which reflect the Aurora values whilst providing flexible and bespoke individual support. All sites are expected to implement practices which place an emphasis on proactive action to recognise, foster, acknowledge and reward positive behaviour.

We are driven by our pursuit of excellence, high expectations of behaviour and respect for every member of our community. We strive to promote and create responsible citizens who are independent, innovative, positive and articulate thinkers who celebrate life and seize opportunities, valuing diversity and viewing mistakes as learning experiences.

### 1.2 Legal Framework

This Policy fulfils the requirements of:

- The Education (Independent School Standards) Regulations 2014.
- Children and Families Act, 2014
- SEN Code of Practice as Jan 2015 (updated 2020)
- Behaviour and Discipline in schools, Dfe 2016 (updated 2020)
- BILD Code of Practice for minimising the use of restrictive physical interventions: planning, developing and delivering training, 2014 (4th Edition)
- Reducing the Need for Restraint and Restrictive Intervention (HM Gov. June 2019)
- Positive environments where children can Flourish (Ofsted March 2019)
- The Mental Capacity (Amendment) Bill HM (Gov. July 2018)

## 2. Scope

This policy sets out the overarching principles that guide the local site procedures. It informs the actions to be taken regarding children, young people, staff and stakeholders from Aurora services.

## 3. Policy Statement

### 3.1 Aims

We strive to promote and create responsible citizens who:

- make good choices and encourage others to do the same.
- behave positively



- are considerate and value themselves, others, and their environment
- have the confidence, tenacity and resilience to attain their ambitions
- are inclusive and embrace differences
- have high levels of engagement
- demonstrate positive learning behaviours
- are role models to others

### 3.2 Core Values

Our aims are supported by **the Aurora Group values:**

Caring

Ambitious

Collaborative

Trusted

Innovative

### 3.3 Code of conduct

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, and the environment
- Listen to each other

### 3.4 Key success Indicators

Each of our sites and services can demonstrate:

- Clear, high and consistent expectations that everyone, irrespective of differences or protected characteristics, feels safe, secure and has respect and empathy for one another and diversities are embraced and appreciated.
- Staff, children, young people and parents/carers, view behaviour as everyone's responsibility and mutual respect and positive behaviours are an expectation for all.
- A positive environment where children and young people exhibit a sense of pride of being part of an Aurora provision.
- Collaborative working relationships with parents/carers and stakeholders promoting positive behaviour with effective two-way or multi-disciplinary partnerships.
- Children and young people understand the impact of their behaviour and adapt this behaviour in future making more positive and informed choices.
- Proactive support and guidance to help children and young people learn from their mistakes and take ownership from them
- Clear and fair behaviour expectations, rewards and sanctions are communicated and implemented consistently



- Individual risk assessments and behaviour support plans are developed where required which are reviewed to reduce behaviours of concern
- Robust recording and reporting of behaviours of concern using agreed Aurora Group MIS which enables analysis of individual and group trends to reduce incidents and the use of physical intervention wherever possible

### 3.5 Rewards

At the Aurora Group and within all services and sites we believe it is important to focus on and celebrate positive choices and promote good behaviour using praise, recognition and rewards, building self-esteem and an individual's sense of worth. Specific reward and recognition systems, and the code of practice and rules will be pertinent and bespoke to each of our services, whilst adopting the core values and principles of the Aurora Group.

### 3.6 Sanctions

Children and young people are developing and learning their way in the world. We need to help them make the right choices and support the development of their ethical compass. As a part of this learning process, sometimes mistakes will be made. We need to help children and young people make informed and positive choices but if poor choices are made, where deliberate or intentional, consequences need to be implemented. It is the duty of all staff within a site to support children and young people and strive to understand the underlying reasons for behavior of concern whilst recognising that individuals should be supported in taking responsibility for their actions. The consequences and stages of approach will be included within each site's local procedure again adhering to the Aurora Group core values. Education sites must refer to AE11 Exclusions policy when imposing exclusion as a sanction.

