



Fairfields Primary School & Nursery

Behaviour Policy

Date reviewed:	Autumn Term 2025
Date to be reviewed:	Autumn Term 2026
Owner	Mr Gaidoni



Contents

1. Aims	3
2. Legislation and statutory requirements.....	3
3. Roles and responsibilities	4
4. Pupil code of conduct	5
5. Behaviour management	6
6. Rewards and consequences	7
7. Definitions	10
8. Bullying	11
9. Pupil transition	11
10. Training.....	11
11. Monitoring arrangements.....	12
12. Links with other policies.....	12
Appendix 1: written statement of behaviour principles.....	13
Appendix 2: The Fairfields PROUD Charter	14
Appendix 3: Behaviour Management Flow Chart.....	15



1. Aims

This policy aims to:

- promote the link between teaching, learning, positive relationships and behaviour;
- provide a consistent and more therapeutic approach to behaviour management;
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management;
- outline how pupils are expected to behave;
- outline our system of rewards and consequences;
- define what we consider to be unacceptable behaviour, including bullying and discrimination.

Fairfields Primary School and Nursery aims to provide a calm, well-disciplined, friendly and supportive atmosphere where children feel happy, secure and confident irrespective of their gender, disability, ethnicity, social, cultural or religious background. This in turn, enables children to develop high self-esteem and a positive attitude to learning. Positive relationships are fostered and children learn to take responsibility for their own behaviour and learning.

By stating through our policy the expectations that we have for the way in which each member of our school community should conduct themselves, a common understanding is promoted that helps to ensure our school is a safe and orderly community of learners. Having a clear and consistent understanding of, and therapeutic approach to, agreed principles of behaviour and discipline, brings the advantages of:

- pupils benefitting from all adults dealing with behaviour consistently;
- all staff having clear guidance which includes a therapeutic approach and is applied consistently;
- parents are clearly informed about the school's expectations for all;
- all members of the school community promote positive relationships built on unconditional positive regard. (*Carl Rogers*)

We aim to:

- create a community where all its members feel valued and respected and where the building of positive relationships is paramount;
- help children grow, live and work in a safe, happy and secure environment and become positive, responsible and independent members of the community;
- create an environment that is stimulating and enriching and in which effective learning and teaching can take place;
- teach, through the school's academic and behaviour curriculums, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others, property and the world around us;
- support the inclusion of children exhibiting detrimental behaviours;
- treat all children fairly and apply this policy in a consistent way.

*"You can't teach children to behave better by making them feel worse.
When children feel better, they behave better."*

(Pam Leo)

2. Legislation and statutory requirements

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

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



It is also based on:

- › the [Special educational needs and disability \(SEND\) code of practice](#)
- › 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
- › [Behaviour and Mental Health in Schools](#)
- › [Anti-Social Behaviour Action Plan](#)
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- › [Below the radar: low-level disruption in the country's classrooms](#)

3. Roles and responsibilities

3.1 The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1). The Governing Body will also review this Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Governing Body have endorsed this policy and, with the Headteacher, will review its effectiveness annually. Together, they will ensure that the policy is administered fairly and consistently. The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governing Body support the Headteacher in carrying out these guidelines.

The Governing Body and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which promotes positive, valued behaviours and relationships.

3.2 The Headteacher

The Headteacher is responsible for reviewing this Behaviour Policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (Appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive, valued behaviours and relationships, and that staff deal effectively with detrimental behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

3.3 Staff

A well-managed and well-planned environment not only stimulates the learner but reduces the prospect of potential problems. All teaching staff should ensure that learning activities are well planned, organised and resourced making sure that expectations are explicit. We need to teach positive, valued behaviours as we need to teach other aspects of the curriculum. Classes that have well-organised lessons that are well prepared and that take into account the full range of the learning abilities, tend to have few discipline problems. A calm, controlled, learning environment is conducive to positive learning and helps to give the child a feeling of security and confidence. The climate for learning, in or out of the classroom, can promote positive, valued behaviours and relationships.

