



Fairfield House School

Behaviour and Positive Relationships Policy

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1. Introduction

At Fairfield House School we recognise that behaviour is a form of communication. Many pupils who attend the school have complex needs including autism, communication difficulties and emotional or sensory regulation needs. As a result, pupils may sometimes express distress or frustration through behaviour.

Our approach to behaviour is centred on building strong, respectful relationships and supporting pupils to develop emotional regulation, communication and social understanding. We aim to create a safe, structured and nurturing environment where pupils feel valued and supported to succeed.

This policy outlines how staff support positive behaviour, respond to challenging behaviour and ensure that pupils are treated with dignity and respect at all times.

2. Principles

At Fairfield House School we believe that:

- Positive relationships are the foundation for positive behaviour
- Behaviour expectations must be clear, consistent and fair
- Pupils should feel safe and supported within the school environment
- Behaviour support should focus on prevention and understanding the needs behind behaviour
- All pupils should be treated with dignity, respect and understanding
- Staff should work collaboratively to ensure consistent responses to behaviour

3. Aims

The aims of this policy are to:

- promote a safe and supportive learning environment
- encourage positive relationships between pupils and staff
- support pupils in developing emotional regulation and social skills
- provide clear guidance for staff in responding to behaviour
- ensure behaviour expectations are fair, consistent and appropriate to pupils' needs

4. Behaviour Intent, Implementation and Impact

4.1 Intent

At Fairfield House School our intention is to create a safe, supportive and predictable environment where pupils feel valued and able to engage positively with learning. Many pupils attending the school have complex needs including autism, communication difficulties and challenges with emotional regulation. Our behaviour approach therefore focuses on understanding the needs behind behaviour and supporting pupils to develop the skills needed to regulate emotions, communicate effectively and build positive relationships.

Through strong relationships, clear routines and personalised support, pupils are supported to develop confidence, resilience and social understanding. Behaviour support is closely linked to pupils' emotional wellbeing and personal development.

4.2 Implementation

Positive behaviour is supported through:

- consistent routines and predictable environments
- strong relationships between staff and pupils
- clear expectations that are communicated in accessible ways
- visual supports and structured communication systems
- personalised behaviour support strategies
- recognition and celebration of positive behaviour
- support for emotional regulation and wellbeing

Staff are trained to recognise the underlying causes of behaviour and to respond in ways that are calm, supportive and consistent.

Where pupils require additional support, individual behaviour support plans may be developed to ensure strategies are tailored to their needs.

4.3 Impact

The impact of this approach can be seen in pupils who:

- feel safe and supported within the school environment
- develop positive relationships with staff and peers
- show increased engagement in learning
- develop improved communication and social skills
- demonstrate growing independence and emotional regulation

For many pupils with complex needs, progress may be demonstrated through small but meaningful steps including increased engagement, communication and participation in school life.

5. Behaviour Expectations

Pupils at Fairfield House School are supported to:

- treat others with respect
- follow staff instructions
- take part in learning activities
- respect the school environment
- develop strategies to manage their emotions

Expectations are communicated through:

- visual supports
- consistent routines
- clear boundaries
- supportive relationships with staff

6. Supporting Positive Behaviour

Positive behaviour is promoted through:

- strong and trusting relationships between staff and pupils
- clear routines and predictable environments
- praise and recognition of positive behaviour
- opportunities for pupils to experience success
- personalised learning that meets pupils' needs
- teaching emotional regulation and communication skills

Staff aim to recognise and reinforce positive behaviour wherever possible.

7. Understanding Behaviour

Staff recognise that behaviour may be influenced by:

- communication difficulties
- sensory needs
- anxiety or emotional distress
- past experiences or trauma
- environmental factors

Staff therefore aim to understand the underlying causes of behaviour and respond in ways that support pupils' wellbeing.

8. De-escalation and Support

When pupils experience distress or behavioural difficulties, staff use strategies such as:

- calm and supportive communication
- offering reassurance and space
- providing sensory regulation opportunities
- reducing demands where appropriate
- redirecting pupils to alternative activities

These strategies help pupils regain emotional regulation and return to learning when ready.

9. Consequences and Boundaries

Where behaviour does not meet expectations, staff respond in a way that is supportive and proportionate.

Possible responses may include:

- reminders of expectations
- supportive discussions with staff
- time to regulate in a calm space
- restorative conversations
- adjustments to activities where necessary

Consequences are always applied with consideration of the pupil's age, understanding and individual needs.

10. Positive Behaviour Support (PBS)

Fairfield House School adopts a Positive Behaviour Support approach which focuses on:

- understanding why behaviours occur
- teaching alternative skills
- modifying environments to reduce triggers
- supporting emotional regulation

Behaviour support strategies may be included within individual behaviour support plans where required.