#### **Sanctions which are never acceptable are:**

- corporal punishment
- the restriction of contact and communication
- the withholding of food or drink, sleep, medication, personal aids and equipment required for a disability, clothes
- the requirement to wear distinctive or inappropriate clothing
- the imposition of a financial penalty other than reasonable reparation
- the imposition of group punishments for the behaviour of an individual
- the involvement of any child in the punishment of another.
- humiliating, belittling or punitive punishments

### 3.7 Ensuring Safety

We recognise that positive behaviour may not always be displayed and that at times action may need to be taken to keep children, young people and other people safe. This may mean intervening to guide and coach towards positive behaviour, or physically intervening to keep people safe. We recognise that ensuring safety is paramount.

### 3.8 Risk assessment: meeting individual needs

Each child or young person's Individual Risk Assessment will take into account management and mitigation of known and probable behavioural risks, and these will be aligned with their individual behaviour support plan where a plan is deemed necessary. Individual Risk Assessments are reviewed regularly in accordance with local procedures.

### 3.9 Positive behaviour management and support plans: meeting individual needs

Each child and young person has an individual plan which includes positive behaviour management and support planning to meet their assessed needs.

This plan is regularly reviewed and updated in consultation with the child or young person and the key partners in their care and/or education, in accordance with local procedures. (This will be no less than three times per year (termly), and following significant incidents).

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

Each child or young person should have access to their own plan in a format which is understandable and meaningful to them.

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.

### 3.10 Training

The Aurora Group will ensure that staff have access to, attend and participate in such training as is necessary for them to deliver effective positive behaviour management and support to the children and young people in their care. This will include:

- De-escalation skills
- Communication skills
- Aurora approved physical intervention training (Team Teach, Price or Norfolk Steps)
- Any specific training requirements identified in relation to particular sites or individually assessed needs.

### 3.11 Developing a learning culture

Debrief meetings following incidents are seen as a core source of information for informing and developing positive behaviour support and management and best practice. Children,

young people and staff all have a right to participate in incident debriefs, and should feel that their views are listened to and valued.

### 3.13 Supporting staff

Regular staff supervision/line management meetings, team meetings and debriefs following incidents are used to ensure that staff are supported to understand reflect on and manage their own feelings and responses to the behaviour and emotions of children and young people. Staff have a duty to attend and participate in such meetings

Where an Education Health Care Plan (EHCP) requires specialist behaviour support which is beyond the integral or contracted provision of the site, Site Leads have a duty to seek the required resources. Where specific behaviours of concern not included and addressed in the EHCP become evident, and suggest the need of specialist behaviour support which is beyond the integral or contracted provision of the site, Site Leads have a duty to identify the resourcing need to the funding authority and to work with them to address the resourcing need.

### 3.14 Physical intervention

A restrictive physical intervention is defined as some degree of physical contact and force to guide, prevent or restrict movement.

Physical intervention is always considered to be a last resort, and may only ever be considered when there is a significant risk of injury to any person or significant damage to property, and there is no alternative method of mitigating these risks. Physical intervention where used must be reasonable, proportionate, and use no more force than is absolutely necessary.

Where restrictive physical intervention is used a meeting will be held and recorded within 48 working hours (wherever reasonably practicable) to review the incident and identify steps to implement risk reduction measures and avoid subsequent use wherever possible.

The agreed approach to physical intervention used by the group is Team Teach, Price and Norfolk Steps. The approach adopted at a site is outlined in the local procedure, and the techniques taught within the programme should be used. Staff must only use physical intervention if they have been trained unless it is an emergency to prevent harm to the young person or others.

The use of physical intervention and other restrictive practice is guided by Regulation 20 of The Children's Home Regulations (2015); Restraint and Deprivation of Liberty and the following principles:

Only use as a last resort where the use of preventative, and developmental proactive strategies and first line reactive strategies have not been effective in reducing the risk or the occurrence of a behaviour.

Staff should be adequately trained and competent to use physical intervention (to be updated on yearly basis) and must adhere to all safety measures.