At Fairfields we feel that positive reinforcement of valued behaviours is more effective than negative punishments. Although there are agreed sanctions for children who exhibit detrimental behaviours, it is encouragement of valued behaviours through "unconditional positive regard" (*Carl Rogers*) which is far more important. Staff praise children who uphold our 'PROUD' values and behave in a polite, helpful, considerate and sensible manner. (See Appendix 2: PROUD Charter) Valued behaviours and relationships and positive attitudes are regularly discussed in PSHE lessons, whole school and class assemblies and at other appropriate opportunities throughout the curriculum.

Day to day, we encourage valued behaviours in the following ways:

- Using adaptive teaching methods, e.g. scaffolding, talk partners, challenging extension tasks, word banks.



- Giving extra adult or peer support.
- Staff modelling appropriate behaviour through their consistency of approach to pupils and colleagues, in line with the requirements of the school's Equality Policy.
- Actively teaching strategies to resolve difficulties through PSHE, whole school and class assemblies and RE.
- Providing opportunities for pupils to have control /responsibility over their learning and environment through independent work wherever possible.
- Ensuring that valued behaviours and efforts are systematically acknowledged.
- Minimising attention given to detrimental behaviours yet, being alert to and dealing promptly and sensitively with bullying, racial harassment and any other undesirable behaviours.
- Communicating to pupils that they are valued whatever their background or abilities.
- Creating a safe and predictable environment with consistent rewards and consequences

Staff are responsible for:

- implementing the Behaviour Policy consistently;
- modelling positive, valued behaviours and relationships;
- providing a personalised approach to the specific behavioural needs of particular pupils;
- recording behaviour incidents.

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

*"If you're not modelling what you're teaching then you're not really teaching what you think you are teaching."
(Mark Finnis)*

3.4 Parents

Parents are expected to:

- support their child in adhering to the pupil code of conduct;
- inform the school of any changes in circumstances that may affect their child's behaviour;
- discuss any behavioural concerns with the class teacher promptly.

4. Pupil code of conduct

Good behaviour creates a better climate for learning.

At Fairfields we strive to encourage every member of our school community to be 'P.R.O.U.D.':

- **Positive**
- **Respectful**
- **Organised**
- **United**
- **Determined**

'P.R.O.U.D.' encapsulates the ways in which we wish our pupils to develop positive and valued behaviour traits and relationships for life and learning.

By reinforcing valued behaviours and discouraging detrimental behaviours we encourage each child to develop the ability to:

- determine right from wrong;
- grow in independent thought and judgment;
- take responsibility for their own actions.

Our expectations for pupil behaviour are enshrined in our PROUD values. These are the moral values which inform and develop the ethos of the school. Responsibilities are also dealt with in the Home School Agreement. Please see Appendix 2 for exemplification of each of our PROUD values.

Positive and valued behaviours and relationships are required attributes if pupils wish to become members of either:

- the Student Council;
- the Buddies team in Year 5;
- the Playleaders team in Year 6;
- any other job within school that requires a level of responsibility.



5. Behaviour management

5.1 Classroom management

A well-managed and well-planned environment not only stimulates the learner but reduces the prospect of potential problems. All teaching staff should ensure that learning activities are well planned, organised and resourced making sure that expectations are explicit. We need to teach behaviour as we need to teach other aspects of the curriculum. Classes that have well-organised lessons that are well prepared and that take into account the full range of the learning abilities, tend to have few discipline problems. A calm, controlled, learning environment is conducive to positive learning and helps to give the child a feeling of security and confidence. The climate for learning, in or out of the classroom, can promote good behaviour.

