
Behaviour Policy

Reviewed 15/01/25

Next Review January 26



Fairfields School
Helping children to help themselves

Introduction

At Fairfields we believe that academic achievement and personal development can be fostered by ensuring that school is a place where:

- ✓ emotional well-being is promoted through valuing, noticing, appreciating, recognising potential and giving room to grow
- ✓ there are positive and trusting relationships
- ✓ individual needs are recognised and valued
- ✓ everyone belongs.
- ✓ positive nurturing relationships are key to regulation and attainment

Fairfields Behaviour Policy has been written in line with guidance from the DfE (Behaviour in Schools Sept 22 and Suspension and permanent exclusion from maintained schools Sept 23)

Our **Beliefs** guide our practice. These include:

Inclusion is at the heart of all we do.

- We ensure children have opportunities to interact with one another throughout the school day.
- We support everyone to feel that they have a sense of belonging.

Children learn best when teaching is memorable, purposeful and meaningful.

- Our learning environments are stimulating, promoting our children's curiosity and enquiry (behaviour for learning).
- We carefully consider access in order to reduce barriers to learning and participation by personalising our teaching and learning approaches.
- We endeavour to deepen children's understanding so that they can apply their learning in everyday situations.

All children can achieve.

- Our small step developmental skills based curriculum enables our children to follow their own learning journey.
- All children can achieve because we have accurate assessment of their starting point and clarity about their next steps in learning.
- We ensure that every pupil has the opportunity to experience success in learning and achieve as high a standard as possible.

How children learn is as important as what children learn.

- We take account of individual learning styles and motivators.

Children learn when they are happy and secure.

- Through our in depth knowledge and understanding of each child we ensure that we meet their physical, social and emotional needs in order to maximise their potential for academic learning.
- We establish a positive environment in which every pupil is encouraged to respond with socially acceptable behaviour.
- We provide a happy, secure and caring atmosphere where pupils achieve the highest possible standards.

Values:

As a school we highly value:



Courage, determination, kindness, fairness and resilience. We model these values and celebrate when we observe pupils demonstrating these values.

Objectives:

- ✓ To ensure the safety and well-being of all pupils, staff and visitors to school.
- ✓ To provide a secure and predictable structure in which pupils can work to develop personal behaviour management and self-esteem.
- ✓ To provide opportunities for all children to practice pro-social behaviour.
- ✓ To give pupils, both collectively and individually, many forms of recognition for good behaviour.
- ✓ To have a clear expectation of behaviour across school, backed up with clear natural consequences.
- ✓ To develop effective communication links between school, parents/carers and the pupil.
- ✓ To ensure staff use a trauma informed relational approach with all pupils at Fairfields

Adults can support pupils by:

The quality of relationships

We believe that relationships are crucial. Linked to our Relational Policy (Information guide). To foster successful, enabling relationships we need to:

- ✓ actively build trust and rapport – they have to be earned; they are not given.
- ✓ demonstrate belief in the pupil – that s/he **can** succeed. Let the pupil know this.
- ✓ Always treat the pupil with dignity and respect e.g. by saying “thank you” and by listening carefully.
- ✓ listen respectfully to the pupil, and make a judgement about how/when to respond
- ✓ enjoy his/her company – have fun together, where and when appropriate
- ✓ hear the message behind the word/behaviour; ask yourself **why** the pupil is behaving in this way – there will always be a reason; the behaviour is a symptom, a form of communication
- ✓ keep our word – do whatever we say we will do
- ✓ tell the truth at all times – **never** lie to a pupil
- ✓ look for the good in the pupil – identify it with the child and build on it
- ✓ name and manage your own emotional responses to pupils’ behaviour i.e. demonstrate emotionally intelligent behaviour at all times
- ✓ quietly but firmly hold appropriate boundaries for the pupils. Never let pupils do whatever they want, when this would infringe the rights or comfort of others.
- ✓ Use a PACE-ful approach at all times – seeing beyond the behaviours

As a supplement to this policy Fairfields has created our 'Relational Guidance' document (kept alongside other policies within school) to provide our staff with additional information about forming firm and consistent relational bonds whilst deepening understanding around the impact of trauma on behaviour amongst those pupils who may have experienced it.