11. Adapting Behaviour Support for Pupils with SEND

At Fairfield House School we recognise that pupils experience and express behaviour in different ways depending on their individual needs, communication abilities and developmental stage. Many pupils attending the school have complex needs including autism, communication difficulties, sensory processing differences and emotional regulation challenges.

Behaviour expectations and support strategies are therefore adapted to ensure they are fair, appropriate and accessible for all pupils.

Staff use a range of strategies to support pupils, including:

- visual supports and clear communication systems
- structured routines and predictable environments
- sensory regulation opportunities
- personalised behaviour support strategies
- calm and consistent responses from staff
- positive reinforcement and recognition of effort

These approaches help pupils understand expectations, develop emotional regulation skills and build positive relationships.

11.1 Supporting Pupils with Autism

Many pupils at Fairfield House School benefit from clear routines, visual supports and structured environments. Staff support pupils by:

- using visual timetables and structured routines
- providing clear and consistent instructions
- supporting transitions between activities
- recognising sensory needs and providing regulation opportunities
- helping pupils develop communication and emotional understanding

11.2 Supporting Pupils with Severe Learning Difficulties (SLD)

For pupils with severe learning difficulties, behaviour support focuses on:

- developing communication and interaction skills
- supporting understanding of routines and expectations
- providing clear and consistent guidance
- recognising and responding to emotional needs
- celebrating small steps of progress and engagement

11.3 Supporting Pupils with Profound and Multiple Learning Difficulties (PMLD)

For pupils with profound and multiple learning difficulties, behaviour support is primarily sensory and relational. Staff support pupils through:

- sensory exploration and regulation opportunities
- shared attention and interaction with trusted adults
- predictable routines and calm environments
- recognising non-verbal communication and emotional responses

Progress may be demonstrated through increased engagement, interaction and communication.

11.4 Inclusive Behaviour Approach

Across the school, behaviour support is personalised to reflect each pupil's individual needs and strengths. Staff recognise that behaviour may be a form of communication and aim to understand the underlying reasons behind behaviour.

Through strong relationships, structured environments and consistent support, pupils are helped to develop confidence, emotional regulation and positive interactions with others.

12. Recognition and Rewards

Recognising positive behaviour plays an important role in supporting pupils' confidence and motivation.

Positive behaviour may be recognised through:

- verbal praise and encouragement
- celebration of achievements
- recognition of effort and progress
- opportunities for pupils to share successes
- personalised rewards appropriate to pupils' interests and needs

Recognition focuses on encouraging pupils to develop positive relationships, independence and engagement with learning.

Individual reward systems are implemented on an individual pupil's basis, based on their needs and accessibility. This is a completely tailored approach that supports the interests of each pupil at Fairfield House School, and agreed with the staff team working around that child.

13. Physical Intervention

Physical intervention is only used as a last resort when necessary to prevent harm to the pupil or others.

Any physical intervention must:

- be reasonable, proportionate and necessary
- follow school training and guidance
- be recorded appropriately
- be reported to senior leadership

The safety and dignity of pupils is always prioritised.

13.1. Recording and reporting arrangements

Fairfield House School is committed to ensuring that all incidents involving physical intervention, restrictive practice, force or restraint are recorded accurately, consistently and transparently. Recording and reporting procedures are essential to safeguard all pupils and staff. The reporting structure ensures that all interventions remain lawful, necessary, reasonable and proportionate.

All incidents involving physical intervention must be recorded as soon as possible following the incident, and always within 24 hours.

13.2. Immediate Actions Following an Incident

Following any incident involving physical intervention, staff must prioritise the immediate safety, wellbeing and dignity of all involved.

The following actions must take place:

- The pupil's physical presentation and emotional wellbeing will be checked immediately following the incident.
- First aid or medical attention will be sought where required.
- The pupil will be supported to co-regulate to a calm and safe state, using agreed relational and restorative approaches.
- Staff involved in the incident will also be offered support and time for debrief where appropriate.
- Any damage to property or emotional risks will be addressed.
- Any safeguarding concerns identified during or following the incident will be reported immediately in line with the school's safeguarding and child protection procedures.
- Senior leaders will be informed of all significant incidents as soon as possible.

13.3. Completion of Incident Records

The member of staff involved in the incident must record details of the incident on CPOMs, in line with the Fairfield House School's reporting and recording systems.

Records must be factual, professional and completed using clear, objective language. Staff must avoid emotive language, assumptions or opinions-based statements.

The incident record will include:

- Date, time and location of the incident.