Teaching and support staff are responsible for setting the tone and context for positive and valued behaviours within the classroom. They will:

- create and maintain a stimulating environment that encourages pupils to be engaged;
- display their Proud Charter for their own classroom as agreed and signed up to with their class;
- develop positive relationships with all pupils, which may include:
 - greeting pupils in the morning/at the start of lessons;
 - establishing clear routines;
 - communicating expectations of behaviour in ways other than verbally;
 - highlighting and promoting good behaviour;
 - concluding the day positively and starting the next day afresh;
 - having a plan for dealing with low-level disruption;
 - using positive reinforcement.

5.2 Physical intervention and physical restraint

Our Therapeutic thinking Tutor has been trained to use physical intervention to support children safely when guiding and escorting without the need for restraint. This training can be cascaded down to other staff as needed.

In very exceptional circumstances, staff may have to use reasonable force to restrain a pupil to prevent them:

- causing disorder;
- hurting themselves or others;
- damaging property.

Incidents of physical restraint must:

- **always be used as a last resort;**
- be applied using the minimum amount of force and for the minimum amount of time possible;
- be used in a way that maintains the safety and dignity of all concerned;
- never be used as a form of punishment;
- be recorded and reported to parents.

5.3 Confiscation

Any prohibited items (listed in section 7) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).



5.4 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 detrimental behaviours may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator (SENCo) will evaluate a pupil who exhibits detrimental behaviours 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, a specialist Therapeutic Thinking practitioner 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.

5.5 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 detrimental behaviour or change in behaviour 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 Policy.

6. Rewards and consequences

6.1 Rewards

It is the responsibility of all adults in the school to encourage positive and valued behaviours through praise, rewards and positive reinforcement. There are a variety of ways that staff acknowledge and reinforce positive behaviour and other pupil achievements. For example through:

- PROUD awards;
- PROUD points;
- verbal praise /positive feedback;
- stickers;
- certificates;
- sharing achievements with senior members of staff;
- celebration assemblies;
- sharing good news with parents.

6.2 Consequences

All children should be treated with sensitivity to maintain and raise self-esteem. Comments made to a child should focus on the positive and be made positively and constructively. Where disapproval is used, it must focus on the behaviour rather than the child.

Consequences may be 'protective' or 'educational'.

- **Protective consequences** are necessary measures taken to manage the risk of harm or further detrimental behaviour. These may include limiting freedoms or choices, e.g. having break at a different time or in a different place, reducing the numbers of children a child can play / interact with.
- **Educational consequences** are necessary to target specific detrimental behaviours and to develop positive, valued behaviours. These are the essential elements of the universal behaviour curriculum which need learning, rehearsing and teaching to enable behaviour change.

Staff should, where practicable, take time to explain the reasons for a child being asked to do something. Every care should be taken to demonstrate respect and care for people and property. The child should be listened to and spoken to calmly. There should never be the intention to belittle or demean. Every effort should be made to diffuse potential problems before they arise – "if it's predictable, it's preventable.". This may be done by discussion, good organisation, consultation and similar strategies.

Certain behaviour such as bullying, rudeness, fighting, swearing, is never acceptable and should be dealt with when encountered. The use of physical punishments will not be supported under any circumstances. The school will work with the child's parents/carers to help modify detrimental behaviour through approaches that are applied consistently at home and school.



Staff should consult with the Headteacher when behaviour becomes a concern. Any behaviour that requires an investigation will be recorded on the school's online monitoring system (CPOMS) which will be shared with relevant staff. The Headteacher reserves the right to inform a parent/carer of her/his child's unacceptable behaviour, which may under extreme circumstances lead to suspension.

Consequences can be activated for anything that goes against our PROUD values, which are the moral values that help to shape the ethos of the school. The consequence used depends upon the level /frequency and type of unacceptable, detrimental behaviour.

In EYFS and KS1 we use the following guidelines to deal with unacceptable, detrimental behaviour:

Adults will calmly and privately talk to the child about his /her behaviour.

Adults may redirect the child's interests.

