Positive and Proactive Behaviour Policy

Reviewed	Date of Next Review	Responsibility
December 2025	December 2026	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 Behaviour 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 (ILP) on SchoolPod (online database containing all student information) 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. These are in addition to the principles and practices for Positive Behaviour Support (PBS) set out in this policy, which remain the responsibility of all staff within the Trust. All staff working directly with young people will undertake PBS training which is then recorded in their HR file.

Positive Behaviour Support involves an emphasis on 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.

Fairfield recognise and value the importance of a whole Trust approach and value to ethos, experiences, and training from the external, accredited provider: Team Teach.
As of academic year 2025/26, Fairfield are an in-house training provider of Team Teach; our aim is to have a whole Trust approach to Positive Behaviour Support and we are prioritising training for all staff.

Team Teach supports positive behaviour cultures in education, child and adult services. Team Teach applies evidence-based de-escalation strategies which put the individual at the centre of every decision in order to de-escalate situations and reduce the need for physical intervention. With a focus on proactive behavioural strategies, conflict de-escalation, and effective support tools, Team Teach helps create a respectful learning space.

Team Teach provides a holistic approach which invites us to consider the 'bigger picture' when planning for and responding to behaviour. It reminds us that all behaviour is a form of communication, and can be influenced by a wide range of factors.

Team Teach strategies promote team building, personal safety, communication, and verbal and non-verbal de-escalation techniques. These techniques support behaviours, reducing risk and minimising the need for physical intervention.

Fairfield believe that understanding behaviour triggers and recognising all behaviour as a form of communication is key; where appropriate, we offer safe, respectful and minimal physical intervention skills as a last resort, with an emphasis on de-escalation strategies being 95% of our focus.

Prior to ANY use of physical intervention skills the following de-escalation strategies will be used:

- **Knowing our students is the key to this process,** and a culture of "connect before correct" underpins the work we do with our learners.
- 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.
- 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, in order to to identify and address unmet needs. Recognise that challenging behaviours are often foreseeable and have plans in place (ILP, BSP, Risk Assessment) 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 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.

4. Incentives to Positive Behaviour

College Staff

- All staff working with young people have undergone Positive Behaviour Support (PBS) Training.
- Check in charts are used alongside visuals in all areas of the college.
- Engage with all adaptations and resources / strategies required for learners.
- Model positive and proactive working at all times.
- Familiarise themselves with all information provided about young people.
- Establish clear boundaries / limits of behaviour whilst working.
- Act consistently in accordance with this policy.
- Use predictable structures and routines throughout the college day (visual planner, now and next board etc)
- Remind, and reinforce the expectations on students through explicit modelling and training (recognising the challenges with inference and theory of mind).
- Contribute to the process of completing & reviewing behaviour support plans (1:1 meetings as well as team meetings)
- Follow the college's reward system and recognise that rewards that have been earned cannot be removed

We have a collective responsibility to:

- Provide positive role modelling to students, irrespective of role.
- Manage and not ignore, ensuring that we support and challenge in the moment as well as following up with after-care and updates/amendments to support plans and strategies.
- Report incidents to Tutors, Behaviour or Intervention Leads in the first instance.
- Complete incident behaviour log on SchoolPod.
- Speak to our manager if we are concerned or unclear as to how to proceed.

Tutors have a responsibility for their tutor group and therefore need to:

- Ensure that all colleagues in tutor groups are familiar with the content of the BSP and strategies that are in place.
- Record incidents using SchoolPod
- Communicate with professionals, parents etc. and complete contact log to record conversations / actions.
- Liaise with Behaviour Lead to devise strategies to manage repeated problem behaviours.
- Update colleagues at staff meetings regarding any revised strategies / approaches etc.

5. Escalation

Class Team

Intervention at 'tutor/LSA' level – using a range of strategies mainly within the class such as:

- Praise students nearby showing appropriate behaviour
- Offer access to preferences, change of input, time out etc
- Refer to now and next chart or expectation of session.
- A quiet reminder in a 1:1 situation, (without the rest of the class becoming distracted) of expected behaviour
- Offer an alternative learning space or task
- Remind learners of rewards for engaging in positive behaviour
- Planned ignore of behaviours that challenge
- Provide options to young people and reinforce expectations
- Distraction via task: "can you show me how to….."
- Reminders of success, i.e. "you've managed this before, I've seen you do this before"

If these do not work….

Behaviour Team (Change of Face)

- If the behaviour seems to escalate or the strategies contained in the BSP are not working; you may need to contact the Behaviour Team. This can be on the radio channel 11 *(please refer to Walkie Talkie protocol updated 07.01.2025)*
- The Behaviour Lead or Duty Manager will come to your session. If the student has a time-out plan/agreement, please encourage this – Pastoral/Behaviour staff can support.
- Behaviour Leads are not fixed to a daily timetable, which allows the opportunity to be much more active in their approaches. If a Behaviour Lead is called to your sessions, you are reminded that you will need to rebuild the relationship and also follow up with the outcome at a different time.

Mutual 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 student facing, our college and associated sites are focussed on opportunities for young people.

a. Serious Incidents:

Fairfield recognises that all behaviour is an indication of an unmet need or a means to "escape"/avoid, and we will always attempt to identify and support these requests. However, we are also committed to our students and staff being safe. We work with staff and young people to develop proactive ways of working and looking for positive ways to have our needs met. Whilst we recognise that a one-size fits all approach to behaviour or 'consequences' would not work for a college like ours we will not tolerate physical violence of any kind. We will work individually with young people in a bespoke way to ensure that we are supporting them have their needs met and to maintain everyone's safety.

