



Positive Behaviour Management Policy

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Positive Behaviour Management Policy

'Behaviour is communication, if you can't express your need, or someone has misunderstood you then children try and express that in another way'.

Alastair Whitelaw

Introduction

At Fairfield School we aim to provide an environment that is safe, caring and stimulating for all our pupils. We aim to resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour. We recognise that pupils learn best in an environment that provides structure and routines. Within this, pupils / students are supported to learn to manage their own behaviour within a positive climate, which focuses on high standards of behaviour.

This policy recognises that pupils and students, staff, carers and parents all have the right to:

- learn, work and live in an environment that makes them feel happy, safe and secure
- be treated with dignity and respect
- be allowed to have the opportunity to learn and work to the best of their ability

The school is committed to promoting its values, such as respect, honesty, fairness and social inclusion which forms a basis for this behaviour policy. Our school curriculum enables us to teach moral values and attitudes as well as knowledge and skills in order to promote responsible behaviour, self-awareness, self-discipline, managing feelings, self-respect and respect for other people and property. We also promote the reinforcement and understanding of these values and attitudes through our everyday actions and social contacts.

Legislation and statutory requirements

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

[Behaviour and discipline in schools](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[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

Roles and responsibilities

- The headteacher/DSL is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles.
- The headteacher/Governing board is responsible for reviewing and approving this behaviour policy.
- The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

All Staff will be responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on blue incident forms
- The senior leadership team will support staff in responding to behaviour incidents

Parents will:

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

The Nature of Positive Behaviour Management

A pupil's behaviour encompasses everything they do and is an expression of their feelings

A pupil's behaviour may be interpreted as a positive or negative response to their environment and the people within it

Aims

Fairfield school aims to provide a positive behaviour learning environment where pupils are helped to reach their full potential. To achieve this, we will aim to provide:

- an atmosphere where we can all work together showing respect, care and concern for each other
- an environment where we help pupils and staff to realise high expectations of behaviour in school
- a positive ethos in school through good example set by staff, visitors and pupils

At Fairfield we achieve these aims by:

- working together as a team and supporting each other. We recognise that this may involve asking for help from other staff, or may require staff taking time out of a situation. We think that it is important that staff recognise their limitations in these situations, and that staff accept help where appropriate.
- providing positive statements of expectation throughout school; in classrooms, corridors, at lunchtime, when on links, in the community and during all other aspects of school life. This will involve using positive instruction, and symbols
- considering how the school organisation affects behaviour; this includes classroom organisation, lunchtime situations, transitioning between rooms etc.
- ensuring that the curriculum is appropriate to meet the pupils' needs
- recognising that some behaviour patterns are caused by medical conditions and medication, and considering these when exploring strategies to manage them
- informing parents/carers of the positive strategies used in school and provide training and support to enable them to use it in the home situation
- using rewards appropriate to the individual pupil. This may include: privileges, verbal praise, saying thank you, well done, non-verbal praise, and certificates, going out in assembly, taking work to show other staff, displaying good work, use of a star or token system (Dojo's).
- implementing behaviour programmes for individual pupils where required. These will be based on the positive behaviour strategies.
- remembering that it is the pupil's *behaviour* we dislike, not the pupil *themselves*
- displaying the strategies used by staff to manage behaviour in a positive way in classrooms, shared areas, corridors, etc.

In this way then, we will be able to:

- Encourage every pupil to develop as an individual with personal needs, thoughts, likes and dislikes which are respected
- Support each individual to think, choose and act for themselves
- Prepare pupils for life beyond school

Provision

Fairfield recognises that:

- Pupils learn most effectively and behave appropriately when they understand what is expected of them
- When they are positively encouraged, can make choices, and have ample opportunities for success
- When their environment is comfortable
- When expectations are clearly communicated
- When the use of rewards, particularly praise is encouraging to promote and maintain positive behaviour

Standards and Expectations

All staff have an essential role in providing a good example to our pupils. Positive relationships between adults and pupils will highlight the importance of mutual respect, values, effective communication and being receptive for learning. The success of our efforts will depend to an extent on our ability to foster a school community which promotes self-esteem, encourages self-discipline and self-regulation and follow personal expectations. Staff should endeavour to provide an environment in which the adults can support the pupils by:

- The quality of our relationships
- The quality of our provision
- Observation, evidence gathering and analysis so that any interventions are planned and well informed
- Working in close partnership with parents/carers, agencies etc.
- The scaffolding/role modelling we put in place

Scaffolding consists of:

- Accessible modes of communication
- Rules and routines
- Clear and realistic expectations
- Rewards and consequences
- Praise
- Fair and predictable responses to both negative and positive behaviours

Rewards

Positive Reinforcement may include:

- A smile, word of praise
- Catch them being good
- Certificate, star, Dojo
- Displaying the pupils work in the classroom or shared areas
- A public word of praise in front of a class
- A visit to a more senior member of staff for commendation
- Special responsibilities / privileges
- Positive comments conveyed to parents by telephone or letter
- Recognition through signing, symbols, 'good'
- Preferred activities above and beyond the scheduled daily activities e.g. I Pad, favourite activity

They are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.

As adults we must consider the learning styles and needs of our pupils; we must also have realistic expectations about their rates of progress when learning to adapt or develop new behaviours. Most of our pupils learn in very small, incremental steps over a very long period of time. Mistakes are part of the learning process. We don't make a judgement about it;

instead we support individuals in developing skills in behaving appropriately. At Fairfield we encourage staff to reflect on what may be the underlying issues that drive or trigger behaviour in individuals, and to think about ways of responding to challenging behaviour in a non-judgemental and supportive way. This can be difficult especially if a pupil is aggressive or targeting others in a very focused way.