Physical Intervention should only be used where failing to act will place the child or young person or others at risk of harm.

Children and young people have the fundamental right of freedom of movement and liberty and this will be central to all strategies that involve or are considered to involve the use of a restrictive measure.

Must be demonstrated to benefit the child or young person.

All interventions in all contexts must be appropriate to the incident, be a proportionate response to the incident, use a proportionate degree of force, be the least restrictive option available, be respectful to the child or young person and be used for no longer than is necessary to prevent harm to the child or young person or to others.

Physical interventions may take the form of an emergency intervention, or a planned intervention.

### **Emergency intervention**

Children and young people could be at risk due to an unexpected incident, or response to a new or unexpected situation.

Staff may intervene to maintain the safety and wellbeing of the child or young person or themselves if they choose to do so. For example, a member of staff may physically intervene to prevent a child or young person from harming themselves, or causing harm to others.

Staff must report all unplanned interventions to the Site Lead to justify the action.

The site should assess the incident as soon as possible and a behaviour support plan will be drawn up or updated to reflect this.

If it is judged that the intervention may be required again, this must be drawn up as part of a positive support plan and then will become a planned intervention.

### **Planned intervention**

A physical or restrictive intervention may be planned for if it has been judged as likely to occur following assessment, or other indication such as behaviour history or incident report.

A planned physical intervention may only be in place if it is in the context of an existing support plan. This should include a risk assessment covering the potential risks of making use of physical intervention.

A support plan that consists only of a physical intervention or restrictive practice will be deemed inappropriate.

A planned physical intervention should consist of:

- Guidelines for minimising the risk of the occurrence of the behaviour and de-escalating or diffusing a potential incident.
- Procedure for physical intervention detailing how staff can intervene.
- Strategy for disengaging or bringing an intervention to an end.
- Strategy for ensuring that child or young person has not sustained injury or other adverse effect.



### 3.15 Recording and reporting

Where an incident involving behaviour of concern has occurred, or restrictive physical intervention has been used these should be recorded within 24 hours, wherever possible. Please see AQ6 Incident Reporting policy and AQ6.1 Reporting Up policy for further details. It is expected that copies of relevant documentation will be made available to parents/carers and that information is shared following a serious incident. The incident report remains an important legal document and should be treated as such.

### 3.16 Governance and monitoring

Sites should nominate a member of staff to monitor, analyse and take appropriate action in response to behaviour management and the use of physical intervention. Such analysis should consider equality issues including, protected characteristics in order to make sure that there is no potential discrimination; the analysis should also have regard to potential child protection or safeguarding issues. Analysis should also consider trends in the relative use of physical intervention across different staff members and across different times of day or settings. This analysis should be reported back to the Site Lead and made available in governance reports so that appropriate further action can be taken and monitored.

Governance and monitoring at group level takes place through the review of incident levels and reporting at the monthly Aurora Board meeting and through incident and reporting up analysis at the monthly Incident and Safeguarding Governance Committee. Information sources used to support and inform effective governance and monitoring include: incident reports, site analysis and commentary, governance reports, children, young people and stakeholder feedback, complaints and quality assurance visit reports.

## 4. Roles & Responsibilities

**4.1 Everyone** has a responsibility to abide by the Code of Conduct,

### 4.2 Site Leads must:

- maintain the safety of all site users through ensuring that staff are properly and sufficiently trained and skilled to meet the behaviour support needs of their current cohort.
- ensure local procedures are in place and up to date which support this policy and promote positive behaviour at their site
- ensure they can evidence the key success indicators outlined in section 3.5 at their site

### 4.3 All Staff must:

- at all times model positive and acceptable behaviour
- communicate to each child or young person expectations about behaviour and to ensure that the child or young person understands those expectations in accordance with their age and understanding and individual needs.
- maintain the Aurora values
- attend and apply all relevant behaviour support training provided for them
- implement the agreed local procedure and this policy
- record and report incidents as outlined in policy AQ6 and 6.1