Proactive ways of working can include the following. In cases of violence we will look to consider the suitability of the placement at college.

- Time out
- Additional support
- 1:1 hours (where appropriate)
- Access to preferred activities
- Lower demands
- Revise Timetable
- Reduce attendance/timetable
- Restorative practice
- Peer mentoring
- Buddying
- Bespoke interventions (group/individual)
- Therapy or access to therapeutic sessions / interventions
- Strategic recapitulation
- Being asked to go home for a fixed amount of time
- Being asked to attend a formal meeting with staff

Recording and following up

In all cases of a serious incident involving physical behaviours, the learner will be asked to go home so as to give space and recovery 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. Incidents which are deemed to be serious or are not part of a known behaviour identified in a behaviour plan will be reported home to parent/carers.

Following a serious incident - the following actions will be taken:

- Record incident on SchoolPod, complete Contact Log where necessary
- Staff member(s) involved to attend a debrief with a manager and develop a plan with the student to rebuild relationships
- BSP to be reviewed (where appropriate) collaboratively by the team around the student (tutor, behaviour support, pastoral support) and amend if necessary
- If required create a new BSP/Risk Assessment with support of Behaviour Lead
- Identify further training or actions
- Contact families, social workers, and relevant support agencies

6 . Principles and Practice of Positive and Proactive Working.

Principles

- Ensure that all key staff have access to learner information in a timely manner (information held on SchoolPod, information circulated via verbal handover, team meetings)
- Maintain a physical environment with visual clarity, low levels of stimulation and spaces dependent on function
- Maintain the structure and routines that learners benefit from, regardless of site / venue.
- Recognise that young people will not 'grow out' of a learning disability and be aware of 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
- If all known strategies have been exhausted and/or there is still a risk to the student, staff, or a high safety risk then safe handling techniques, as per Team Teach training and procedure, should be utilised.

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 sessions allow learners to explore sensitive and personal issues and to practice a range of skills for life
- Each classroom to display the check in chart and rewards process

Motivators/Rewards/Reinforcers:

- Verbal Praise
- Rewards (linked to college values)
- Green Points – these are earned for positive effort and behaviour. Students collect these and use them as a "vote" towards a termly reward for all students
- Refer to SLT or Senior Team for Gold Token – these also count towards the termly reward
- Access to preferred activities for short periods of time at end of lessons etc
- Staff comments, website updates or social media stories.

Siobhan Perry- Assistant Principal (Welfare) & Ian McPherson Behaviour Lead.
December 2025

Supporting Organisations and Guidance

- Team Teach: https://www.teamteach.com/
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Supporting children and young people who are bullied: advice for schools": https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health- without-mental-health-a-cross-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code- of-practice-0-to-25

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

b. **Strategies for in Class support.**

Proactive strategies

- Classroom management of noise, space, heat, light
- Staff on time and in correct areas

- Knowledge of our learners – aware of strategies, learning aids in place: visual aids, language aids, social stories, now and next boards, visual timetables, ipads, reading aids etc
- Scheduling and predictability

CALM communication

Communication – focus on our non-verbal language – when we are in a heightened state our ability to communicate is impaired. Individuals in distress will focus heavily on body language and gestures, looking to us for clues as to what to do. By taking an open, sideways stance, with our elbows tucked in, we are leaving space for the individual to exit if they need to while reassuring them that we do not pose a threat.

Assessment and Awareness – Be aware of an individual's triggers, reflect on the information included in their care or support plan, this allows us to make an informed and accurate assessment of what is going on, making a dynamic risk assessment when necessary.

Listening and learning - Everyone likes to feel heard, and to have their feelings validated, which is why this component of the process is so valuable. By being aware of what their body language and behaviour is communicating to us, allowing the child, young person, or adult ample time and space to talk, and offering a compassionate listening ear, we increase the chances of them taking ownership of their behaviour, and beginning to modify it as a result. Allow take-up time, give the individual an opportunity to express themselves and be heard.

Making Safe - Safety is paramount: the safety of the young adult we are supporting, but our own safety, too. While it's not always possible to completely eliminate risk, there are steps we can take to reduce the likelihood or severity of harm. Assess situations quickly, and consider how we can make the environment as safe as possible. For example, if a child, young person, or adult is likely to hurt themselves or others, objects and furniture might need to be removed. We may want to guide individuals away from visible dangers, or think about 'change of face' with a colleague. The decisions we make will depend largely on the context, and the individuals we are supporting.

Calming Techniques

- Identify
- Reflect
- Empathise
- Reassure
- Redirect
- Praise

Non-verbal techniques

- Redirect
- Eye contact
- Close proximity
- Touch control
- Effective use of space
- Body posture
- Plan to ignore
- Facial expressions
- Access to preferences

Verbal techniques

- Talking
- Distraction
- Reassurance
- Understanding

- Modelling
- Humour
- One to one
- Remind pupil of natural consequences
- Coping strategies
- Use positive language
- Relaxation

c. Example of a Behaviour Support Plan

Behaviour Support Plan

Known behaviours - What is normal for the young person

Triggers - When behaviour becomes more challenging

Crisis - when behaviour is most challenging

Response

Proactive Active Reactive

Recovery

What support a young person needs after an incident

APPROVED BY THE BOARD OF TRUSTEES

Graeme Athey
Principal
December 2025