



Positive and Proactive Behaviour Policy

Reviewed	Date of Next Review	Responsibility
February 2024	February 2025	Principal

Our Mission:

'To enable young people to live and work without barriers'

Our Values:

- **Teamwork** – we hold ourselves and each other to account and are better when we work together
- **Compassion** – we act with trust, honesty, and kindness in everything we do
- **Inclusion** – we treat each other fairly and with respect
- **Innovation** – we encourage thoughtful, creative, and aspirational ideas
- **Pride** – we encourage each other to be proud of who we are and what we do

1. Rationale

Fairfield Trust (FT) seeks to enable young people to live and work without barriers. We are committed to providing a positive and caring learning environment that encourages appropriate behaviour and supports all learners, colleagues, and visitors to feel supported and safe. As a specialist college, we recognise that our young people bring with them a wealth of lived experience and needs. Our aim is to, always, meet these needs. We know that by being proactive and providing consistency, routine, and predictability; our young people can thrive. This is front and centre of our approach.

The opportunities to develop independence, communication, work and life skills and the fostering of socially acceptable behaviour are integral aspects of our curriculum. Our aim is to provide, personalised, high-quality opportunities, across the Trust. We do this as part of our mission:

' To enable young people to live and work without barriers.'

As a Trust, we have a set of values that underpin our approach. These are:

- **Teamwork**- We hold ourselves, and each other to account, and are better when we work together
- **Compassion**- We act with trust, honesty, and kindness in everything we do
- **Inclusion**- We treat each other fairly, and with respect
- **Innovation**- We encourage thoughtful, creative, and aspirational ideas
- **Pride**- We encourage each other to be proud of who we are and what we do

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- This policy complies with our funding agreement and articles of association.

3. Positive and Proactive Approach

We recognise that all young people have the potential to act in ways that can challenge. Often, young people with a SEND need specific and explicit support and adaptation to access learning meaningfully. By providing the correct support, resources and education, risk, and behaviours that challenge can be minimised. A positive and proactive approach allows us to better know our young people and makes it easier to understand their needs and how we can meet them.

Fairfield will make use of all information available to them, including initial assessments, observations, school reports, CAMHS referrals, and behaviour logs. Each learner has an Individual Learning Plan on SchoolPod and where appropriate a Behaviour Support Plan (BSP). It is anticipated that all young people, may need a BSP at some point during their time at college. BSPs identify the specific strategies staff will use with young people. All staff working directly with young people will undertake PBS training, which is recorded in SchoolPod and collectively we all have a duty to work proactively with our learners.

Positive Behaviour Support involves an emphasis in trying to understand the function of behaviour. From this perspective we can see behaviour as an attempt to get our needs met. The purpose of this approach for us is to understand the need and therefore address this. The result of this approach would be a reduction in behaviours that challenge. The difference here is that PBS seeks to start from a position of understanding rather than reduction in the first instance, which can be overly reactive and do little to meet need.

To ensure that serious incidents are minimised, and staff and learner feel safe, all Trust staff working directly with young people have a duty to

- Create a calm, orderly and supportive working environment that minimises the risk of dangerous behaviour.
- Ensure that clear expectations and boundaries are in place, and these are clearly communicated to young people and consistently, fairly, and openly applied.
- Prioritise scheduling, and predictability as standard. Knowing our learners is the key to this process.
- Reinforce the importance of effective relationships between young people and staff in which young people can engage and participate in ideas to create a supportive and safe environment for learning.
- Use positive and proactive working at all times with individuals or groups who present behaviours that challenge, this is to identify and address unmet needs. Recognise that challenging behaviours are often foreseeable and have plans in place to deal with these eventualities.
- Monitor all incidents to ensure any trends are identified.
- If it is identified that there are potential behaviours that need specific strategies, then a Behaviour Support Plan (BSP) will be created to reduce incidents and increase proactive working.
- Plan for staff development in behaviour management, including positive behaviour support strategies, so that staff have the confidence and skills necessary to support young people with behaviours that challenge
- Recognise that changes to timetables, session or activities will need to be communicated as early as possible as this causes significant anxiety for learners.
- Remind, and reinforce the expectations on learners through explicit modelling and training (recognising the challenges with inference and theory of mind).
- Follow the college's reward system and recognise that rewards that have been earned cannot be removed
- Seek clarification or guidance when unsure about a learner's behaviour or to raise a concern.
- Act consistently in accordance with this policy.

