Behaviour Policy
Approved by: Samantha Coxon-Smith- Director
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Our Values
As an organisation we believe:
• Staff and students should feel safe and secure at NLTE
• Adults should model the behaviour they wish to see
• Behaviour should be understood within the context of a young persons' life experiences and behavioural needs
• Negative instructions produce negative reactions
• We must always praise more than we punish
• Responsibility for creating a safe and secure community lies with staff and pupils together
• All students have a right to learn.

Promoting Positive Outcomes
We will display and refer to the positive outcomes we aim for our students:
• Respect Yourself and Others
• Keep Everyone Safe
• Work Hard and Co-operate

Principles and Practice

We intend to achieve these outcomes by:
• Agreeing clear expectations and appropriate boundaries of behaviour
• Modelling these in all our interactions
• Responding in a non-confrontational and low arousal level manner
• Structuring the day through routine and consistency
• Demonstrating empathy and understanding
• Listening to others and showing respect and understanding
• Shaping our curriculum in a bespoke way

Ways that are used to promote good behaviour include:
• Promoting an awareness of the stressors that our pupils may experience
• Use of positive language
• Clear instructions
• Frequent sharing of all aspects of behaviour with parents and carers

Legislation and statutory requirements
This policy is based on advice from the Department for Education (DfE) on: Behaviour 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.

Behaviour Policy August 2026
To be reviewed: August 2027

Rewards
Rewards, praise, encouragement and equality are amongst the most powerful aid to learning, maintaining high standards of behaviour and fostering a positive learning environment.

Students will be rewarded for good work, attitude and behaviour. Rewards for good behaviour are earned over a period showing consistency. A reward system is in place and usually take the form of end of term trips.

Rewards make look like:
• Verbal praise
• Display of work
• Telephone call home
• Celebration postcards sent home
• End of term trips
• Attendance Certificates

Rules
During induction at NLTE, students will be expected to agree to our rules regarding behaviour, drugs and dress, acceptable ICT and mobile phone use. The basic expectation is that all learners show respect for other young people, staff and the environment.

With parental/carer permission, students are allowed to vape in designated areas at breaktimes. Vaping is not permitted at any other time which includes during transportation. The vapes that are carried by a student are their responsibility throughout the day and NLTE will take no responsibility if they become lost or stolen.

Dealing with Challenge
As all pupils at NLTE can demonstrate a level of challenge in their personal interactions in response to stress, it is the responsibility of our staff to respond appropriately. Staff will always attempt to resolve issues using a range of de-escalation and redirection techniques.

Using Consequences
Consequences are used sparingly and as a last resort and are likely to consist only of the withdrawal of privileges for a limited time. We believe that behaviour is changed through modelling positive relationships and providing positive experience. Our aim is to equip students with the skills they need to self-regulate, make positive choices about behaviour and build self-control.

Recording Incidents
We will record all incidents which require input from staff on an incident log which will be forwarded to the school or partnership that has referred the student. Parents will be notified where appropriate.

Supporting Staff
Working closely with young people with SEMH, Autism and ADHD for example, may impact on staff and as a provision we will support each other in securing a healthy work environment for all, with opportunities to debrief with senior members of staff as necessary.

Confiscation
Staff can search a student if the student agrees.
Centre Managers have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students.
Prohibited items include:
• Knives or weapons
• Alcohol
• Illegal drugs
• Stolen items
• Fireworks
• Pornographic images
• Any article a member of staff 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 student).

We will also confiscate any item which is harmful or detrimental to discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's searching, screening and confiscation Advice for Schools (July 2022) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

Dealing with Risk
Occasionally some students make experience such a high level of stress and frustration that they can pose risk to themselves and others. At NLTE we will use the following processes to manage that risk.

Risk Assessments
Risk assessments will be used to make informed judgements about any adjustments that are necessary to ensure a young person can safely access provision at NLTE. Initial Risk Assessments should be completed as part of the student assessment process upon arrival at NLTE.
Behaviour Policy August 2026
To be reviewed: August 2027

Any member of staff may request that a risk assessment be completed; the ultimate decision on the necessity of a risk assessment will lie with the Managing Director. Regardless of the requirement for initial risk assessments all activities that the pupils undertake will have been risk assessed, and relevant assessments linked to the pupils individually; identifying any additional risks they may pose. Any risk assessments completed will be shared with all staff.