The quality of the teaching we provide

If we are able to meet each child at his/her point of learning, in most cases poor behaviour is likely to decrease/disappear. To do this we need to:

- ✓ accurately assess each pupils' learning e.g. learning style and level of achievement in order to move them on
- ✓ plan to meet each pupils' range of needs e.g. equipment, seating, groupings, use of LSA's
- ✓ know what motivates each pupil and use it to help him/her achieve
- ✓ carefully plan lessons to ensure that we meet each pupil at his/her point of learning i.e. the work should be neither too easy, nor too hard and we should plan for success
- ✓ include, pupils in the target setting and evaluation process, using appropriate language (self-assessment)
- ✓ give pupils feedback on progress in a supportive way, focussing particularly on their achievements and what they need to do to make further progress
- ✓ praise pupils for their specific achievements i.e. descriptive praise
- ✓ actively teach pupils positive learning behaviours, so that they know what to do to ensure successful lessons e.g. recognise and praise good listening, looking, thinking, turn taking, waiting, sharing, etc. It is important to use descriptive language specific to the behaviour you are trying to reinforce.
- ✓ Remain professionally curious and reflect regularly to improve practice

The scaffolding we put in place to nurture positive behaviours

By this we mean all the things we do (see below) to support our pupils to manage their own behaviour successfully.

Rights:

All our pupils have a right to:

- ✓ learn and to make demonstrable progress
- ✓ feel physically and emotionally safe at all times
- ✓ be treated with respect and dignity at all times
- ✓ express their feelings in an appropriate way.

Responsibilities:

Responsibilities are linked to rights, and this should be made explicit to our pupils.

High Expectations:

We believe that a culture of high expectations nurtures positive behaviour and attitudes. Our core values guide staff to set high expectations relating to pupils behaviour.

Routines support pupils by providing predictability. Is important to implement routines for **all** activities, including:

- ✓ the start/end of the day
- ✓ moving from classroom to elsewhere e.g. dining hall, playtime
- ✓ entering/leaving the classroom
- ✓ greeting visitors
- ✓ collecting equipment

Routines must be explicitly taught rather than assuming pupils will know them. The more consistency there is over routines, the easier it is for pupils e.g. cross department, cross class – to learn them.

The language of choice

We believe that it is important that pupils take responsibility for their behaviour. We actively encourage them to choose the right thing to do, by explaining the consequences of their choices, both good and bad.

We use specific descriptive praise when we see them making a good choice.

We link consequences to the choices they make, to help them make the best choice.

This language:

- ✓ increases pupils" sense of responsibility
- ✓ regards mistakes as part of learning
- ✓ removes the struggle for power
- ✓ is positive
- ✓ overtly links responsibility, choice and consequence
- ✓ helps them to take responsibility
- ✓ helps them to manage their own behaviour
- ✓ increases their independence.

Rewards and Consequences

Rewards

We endeavour to create a climate which has a positive effect on pupils' learning and behaviour. We believe that it is important to celebrate pupils' successes / achievements as this will nurture their self-esteem, motivate and encourage positive behaviour.

Rewards include:

- ✓ Positive praise, smile, nod, wink
- ✓ Stickers
- ✓ Sharing work with class
- ✓ Star of the day or week
- ✓ Visit to head teacher / preferred adult to share work / achievement
- ✓ WOW Work displays / displaying work
- ✓ Phone call home to discuss positive achievements
- ✓ Sharing successes and WOW moments via Evidence for Learning
- ✓ Individualised reward charts

✓ Assemblies / certificates used as opportunity for celebration.

Rewards are linked to positive choices and achievements. They focus on specific behaviours we wish to improve. This approach should be carefully monitored to ensure that there is no negative impact on the child's wellbeing so when rewards are not achieved. We accept that reward systems could be class based, but may need adaptation for individual needs.