Strategies used may include:

- **Tactfully ignore unwanted behaviour wherever possible**
- **Gain pupil attention; eye contact, use pupil's name first**
- **Move closer to pupil, use presence to remind of expectations**
- **Use simple directions with few words or prompts; Remind pupils in a positive way:**

Remember.... In our class we.... Everybody is.... When you are ready.... Then you can....

- **Give student a choice and time when requesting an action:**
'Put the toy in your bag or on the shelf' 'You can sit on the chair or the cushion'

Remove eye contact from the student whilst expecting them to respond

Repeat calmly and confidently as required

- **Follow through with clearly stated action if request is not followed:**

Take the toy away

Never say anything you cannot follow through

- **Withdraw pupil from the situation or remove the situation from the pupil**

Minimum disruption – Maximum safety. Consider moving other pupils from the situation first

- **Afterwards: Repair relationship with pupil**

Acknowledge that the incident has occurred, talk about how it made you and them feel, and agree with the pupil to start again.

At Fairfield we will support staff to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise e.g. skills and intervention, multi-agency review, lead, Pathway leaders, Educational Psychologists, CAHMS etc. All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to ongoing professional development which improves performance and professional competence.

Consequences

It is important for our pupils to clearly link a specific behaviour with its consequence; this needs to make sense to the pupil. It is important for adults to review situations that happen. Was there anything that could have been done differently to support the pupil to manage?

The majority of pupils respond positively when staff work within these guidelines, but some pupils may need additional support or implemented strategies to learn to manage their behaviour. Teachers will implement behaviour/positive handling plan detailing action to be taken when identified behaviour occurs. This is shared with the staff, parents, and pupil.

Bullying (including Cyber-bullying)

- Fairfield School does not tolerate bullying
- Bullying should never be ignored
- All instances of bullying must be recorded
- Parents/carers should be informed by staff
- Every instance needs to be addressed on an individual basis

Further guidance is available in the Fairfield Anti-Bullying Policy

Restraint

Restraint is the positive application of sufficient force to ensure, by physical means alone, that a child or young person does not injure either them self, a member of staff, peers or school property. Restraint is rarely used, and only after all interventions have been exhausted, and only by staff who have had the recognised safer handling training. Restraint is only used if the pupil is putting themselves, or another person in danger and where failure to intervene would constitute neglect.

In the event of a serious incident

- Give clear and immediate instructions e.g. stop hitting, stop hitting
- Send for assistance
- Remove the fuel by clearing the audience away
- Be a witness
- Intervene physically if confident and having assessed the degree of risk
- Call for a member of staff with Advanced Safer Handling training

Restricting Liberties

At Fairfield children and young people may never be:

- Locked in a room alone, without support and supervision
- Deprived of food / drink
- Denied access to a toilet

In exceptional circumstances a pupil may be secluded in a safe place to reduce overall risk to themselves or others. It is advised that two adults are present in these cases.

Corporal Punishment is illegal and is never used in school

Contingent touch may be used appropriately e.g. holding may be used appropriately e.g. directive in nature leading a child/young person by the hand, arm, etc. or it may consist of nursing or hugging. Pupils with complex sensory needs may be request squeezing or deep pressure.

Zero-tolerance approach to sexual harassment and sexual violence

- Fairfield School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
- Pupils/parents are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

School Procedures

Fairfield School has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The pupils Educational Health Care Plan will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Exclusions

We do not believe that exclusions are the most effective way to support our pupils, and we will always adapt and personalise provision for all our pupils in order to ensure that they are able to access education. Exclusion will only take place if the pupil becomes an overwhelming risk to others or themselves through physical or sexual violence, bullying or

harassment. The school will aim to try all strategies to keep the pupil in school, such as behaviour support, personalised learning opportunities etc.

It is extremely rare for a pupil to be excluded. Decisions to exclude a pupil are made on an individual basis. In the event that Fairfield School is not able to meet the needs of an individual pupil, we will always aim to work with the pupil's family and the Local Authority to identify a suitable alternative placement for a suitable managed move.

All exclusions will always be reported to the Governing Body, Local Authority and where appropriate, the allocated social worker or head of the Virtual School for Looked After Pupils.

Implementation

The Governing Body is responsible for ensuring that a school policy on behaviour is in place. It is essential that this policy is consistently and fairly applied, is understood by ALL members of the school community, and is communicated to students, parents and governors.

Pupils should be, within their understanding, clearly aware of what constitutes acceptable behaviour. Good behaviour and positive efforts will be rewarded and celebrated in assemblies or other appropriate opportunities and feedback given to parents.

Close links between the schools and their parents/carers, both formally and informally, facilitate open relationships and lines of communication. All pupils have a home/school diary for the exchange of information. All staff should ensure the communication methods used are appropriate and effective, incorporating the use of phone calls, text system etc.

Our Code of Conduct

We expect our pupils and staff to behave in a manner that reflects the principles and ethos of this policy, in ways that support everyone's right to learn, be safe and treated with respect and care for members of our community. The school expects pupils to work as hard as they can, to communicate to others in appropriate ways, and to contribute to the positive ethos of the school. It is the responsibility of everyone in school to promote our nurturing ethos and make positive choices about their behaviour, take responsibility for their own actions, and promote the development of positive self-esteem and well-being. The school recognises that the level of understanding may vary for individuals and the staff need to make appropriate allowances in helping our pupils follow these guidelines.