The child may be given a period of reflective time with a member of staff away from a specific activity / child and encouraged to reflect on his /her own behaviour whilst observing other positive behaviours. The child will be given positive behaviour steps for the future.

In KS2 we use the following system to deal with unacceptable, detrimental behaviour:

Reflection points: One point to be given each time a child interferes with the process of learning e.g. consistent calling out, being disrespectful to adults, anything that involves the teacher having to stop the lesson to sort out issues. To ensure a consistent approach, reflection points will only be given by the class teacher, or the Learning Assistant if they are teaching the class at the time.

Each reflection point will be worth 5 minutes of lost breaktime which will accumulate into 15 minutes of time = one full breaktime lost. Records are kept discretely in each class, and pupils' names will be recorded each time a reflection point is given.

If a teacher finds that a pupil is consistently getting two reflection points across a week then it is at that teacher's discretion to take away a breaktime if they deem it appropriate.

All pupils who have lost a breaktime will attend 'Reflection Time' where they will have the opportunity to discuss their detrimental behaviours with a member of the SLT and to reflect on its impact in relation to our PROUD values. Parents will be informed that their child has attended Reflection Time and the reasons as to why. (See Appendix 3: Behaviour Management Flowchart.)

If a pupil loses two breaks in a half term they will be given a verbal warning. If a pupil loses three breaks in a half term or six breaks in a term they will be given a formal written warning.

For all serious detrimental behaviours anywhere in the school, a pupil may be sent to either the Headteacher, the Deputy Head or a senior member of staff. This is used when there is a major concern. The child may then receive either:

1. a formal verbal behaviour warning, parents will be informed. OR
2. a formal written warning, parents will be informed and will receive a written behaviour warning about their child's behaviour. OR
3. a formal 'Amber' warning, parents will be informed and will receive a written 'Amber' behaviour warning. OR
4. a formal 'Red' warning, parents will be informed and will receive a written 'Red' behaviour warning. Parents will be told that their child is at a high risk of suspension. OR
5. a fixed-term suspension (sent home from school), when in the Headteacher's / teacher in charge's judgement, serious offences have occurred and warrant time out of school.

(Suspension is a complex process and it is detailed in the 'Schools Suspension Guidance' document).

Following a fixed-term suspension, educational and /or protective consequences will be put in place in order to support the child's development of positive, valued behaviours.

In addition, children who exhibit detrimental behaviours may not be allowed to take part in school day visits, residential trips and workshops. This also includes children not being allowed to attend school social events in the evening or at weekends.



6.3 School approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils 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.

Consequences for sexual harassment and violence may include: formal warnings, fixed-term suspensions and permanent exclusion.

The 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 reported incident;
- 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 Policy for more information.

6.4 Off-site behaviour

Consequences may be applied where a pupil has exhibited detrimental behaviours off-site when representing the school. This means detrimental behaviours when the pupil is:

- taking part in any school-organised or school-related activity (e.g. school trips);
- travelling to or from school;
- wearing school uniform;
- in any other way identifiable as a pupil of our school.

Consequences may also be applied where a pupil has exhibited detrimental behaviours off-site at any time, whether or not the conditions above apply, if the detrimental behaviours:

- could have repercussions for the orderly running of the school;
- pose a threat to another pupil or member of the public;
- could adversely affect the reputation of the school.

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

6.5 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will put educational and/ or protective consequences in place for the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will put educational and/ or protective consequences in place for the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the



pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection Policy and our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse against staff or pupils.

7. Definitions

Detrimental behaviours are defined as:

- › disruption in lessons, assemblies and at break and lunchtimes;
- › disruption during workshops and off site visits or lessons;
- › non-completion of classwork or homework;
- › poor attitude;
- › incorrect uniform.