Staff Support

Every member of staff will from time to time find themselves in circumstances in which they are challenged by the behaviour of a learner. Staff are encouraged to discuss both formally and informally their experiences of dealing with challenging behaviour in order that an ethos of collective support towards colleagues is maintained within the college. Whilst some roles are not directly learner facing, our college and associated sites are focussed on opportunities for young people.

Principles and Practice of Positive and Proactive Working.

Principles

- Ensuring that all key staff have access to learner information in a timely manner.
- Maintaining a physical environment with visual clarity, low levels of stimulation and spaces dependent on function
- Maintaining the structure and routines that learners benefit from, regardless of site.
- Recognise that young people will not 'grow out' of a learning disability and the importance of setting strategies for life that can be used beyond college.
- A learner-centred approach is vital in order to have a knowledge of each individual
- Proactive strategies are used to provide a positive learning environment
- Learners are encouraged to develop a sense of responsibility for their own actions
- Learners have a right not to be disrupted by others
- There needs to be an awareness of individual's methods of communication
- Sometimes behaviour can be used to communicate a need

Practices

- Staff responses to behaviour that is inappropriate are clear and reinforced by tone of voice, body language and facial expression
- Consequences to inappropriate behaviour are immediate and follow routine practice. These consequences are familiar to learners through usage.
- Tutorial provides an opportunity to review the day, behaviour and incidents with learners and decide on how best young people can be supported at college.
- Personal Growth and Wellbeing allows learners to explore sensitive and personal issues and to practice a range of skills for life.
- Interventions and Therapy are available for learners where needed.
- Each room to display the check in chart.

Motivators/Rewards/Reinforcers:

- Verbal Praise
- Green and Gold Points linked to democracy for college values!
- Termly reward vote
- Access to preferred activities for short periods of time at end of lessons etc
- Staff comments, website updates or social media stories.
- Parent Portal/Email with families where needed.

Tutors have an additional responsibility for their tutor group and therefore need to:-

- Ensure that all colleagues in tutor groups are familiar with the content of the BSP.
- Record incidents using SchoolPod
- Communicate with professionals ,parents etc and complete contact log to record conversations/actions.
- If necessary, liaise with Behaviour Lead to devise strategies to manage repeated problem behaviour.

Update colleagues at staff meetings regarding any revised strategies/approaches etc.

4. Escalation Process

The majority of incident and known behaviours are managed in class through the highly experience and trained education team. The diverse nature of our young people makes it difficult to have a punitive procedure for dealing with behaviours of concern as the context for each incident is crucial. We can, and do have a very consistent process for dealing with behaviours that cannot be dealt with proactively such as those that are not known to us or are deemed to be serious. A system of escalation follows that will ensure the safety and wellbeing of everyone at Fairfield.

i. **Class Team- Intervention at 'teacher/LSA' level – using a range of strategies mainly within the class such as:**

- Revisit check in/outcomes and expectations.
- Offer access to preferences, change of input, time out etc
- Refer to Now/Next chart or expectation of sessions.
- A quiet reminder in a 1:1 situation.
- Offer an alternative learning space or task
- Remind learners of rewards for engaging in positive behaviour
- Refer to proactive strategies identified in BSP/class.
- Time out
- Change of face/input/demand.

It is expected that for the majority of incidents, such as a known behaviour the issues will be addressed in class without the need for additional support; If these do not work, then contact a Duty Manager

ii. **Duty Manager-** each day there is a Duty manager comprising one of the Education Management Team available to attend all serious incidents.