Descriptive Praise

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote e.g.

"I liked the way you lined up quietly"

"I noticed how kindly you supported _S_. Thank you"

"Thank you for returning to class so promptly" etc.

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the Fairfield's language.

Consequences

We do not believe in sanctions or punishment. We do not believe in the concept of punishment, because it focusses the pupil's mind on the punishment, rather than what s/he did. This frequently leads to pupils feeling angry about the punishment, rather than thinking about the effect of their behaviour on others.

It is important for our pupils to clearly link a specific behaviour with its consequence. The consequence needs to be a natural consequence, which makes sense to a child.

| Behaviour | Consequence |
|---|---|
| Hurting another child | Remind the child that one of our rules is to be kind. Encourage pupil to apologise and demonstration of kind hands. |
| Disruptive behaviour | Follow pupil's individual behaviour plan and ensure disruption is kept to a minimum. Once the pupil has calmed and is ready to learn they will need to complete the work when calm. |
| Running in the corridors | Children should return and repeat the walking process and be praised appropriately for efforts made. |
| Throwing items / not putting items away after use | Children should collect items thrown / not put away and be supported to handle / put them down / pack items away appropriately. Reinforcement of kind hands. Adults to model and support where necessary. |

Exclusion

The ethos of Fairfield's School is one of non-exclusion as we do not believe this sanction brings any benefits to the child. In extreme circumstances, if it was unsafe to support a child or there has been a significant change in behaviour, we may ask that they remain at home (short suspension) while new

structures are put in place to ensure they, other pupils, and staff, are safe. This could result in decisions including a reduced timetable working towards improved management of target behaviour to increase to full timetable with an agreed timescale and action plan. Where these decisions are made parents will always be informed before decisions are made, as well as consultation with EHC officers, the local authority, and any other relevant professionals, to ensure all as informed as possible. A risk assessment maybe carried out to inform this decision.

Roles and Responsibilities

Staff

Teacher's must:

- ✓ Provide high quality teaching and learning in the classroom – ensuring appropriate differentiation
- ✓ Promote a positive classroom climate – ensure that pupils feel emotionally and physically safe; clear routines, clear expectations; feel that staff are in control.
- ✓ Have high expectations.
- ✓ Plan to make best use of learning support assistants, and other resources, to support learning and behaviour.
- ✓ Follow through with pupils until incidents are resolved.
- ✓ Monitor behaviour in their lessons and adapt approaches to ensure success for pupils.
- ✓ Advise and support other staff on effective behaviour strategies for class\individual pupils.
- ✓ Work in partnership with the Behaviour Support lead to draw up Individual Behaviour Plans.
- ✓ Keep succinct, detailed records of incidents or improvements, to monitor progress and to establish patterns (ABC charts).
- ✓ Review strategies regularly and adapt if not working.
- ✓ Develop positive relationships with all parents to support pupil behaviour both in school and at home.
- ✓ Be prepared to arrange & lead meetings with parents & multi agency teams to resolve behavioural difficulties.
- ✓ Promote the ethos and attitudes promoted by trauma informed relational approaches themselves, amongst their class teams, and across school

Learning Support Assistants (LSA's)

- ✓ Support the teacher, with teaching and behaviour management at all times.
- ✓ Support the children, with their learning and their self-management of their behaviour at all times, under the direction of the teacher.
- ✓ Support the development and maintenance of a positive classroom climate with high expectations.
- ✓ Ensure that the playground is physically safe and if not to report by email to the Site Supervisor immediately.
- ✓ Teach the pupils how to manage their behaviour positively in the playground and around the school at all times.
- ✓ Ensure that pupils manage their behaviour positively during school trips and when offsite.
- ✓ Complete incident/accident reports as required and as shown in guidelines.