- raise concerns and ask questions in relation to behaviour support if they are worried or uncertain
- follow advice, and attend debriefs as required following incidents

#### 4.4 Children and Young People are expected to:

- ask for or indicate when they need support with their behaviour wherever possible
- participate in accordance with their skills and understandings in planning and agreeing their individual positive behaviour support plans
- accept the help and guidance provided in relation to positive behaviour
- raise concerns and ask questions in relation to positive behaviour support if they are worried or uncertain

#### 4.5 All visitors, whether parents, carers, visiting professionals or employees are expected to:

- model positive and acceptable behaviour
- accept and follow any guidance provided should any incident of a behaviour of concern take place during their visit
- raise concerns and ask questions in relation to behaviour support if they are worried or uncertain

#### 4.6 The Incident and Safeguarding Governance Committee will:

- ensure Aurora policy and guidance on issues relating to managing behaviour of concern is relevant, robust and meets legal and regulatory requirements
- develop a consistent and safe approach to positive behaviour support within the Aurora Group whilst meeting individual needs
- ensure that the learning and development of staff in managing behaviour of concern is appropriate, effective and sufficient to meet the needs of children and young people in our care
- ensure there are sufficient resources to support innovation in developing best practice behavioural care.

## 5. Implementation

All site senior leadership teams and Central Function Leads are responsible for ensuring this policy is implemented in their site or function.

## 6. Support, Advice and Communication

Guidance and support on developing positive behaviour and the use of physical intervention at site level is provided by the Site Lead and Operations Director. Individuals may be referred to specialist behaviour leads, therapy teams and pastoral managers at a site or regional level. At Group level, the Incident and Safeguarding Governance Committee can advise and support.



## 7. Monitoring

This policy will be reviewed annually by the Incident and Safeguarding Committee. At the same time, the local procedures will be reviewed by the Site Lead and ratified by the Operations Director.



## Appendix 1 : Aurora Foxes - Local Procedures

### Introduction

Aurora Foxes is set up to deliver education in a way that takes into account any behaviours that may be demonstrated by our students.

At all times the approach to any incident should be supportive to all involved. Where possible incidents should be resolved through an informal approach where the student is encouraged to reflect on, and with support understand their behaviour and its impact, and ultimately to modify their behaviour.

This process is designed to be supportive and may be used to manage any of the following behaviours:

- Continual poor or non-attendance at any element of study programme.
- Bullying behaviours directed towards other students or staff.
- Sustained or repeated incidences of very disruptive or dangerous behaviours that impedes the learning of others

If the reflective approach has been followed, and the behaviour has not been moderated, further steps may be taken, especially where the incident is considered to be serious, or the behaviour persistent.

This procedure therefore should be followed only where repeated concerns are raised for a student's behaviour that is not improving following specialist approaches, proactive staff intervention and additional positive behaviour support.

The decision to permanently exclude a student will be taken in response to a serious breach, or persistent breaches, of the college behaviour policy or where a student's behaviour means that allowing the student to remain at college would seriously harm the education or welfare of the student, other students, staff or others.

A student may be excluded for one or more fixed periods and they can also be excluded permanently and any decision to exclude will be lawful, rational, reasonable, fair, and proportionate.

This procedure does not replace or in any way discourage our responsibilities under the Safeguarding Policy.

### Gross misconduct

Examples of misconduct which can/should be dealt with through the standard behaviour process includes:

- Unauthorised repeated absence from college sessions – on and offsite
- Unauthorised use of college facilities
- Foul or abusive language (the level of seriousness will need to be judged by staff dealing with the situation)
- Any bullying behaviours directed towards staff or other students.
- Threats made towards staff or other students.
- Any harassment under the equality act that is not sufficiently serious to fall into the category of gross misconduct
- Abuse of the college IT systems



- Misuse of any college resources or vandalism of college environment
- Disrespect of British Values as outlined within the Prevent Duty

Examples of gross misconduct which due to their nature may lead to fixed term or permanent exclusion.

