



FAB Learning

Forming a new beginning through bespoke interventions.

Behaviour Policy

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CArgent-Duncan

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Positive Behaviour Policy

FAB Learning Interventions places paramount importance on fostering positive behaviour to support the holistic growth, health, and well-being of children and young people accessing our provision. Our goal is to provide a safe, secure, and supportive learning environment where each learner can develop the attitudes, skills, and knowledge essential for lifelong relationships and success.

This policy is intended to be read in conjunction with the FAB Learning Safeguarding Policy, Health and Safety Policy, Lone-working policy, Risk Assessment Policy, and Use of Reasonable Force Policy.

Our Vision

FAB Learning strives to create a learning environment that:

- Encourages, reinforces and recognises positive behaviour.
 - Promotes self-esteem, self-discipline, and respectful relationships.
 - Supports the development of acceptable behavioural standards.
 - Is safe for learners, staff and based on positive relationships and consistent expectations
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Behaviour Standards

Acceptable behaviour standards are goals to work toward rather than fixed expectations. Tutors play a central role in learners' social, emotional, and moral development alongside their academic progress. Behaviour is assessed based on learners' ability to meet these goals over time.

FAB Learning adheres fully to the Department for Education (DfE) guidance on behaviour and discipline (February 2014).

Education Ethos

All staff have a responsibility to model high standards of behaviour. As adults, we aim to:

- Create a welcoming and inclusive environment.
- Value each learner as an individual.

- Promote honesty, courtesy, and sensitivity.
 - Ensure fairness and respect for diversity.
 - Celebrate learners' achievements and efforts.
 - Support learners in developing self-control and responsibility toward others.
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Promoting Positive Behaviour

All learners and parents are made aware of behaviour expectations during the initial home-visit carried out by the Learning Manager, prior to provision commencing. Learning Managers also complete a risk assessment, with review of referral documentation and conversations with parents/carers, to detail strategies that can be utilised by staff to manage and support learner's behaviour. These risk assessments are updated regularly and following significant incidents or changes to learner's overall demeanour and presentation in sessions.

Strategies to foster a positive learning environment include:

- Addressing personal, social, emotional, and educational needs.
 - Building positive relationships between staff and learners.
 - Setting high expectations for progress and behaviour.
 - Using proactive and early intervention techniques, including:
 - Praise and recognition for appropriate behaviour.
 - Clear and consistent ground rules.
 - Distraction or diversion tactics.
 - Tactical ignoring where appropriate.
 - Positive role models.
 - Celebrating achievements.
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Incident Management

All significant incidents are reported through the Google Drive (Significant Incident Form) and via telephone to the appropriate line-manager/Learning Manager. If incidents relate to safeguarding concerns, the DSL is also notified and appropriate actions are carried out. Actions are categorised as low, medium, or high based on severity and monitored by the Learning Manager, and incidents where physical restraint has been required are also logged using the form. Incidents requiring safeguarding intervention are flagged and addressed accordingly, as well as shared with commissioners and external stakeholders. All tutors who work for FAB Learning are required to take online training covering the topic of 'Use of Reasonable Force' within one month of commencing employment.

Bullying Prevention and Response

FAB Learning does not tolerate bullying in any form, including racial, homophobic, or cyberbullying. We adopt an equality-based perspective, emphasizing respect for diversity and challenging prejudice.

Indicators of bullying may include:

- Isolation, aggression, or withdrawal.
- Changes in behaviour or mood.
- Attention-seeking or intimidating behaviour.

Staff responsibilities:

- Be vigilant for early signs of bullying.
 - Act promptly and document incidents thoroughly.
 - Offer immediate support to victims and engage alleged perpetrators constructively.
 - Report incidents to senior staff and involve parents/carers as necessary.
 - Follow up to ensure long-term resolution and support.
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Partnership with Parents and Commissioners

FAB Learning prioritises clear communication with parents, carers, and commissioners. Early engagement and collaboration are critical in addressing behavioural concerns and creating effective action plans.

Guiding Principles for Staff

- Stay calm and seek support if needed.
 - Maintain a positive and respectful approach.
 - Record behaviours accurately and reward positive actions.
 - Provide clear, consistent communication and consequences.
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Consequences

FAB Learning does not impose punitive sanctions but may implement consequences based on the severity of incidents. These are designed to promote accountability and safety:

- **Low:** Adjustments to risk assessments, staff assignments, or venues; in-house



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- **Medium:** External interventions, referrals, or commissioner-involved discussions.
- **High:** Multi-agency risk management, changes in provision, or police involvement.

By promoting respect, responsibility, and positive behaviour, FAB Learning ensures a safe and inclusive learning environment for all.