- ✓ Promote the ethos and attitudes promoted by trauma informed relational approaches themselves, amongst their class teams, and across school

School Leadership Team

- ✓ Support teachers and LSAs to manage behaviour effectively through effective modelling, continuing professional development – **not** by doing it for staff.
- ✓ Support pupils with understanding the school's approach to behaviour management.
- ✓ Support parents/carers with understanding the school's approach to behaviour management, and with behaviour management strategies.
- ✓ Regularly review policy and practice.
- ✓ Promote the ethos and attitudes promoted by trauma informed relational approaches themselves and across school

Parents / Carers

- ✓ Support the school's approach to behaviour management, in line with this policy.
- ✓ Support their child in learning to manage his/her own behaviour.
- ✓ Take opportunities provided by the school to further develop their own understanding and implementation of effective behaviour management.

Governors

- ✓ Regularly monitor behaviour and attitudes.

Reporting and Recording incidents of behaviour

ABC charts are used to track a pupil's behaviour; these provide information which is analysed and, if appropriate, an Individual Behaviour Support Plan written. The purpose of the plan is to provide all those involved with the child preferred ways of managing the child to reduce incidents of inappropriate / challenging behaviour. A copy of the Individual Support plan is sent home for parents/carers information.

All incidents of behaviour requiring adult intervention are recorded in the Behaviour Report bound and numbered book. Parents / carers are informed, preferably via a phone call, on the same day as the incident.

All incidents of behaviour recorded in the bound and numbered book are monitored and advice and support given to the class team to minimise incidents of behaviour requiring adult intervention.

Eliminating BULLYING including Cyber bullying (also refer to Anti-Bullying & Online Safety Policies)

We believe that all pupils should learn and work in a supportive, caring and safe environment without fear of being bullied. Bullying is defined as persistent and deliberate hurtful behaviour which involves systematic abuse of power. Bullying is an anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. It is the responsibility of every member of the school community to address and/or report all incidents of bullying. Because of our setting we must also consider the language of the term 'bullying' and reflect on cognitive abilities and any other sensory feedback our children may be getting to explain the behaviours that appear to be bullying.

Worrying / unusual behaviour: Child Protection (also refer to Child Protection Policy)

Staff must immediately report any worrying/unusual behaviour to a Designated Safeguarding Lead (currently Sara Clarkson, supported by deputies Lesley, Elder Nicola Wood, Janice Crane and James Tucker.) This would be communicated via MyConern and face to face conversation. Such behaviour may warrant involvement of parents, Social Care, Medical services or an assessment by the Educational Psychologist. A Designated Safeguarding Lead will make that decision.

Physically managing our pupils

As a school we follow Team Teach training and techniques when physically managing our pupils. We currently have two Intermediate Trainers at school allowing us to conduct our Team Teach Level 1 training at school in house. The focus of Team Teach is to provide a holistic approach focussing on 95% risk and restraint reduction (non-physical) with 5% physical techniques to support pupils when they are in crisis. The focus for us is managing our pupils using our structures, routines, environments, and relationships. However, we have a duty of care to ensure our pupils remain safe and where reasonable, proportionate, and necessary staff are trained to use low level physical techniques to keep pupils, themselves and others safe. Staff receive this training as soon as possible after being appointed, up to that point there is still a duty of care to our pupils, and the key messages of reasonable, proportionate and necessary will be shared, as well as 'seeking help is a sign of professional strength'. A more general behaviour management training, to highlight school ethos and relational approaches, will take place if Team Teach training is unable to be facilitated immediately on appointment.

Restraint – i.e. the positive application of sufficient force to ensure, by physical means alone, that a pupil does no injury either to him/herself, a member of staff, another pupil or property.