- Unauthorised removal of the college's property or theft of any nature.
- Serious harassment under the equality act.
- Serious breaches of health and safety requirements.
- Sexual offences.
- Physical Assault.
- Actions which bring, or may bring, the college into serious disrepute.
- Student repeatedly under the influence of illegal substances.
- The sale or repeated purchase of illegal substances.
- Malicious damage to college property
- Undertaking any activities which are against the law.
- Promotion of views and/or participation in activities of an extremist nature, as outlined within the Prevent Duty

### Role of all Staff

The role of all staff during this process is to ensure students are fully supported and communication is focused on resolution to ensure the student succeeds. Where the process extends beyond informal support, the House Team Leader will continue to monitor the student and provide updates on their progress, as well as meeting regularly with them to ensure the Behaviour Intervention Plan (BIP) is being adhered to. The Head of Care may attend.

### Role of Multi-disciplinary Team

The role of the Multi-disciplinary Team is to meet fortnightly to discuss ongoing behaviour of concern and those students on a disciplinary stage. The outcomes from these meetings will be fed into weekly safeguarding meetings.

### Role of the Principal

The senior leadership team will be kept updated weekly with any students whose behaviour and attendance are an issue. The Principal will not be directly involved in the process unless it becomes necessary to confirm a permanent exclusion via an emergency placement meeting which they will chair. The final decision regarding the student's placement rests with the Principal.

### Stages of the process

There are 4 stages in the procedure which are split into stages which are informal and formal.

## 1.0 Informal Approach

### 1.1 Stage 1

- Meeting with the House Team Leader detailing reasons for the behaviour and strategies. Other key staff members can be invited if beneficial.
- Verbal warning given
- Behaviour Intervention plan implemented/reviewed.



- Individual risk assessment updated.
- Collaborative working between departments
- Parents informed (if 18 or over consent must be given or Power of Attorney in place).

## 1.2 Stage 2

- Referral to Head of Care
- Meeting to take place with the House Team Leader and Head of Care for further discussions detailing reasons for the behaviour and strategies. Other key staff members can be invited if beneficial.
- Written warning given
- Parent asked to attend meeting if student is under 18 (either virtually, face to face or over the phone)
- Behaviour plan implemented/reviewed.
- Individual risk assessment updated.
- Behaviour Contract put in place if required.
- Parents informed (if 18 or over consent must be given or Power of Attorney in place)

## 2.0 Formal Approach – Serious Incident or Persistent Behaviour Issues

### 2.1 Stage 3

- Head of Care to refer to Principal
- Meeting with House Team Leader and Head of Care/Principal to take place. Other key staff members can be invited if beneficial
- Written warning or final written warning given
- Parent asked to attend meeting if student is under 18 (either virtually, face to face or over the phone)
- Temporary Exclusion by the Head of Care or the Principal.
- Parents and LA informed. Parents and LA to be kept up to date with developments.
- Behaviour Intervention Plan implemented/reviewed.
- Individual risk assessment updated.
- Behaviour Contract put in place if required.
- Reporting up procedure followed
- Meeting of Senior Leaders and Aurora Governance to discuss the incident and ways forward.
- Outcomes discussed with student and parent for re-admittance.

### 2.2 Stage 4

- Meeting of Principal and Aurora Governance to discuss the incident and ways forward.
- In the event of the most serious incidents The Principal will discuss permanent exclusion with Aurora Governance.
- Final written warning or permanent exclusion letter given
- Reporting up procedure followed
- Parents and Local Authority informed
- Behaviour Intervention Plan implemented/reviewed.
- Individual risk assessment updated.

Any appeals against a permanent exclusion must be in writing to The Principal. This appeal will be heard by representatives from Aurora.



In the event of a permanent exclusion The Aurora exclusions policy will be followed and Aurora Foxes will assist in any way to help with transition.

### **Summary**

This policy does not, and is not intended to supply guidance on the management of an individual and behaviours. This policy is concerned with the provision of appropriate support for behaviour generally. Students individual support strategies should come from an individual assessment.