Serious detrimental behaviours are defined as:

- › repeated breaches of the school's PROUD values;
- › any form of bullying;
- › sexual violence, such as rape, assault by penetration, sexual assault;
- › sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - sexual comments;
 - sexual jokes or taunting;
 - physical behaviour like interfering with clothes;
 - online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content;
- › vandalism;
- › theft;
- › fighting;
- › smoking;
- › racist, sexist, homophobic or discriminatory behaviour;
- › possession of any prohibited items. These are:
 - knives or weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - tobacco and cigarette papers;
 - fireworks;
 - pornographic images;
 - any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).



8. Bullying

While there is no single definition of bullying, the Department for Education provides the following guidance:

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.'

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.'

["Preventing and Tackling Bullying" DfE 2017](#)

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through, but not limited to, social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, teachers hold transition meetings, where individual pupils' needs will be shared.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues are transferred to relevant staff at the start of the term or year.

10. Training

Behaviour management forms part of our staff continued professional development. Staff received updated Therapeutic Thinking (previously Hertfordshire STEPS) training in autumn 2023. At least one member of staff is a trained Therapeutic Thinking Tutor and attends annual refresher training. Two members of SLT have taken part in the HfL Behaviour Solutions: Behaviour Leadership Programme and are promoting ongoing professional development amongst all staff through use of our shared staffroom library.



11. Monitoring arrangements

This Behaviour Policy will be reviewed by the Headteacher and the Governing Body annually. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by full Governing Body annually.

12. Links with other policies

This Behaviour Policy is linked to the following policies and procedures:

- HCC Exclusions Guidance Supplement
- Child Protection Policy
- Anti-Bullying Policy



Appendix 1: written statement of behaviour principles

- › Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- › All pupils, staff and visitors are free from any form of discrimination.
- › Staff and volunteers set an excellent example to pupils at all times.
- › Rewards, consequences and reasonable force are used consistently by staff, in line with the Behaviour Policy.
- › The Behaviour Policy is understood by pupils and staff.
- › The HCC Exclusions Guidance Supplement explains that suspensions will only be used as a last resort, and outlines the processes involved in fixed-term suspensions and permanent exclusions.
- › Pupils are helped to take responsibility for their actions.
- › Families are involved following behaviour incidents to foster good relationships between the school and pupils' home life.

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. In addition, racist, homophobic, biphobic and transphobic bullying and language will not be tolerated.

This written statement of behaviour principles is reviewed and approved by the full Governing Body annually.



Appendix 2: The Fairfields **PROUD** Charter

P ositive	We will be positive by: <ul style="list-style-type: none">• being kind and helpful;• taking pride in our work and our school;• valuing our learning time;• celebrating my own and others' successes;• asking questions;• showing interest;• being good role models;• being grateful;• having an optimistic attitude.	
R espectful	We will respect everyone by: <ul style="list-style-type: none">• greeting each other politely;• saying please and thank you;• being considerate of others when moving around the school;• taking turns;• listening to others and acknowledge their opinions and differences;• looking after school, other people's and our own property;• using calm voices.	
O rganised	We will be organised by: <ul style="list-style-type: none">• being prepared for the day;• having the correct equipment for each lesson;• keeping the environment tidy;• completing our homework;• following the class routines.	
U nited	We will show unity by: <ul style="list-style-type: none">• working together and helping each other;• following instructions;• including everyone;• showing forgiveness;• wearing our uniform with pride;• sharing;• contributing to the school and wider community.	
D etermined	We will be determined by: <ul style="list-style-type: none">• doing our best;• challenging ourselves and taking risks with our learning;• learning from our mistakes;• being resilient and persevering;• setting and achieving our goals.	

Catch me being **PROUD** ...



Appendix 3: Behaviour Management Flow Chart

“Schools work best when adults believe in children and children believe in themselves.”

Dave Whitaker ([Independent Thinking](#))

At Fairfields we believe every child is capable and we look to set clear expectations of behaviour to enable the best environment and practice through modelling and reinforcing our PROUD values.