- Names of pupils, staff and witnesses involved.
- A clear chronological account of events before, during and after the incident.
- Known triggers, antecedents, environmental factors and early warning signs (to help develop a pattern of behaviour triggers and concerns).
- The strategies used to prevent escalation, including de-escalation and diversion techniques.
- The reason physical intervention became necessary.
- The type of intervention employed (as in line with Team Teach training held by staff), including the duration of the intervention.
- The pupil's presentation throughout the incident.
- Any injuries, marks, distress or medical concerns for pupils or staff.
- Details of any restrictive practice used.
- The outcome of the incident, and how the situation was resolved.
- Any follow-up actions required, including amendments to risk assessments, support plans or communication with external professionals.

Where appropriate, body maps, injury forms, or additional safeguarding records will also be completed.

13.4. Review by Senior Leaders

All incidents involving physical intervention will be reviewed by a member of the senior leadership team as soon as possible following the incident.

Any concerns regarding practice will be addressed through supervision, reflective practice, additional training, safeguarding procedures or formal staff processes where necessary.

13.5. Communication with Parents and Carers

Parents/carers will be informed of any significant incident involving physical intervention, force or restraint as soon as practical, and on the same day.

Communication with families will be factual, clear and supportive. Any information regarding any injuries must be reported. Additionally, any follow-up actions should be communicated.

13.6. Reporting Incidents to the Local Authority

Where the school assesses that an incident should be reported to the local authority where the pupil ordinarily resides, the report will include all relevant information relating to the incident, including the rationale for any decisions made regarding parental communication.

Where a pupil is:

- Subject to a Care Order under Section 31 of the Children Act 1989, or
- Accommodated under Section 20 of the Children Act 1989,

the incident will also be reported to the relevant local authority. In addition, the incident will be reported to the pupil's parent/carers, unless it has been determined that informing parents/carers would place the pupil or others at risk.

All reporting arrangements will be completed in line with safeguarding responsibilities and local authority procedures.

13.7. Monitoring, Evaluation and Reflective Practice

Incidents involving physical intervention will be monitored regularly by senior leaders to identify:

- Patterns or trends in behaviour
- Repeated triggers or environmental factors
- Emerging risks
- Training needs
- Opportunities to reduce restrictive practice

Information gathered through monitoring will be used to:

- Inform Behaviour Support Plans, Risk Assessments and Positive Handling Plans
- Support multi-agency collaboration
- Improve provision and preventative practice
- Promote the reduction of restrictive interventions across Fairfield House School

Where appropriate and in line with the pupil's level of understanding and communication needs, restorative and reflective approaches will be used to support emotional recovery, repair relationships and develop future self-regulation strategies.

14. Bullying

Fairfield House School has a zero-tolerance approach to bullying.

Please see the Fairfield House School's anti-bullying policy for further details.

Staff actively promote:

- kindness and respect
- positive peer relationships
- open communication with pupils

Any concerns relating to bullying are addressed promptly and in line with safeguarding procedures.

15. Behaviour Across the School Day

Behaviour support is embedded throughout the daily routines and learning experiences at Fairfield House School.

Arrival and Start of the Day

Pupils are welcomed into a calm and structured environment where staff support them to settle into the school day. Visual timetables and predictable routines help pupils understand expectations and feel secure.

Learning Sessions

During learning sessions pupils are supported through personalised teaching approaches that promote engagement, communication and independence. Staff model respectful behaviour and encourage positive interactions between pupils.

Break and Social Time

Where appropriate and in line with the individual needs of pupils, break times provide opportunities for pupils to develop social skills and positive relationships with peers.

Some pupils may also use break times for sensory regulation or quiet activities. These opportunities are carefully adapted to ensure they meet each pupil's needs.

Practical and Outdoor Learning

Outdoor and practical learning experiences encourage responsibility, curiosity and engagement with the wider environment.

End of the Day

Staff support pupils in reflecting on their achievements and preparing for the transition home.

16. Roles and Responsibilities

Headteacher

The Headteacher is responsible for ensuring that behaviour expectations are clear, fair and consistently implemented across the school.

Staff

All staff are responsible for:

- modelling respectful behaviour
- supporting positive relationships
- implementing behaviour support strategies
- responding to behaviour in a consistent and supportive way

17. Monitoring and Review of Behaviour

Behaviour within the school is monitored through:

- behaviour records and incident reports
- regular staff discussions
- review of behaviour support plans
- monitoring of pupils' engagement and wellbeing

This information is used to identify patterns, review support strategies and ensure pupils receive appropriate support.

The behaviour policy will be reviewed annually to ensure it continues to reflect best practice and the needs of pupils at Fairfield House School.