- ✓ Restraint should rarely be used, and only after all other interventions have been exhausted, staff should be suitably trained. On occasion there may be a pupil who requires a higher level of physical management; staff will be suitably qualified using **Team Teach** strategies.
- ✓ Behaviour plans should have a graduated response to ensure that all other avenues have been explored before restraint is used.
- ✓ Restraint should **only** be used if the pupil is putting himself or others in danger and where failure to intervene would constitute neglect.
- ✓ If used restraint it must be recorded in the school's Behaviour Report book in the office.
- ✓ An **Individual Risk Assessment** will need to be carried out – this might apply when an individual pupil/child needs physical interventions using Team Teach strategies as a part of an on-going behaviour management plan.
- ✓ Staff need to be able to establish the possible consequences of using a particular Team Teach method or methods of physical intervention when difficult behaviour occurs.
- ✓ Where required additional 'bolt on' modules of Team Teach can be arranged for class teams where there is a new need or technique required, in consultation with Team Teach.
- ✓ Update the pupil behaviour plan including the Team Teach physical interventions which have been successful & share with relevant colleagues.
- ✓ If restraint is used, parent/carers need to be contacted before the child arrives home.

Restricting Liberties – at Fairfield's School, pupils may **never** be

- ✓ locked up
- ✓ left alone/unattended
- ✓ deprived of food/drink
- ✓ denied access to a toilet

Involving parents/carers:

We value and recognise the knowledge, views and first-hand experience parents/carers have regarding their child. We believe that it is essential to:

- ✓ Work in partnership with parents / carers to support their child's behaviour, learning and development
- ✓ Define how we contact / involve parents / carers
- ✓ Establish a Home School Agreement.

Admission and Post-Admission planning meetings enable school and home to plan how best to meet individual needs. Annual Review meetings provide an opportunity to discuss pupil progress and plan for the forthcoming year.

Equal Opportunities:

We are firmly committed to the principles of equal opportunities. We believe that all pupils are entitled to learning experiences, which will enable them to achieve their potential and enrich their lives. We place great value on diversity and treat every member of the school as an individual. This means we value equally the unique qualities of each individual.

Monitoring

We need consistent behaviour management throughout the school, appropriately adapted to the age/ability of the pupil. We observe and feedback to staff on observed good practice and areas for development. We are currently trialling new ways of monitoring and supporting children with their behaviour to include more frequent check in's with class teachers and teams and better tracking the desired decrease in incidents. Please see attached form.

Continuing Professional Development (CPD)

As part of the Team Teach reaccreditation cycle trainers will attend reaccreditation training annually. Support staff who have completed Level 1 Team Teach training will receive refresher sessions every 2 years. Behaviour and Attitudes lead is also available through the week and provides support through his monitoring.

In order to further improve practice, staff can:

- ✓ apply to go on individual courses out of school, as part of their individual Continuing Professional Development identified in their Performance Management and Appraisal meetings;
- ✓ ask for in-house individual development opportunities e.g. by observation and learning dialogues with staff, with identified best practice;
- ✓ attend whole school, and team training sessions on behaviour management.

Appendix:

ABC record sheet

Individual Behaviour Plan

Behaviour report
Relational Policy

Also refer to the following policies:

- Child Protection
- Online Safety
- Anti-Bullying
- SEN and Inclusion
- Single Equality
- Health & Safety
- Relational Guidance

ABC CHART

Pupil Name: _____ School: _____ Grade: _____ Observer(s): _____

Instructions: For each instance of behavior, record the context of the behavior (date, time, designated activity, people involved, location, etc.). Also, briefly describe the antecedent, behavior, and consequence. Based on the observation of the behavior, determine a possible function of the behavior (e.g., seek attention, escape/avoid task, leave an area or person, access a preferred item, sensory consequence, avoid interruptions, communication pain/illness, etc.).

| | Antecedent: What happened immediately before the behavior? | Behavior: Describe the behavior in observable terms (e.g., kicked a peer) | Consequence: What happened immediately after the behavior? | Possible Function: What is the "payoff"? Why is the behavior happening? |
|--|--|---|--|---|
| Date: Time: Activity: People: Place: | | | | |
| Date: Time: Activity: People: Place: | | | | |
| Date: Time: Activity: People: Place: | | | | |
| Date: Time: Activity: People: Place: | | | | |



Name:

Date of Plan:

Individual Behaviour Support Plan & Positive Handling Plan

Planned response to appropriate behaviour including strengths and praise points:

- Planned response:
- Praise points:

Target Behaviours:

-

Triggers:

-

Preferred supportive and intervention strategies, including de-escalation techniques

| | | | |
|---|---------------------------|--|----------------------------------|
| √ | Verbal/advice and support | | Distraction (give details below) |
| | Reassurance | | Take up time/countdown |
| | CALM stance/talking | | Success reminder |
| | Negotiation | | Withdrawal |
| | Choices (max 2) | | Contingent touch |
| | Humour | | Transfer adult |
| | Consequences | | Other: |
| | Planned ignoring | | |

Description of behaviour

Identification of risk

| | |
|--|--|
| Describe the risk | |
| Is the risk potential or actual? How frequently does the risk occur? | |
| Who is affected by the risk | |
| How likely is it likely to occur | |
| Who is likely to be injured | |
| What injuries may be sustained | |
| How serious are the outcomes? | |

Risk reduction management including effective Positive Physical Intervention

| Measures | Options | Benefits | Drawbacks |
|-----------------------------------|---------|----------|-----------|
| Positive early interventions | | | |
| Next level interventions | | | |
| Interventions to adverse outcomes | | | |

After incident strategies:

Signed off by Team Teach Tutor
Date
13

Positive Physical Intervention / Restraint Criterion Believed to be satisfied (please ✓ appropriate box)

| | | | |
|---|--------------------------|--|--------------------------|
| The pupil was at risk of self-harming or putting themselves in a position of being harmed | <input type="checkbox"/> | There was a substantial risk of physical injury to another pupil | <input type="checkbox"/> |
| There was a substantial risk of physical injury to a member of staff/public | <input type="checkbox"/> | Serious damage to property was being threatened/caused | <input type="checkbox"/> |
| Serious disruption was being threatened/caused | <input type="checkbox"/> | Absconding | <input type="checkbox"/> |

Positive Physical Interventions

| | | | | | | | |
|--|--------------------------|------------------------------|--------------------------|------------------------------|--------------------------|--|--------------------------|
| Verbal Direction | <input type="checkbox"/> | Caring C Guides | <input type="checkbox"/> | Friendly Escort | <input type="checkbox"/> | 1 Person Single Elbow Escort | <input type="checkbox"/> |
| 2 Person Single Elbow Escort | <input type="checkbox"/> | 1 Person Double Elbow Escort | <input type="checkbox"/> | 2 Person Double Elbow Escort | <input type="checkbox"/> | Half Shield Escort (short distance only) | <input type="checkbox"/> |
| T Wrap Standing | <input type="checkbox"/> | T Wrap Seated | <input type="checkbox"/> | T Wrap Floor | <input type="checkbox"/> | 2 Person Single Elbow Chairs | <input type="checkbox"/> |
| 2 Person Single Elbow Floor | | Small Person Hold | | Half Shield | | | |
| Information: <small>(distance / did it work? / graded response? Etc.)</small> | | | | | | | |
| Safe space used: <small>(e.g. thinking area / soft play. Information / Where? / How long? Etc)</small> | | | | | | | |
| Total duration of restraint (mins) | | Staff Qualified (please ✓) | | | Yes | No | |

Outcomes (What happened next?)

| | | | | | | | | | |
|---|--------------------------|---------------|--------------------------|-----|----|------------------|-----|----|--|
| | | | | | | | | | |
| Staff Debrief | <input type="checkbox"/> | Pupil Debrief | <input type="checkbox"/> | | | | | | |
| Any Medical Information/Attention/Details of Injury to Staff or Pupils (please ✓) | | | | | | Yes | No | | |
| If yes, please advise: | | | | | | | | | |
| Reported to First Aider | Yes | No | Recorded in Medical Book | Yes | No | Parents informed | Yes | No | |
| Signature of Reporting Members of Staff: | | | | | | | | | |
| Signature of Headteacher/Deputy Headteacher/Emotional Wellbeing Lead: | | | | | | | | | |