- In the event of a **serious incident**, there will be a Duty Manager (DM) available to attend and support throughout the college day.
- They will be available by using the walkie talkie to request the Duty Manager to attend (remembering to maintain confidentiality by using Channel 10 where appropriate) , or through Reception on 221 who will then locate the DM.
- The main purpose of this process is to empower more colleagues to be able to deal with issues as they arise; to make greater use of the behaviour support plans and strategies within class and prioritise behaviour and intervention staff being in sessions supporting young people. It will also provide another layer of support when incidents become serious and identify any further support needed, such as Behaviour Team or Interventions or further training etc.
- **The Duty Manager may signpost a colleague from the Pastoral Team.**



5. Recording and following up

All incidents need writing up as soon as possible. In cases involving physical behaviours, the learner may be asked to return home so as to give space and time to all parties. This will be followed up by a debrief with staff and then a reparation meeting for all concerned so that relationships can be restored and planning for reintegration can be made. Staff will use SchoolPod to record the incident on the same day.

Following a serious incident- the staff member will

- Attend a debrief, with a manager and a plan developed to rebuild relationships,
- review the BSP (where appropriate)
- create a new BSP/Risk Assessment- if appropriate
- identify further training or actions
- contact families, social workers, and relevant support agencies
- recoded incident on SchoolPod- Contact Log.

Example of a Behaviour Support Plan

BEHAVIOUR SUPPORT PLAN		
<p>Name: Student X</p>		
<p>What does normal look like? This Student presents as a happy young man with lots of energy. He needs 1:1 support to stay safe and has some sensory seeking behaviours; sniffing staff/objects particularly those made of soft plastic and squeaking surfaces.</p>		
<p>What does crisis look like? Student X's body language will change, and he will look angry; he will call parents on the phone using his hand explaining what is upsetting him. He will be agitated, animated and will walk away not listening to staff.</p>		
Proactive	Active	Reactive
<p>Things that Student X needs to feel safe and calm in his environment.</p> <ul style="list-style-type: none"> • 1:1 support. • Advanced notice of change. • Desktop partition/screen to hide from his peers. • Reward chart. • Now and next board (all day) • Daily schedule.] • Crunchy snack breaks (11:30 and 2:00) • Having things to occupy hands. • Allowing squeaky noises then <u>say</u> 'Twice more Student X!' and walk away. • Quiet space to work when needed. • Use a calm quiet voice and positive language to start or stop an activity. • Consistency and boundaries. • When you have to, say, 'No Student X!' it needs to be followed up with a reason. He does not like the word no! 	<p>Changes to Student X behaviour when he is anxious or frustrated.</p> <p>Student X experiences severe anxiety which can result in him feeling unsettled in his environment. This can impact on his relationships, <u>emotions</u> and ability to learn.</p> <ul style="list-style-type: none"> • Unpredictable students. • When it has been challenging at home. • Loud noises and crowded places. • New staff or people he does not know. • When he's told no. • When pupils are misbehaving, or he hears negative language. • If he is not getting the attention he needs. <p>Student X r can find it difficult to express how he feels about himself and needs time and patience to get this from him.</p>	<p>What happens when Student X goes into crisis?</p> <p>Student X's body language will <u>change</u> and he looks angry; he will call father on the phone using his hand explaining what is upsetting him. He can be very unsettled and need more support than usual.</p> <p>Give Student X the time and space he needs. Remain non-verbal to allow him to self-regulate (this can take up to an hour). Occasionally ask him if he is ok, so that he knows you are acknowledging he is having a tough time, and you are there to support him. If you continue with the task he should be doing, eventually he will join you and settle back down.</p> <p>When the trigger is an individual, avoidance is key. If he sees them, he will start again. Student X responds best to a calm quiet voice and positive language to start or stop an activity. Student X will need time alone to begin to self-regulate  (Ctrl)  y calm sensory space or 'low stimulus' environment'.</p>