Physical Intervention
As indicated in NLTE Positive Handling Policy, staff utilise consistent positive strategies to encourage acceptable behaviour and good order. In some circumstances, staff may use reasonable force to restrain a student to prevent them:
• Causing disorder
• Hurting themselves of 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
• Not be used as a form of punishment
• Be recorded and reported to parents

Behaviour Policy August 2026
To be reviewed: August 2027

Support Following Incidents
Pupils who may be distressed by events can be offered the following support:
• Quiet time taking part in a calming activity
• Quiet time away from the incident/trigger
• Resuming their usual routine/previous activity as soon as possible
• Time with a member of staff to debrief the incident.

Time Out
Time out is limited to a few minutes where staff members will have suggested or agreed with the pupil to take a short break from learning, to reduce stress levels and enhance the brain's capacity to think clearly and learn. Examples: to go together and get a drink of water, practising calming breathing techniques or go for an accompanied walk outdoors.

Lunch time/break time detention
We will always seek to resolve situations in an alternative manner to avoid the use of detention but detention in their "own time" is more appropriate for many of our pupils than exclusion, which we believe is ineffective in changing behaviour

Off-site behaviour
We can only impose sanctions when the pupil is on NLTE site or under the lawful control or charge of a member of staff. A sanction could be imposed whilst a pupil is on a trip, but not whilst the pupil is on his journey home from school for instance.

On very rare occasions it may be necessary to send a child home before the end of their timetabled day in which case the following procedure must be followed.
1) If a member of staff wishes to send home a student they must seek the authorisation of the Managing Director. The Managing Director or other nominated member of staff will assess the situation and contact the school or behaviour partnership from where the student has been referred. A phone call home will also be made to ensure that parents are aware of the incident.

2) Once authorisation has been granted then the following information should be given to the office.
• Name of student
• Reason they are being sent home
• When they are expected to return
• When the parent will be contacted with a follow up call
• Who will contact the parent with a follow up call.

Steps 1 &2 above must be undertaken BEFORE the student is told they are being sent home

3) The office will include in their conversation the following
• The parent/carer will be given the opportunity to collect their child in person or pay for a taxi
• The parent will be made aware that if they wish their child to walk/bike home they will be responsible for their actions on the journey home.
4) NLTE will make contact and report the result back to the senior member of staff dealing with the situation.
5) Staff member may now inform the student (wherever possible in private) that they are going home. If a parent has opted to collect the student, it may be advisable not to inform the student that they are going home until the parent has arrived.
6) Where a student is being allowed to walk or cycle home, they should be accompanied from the premises.

7) Only those members of staff who are dealing with the incident should be involved, with one other member of staff acting as a discrete observer.

This procedure applies to all students. Outreach pupils will follow the same procedure but will be returned home in their usual manner (usually transport is provided by their instructor) and the referring school or partnership will be informed as well as parents/carers.

Wherever possible a student should only be sent home after a crisis point has passed and the student has regained some composure. Sending a student offsite who is angry or still in a hyperactive state is likely to put that student (and supporting staff where applicable) at increased risk of mishap during their journey home.

Every effort should be made to avoid sending a student home.

8) When the student has been sent home the Managing Director should arrange for the appropriate exclusion letter to be written and sent and for the register to be marked accordingly. 9) The senior member of staff dealing with the incident should contact the parent/carer later the same day to ensure the student arrived home safely and arrange for a debrief with the student/parent.

Reintegration
Upon their return to NLTE the young person should whenever possible, go through a reintegration process. This process will differ depending on circumstances but may include:
• A restorative enquiry with the young person and appropriate staff
• The use of affective statements to help the young person understand the impact of their actions
• The agreement of key actions to remedy any harm caused and to avoid repetition of the incident

Exclusion
Our practise is not to exclude either for a fixed term or permanently, even in cases of extreme challenge as we recognise that it is not an effective method of modifying behaviour. We prefer instead to work with the student and other agencies where necessary to bring about a more positive outcome. We do however recognise the possibility that in some circumstances a student may present such a degree of challenge that the risk to others outweighs the benefits of keeping him or her in school until suitable adjustments have been made.

In this case the above procedure will be followed but a fixed period of exclusion may be carried out before the return and reintegration of the young person. After meeting with the pupil and parents/carers a behaviour support plan will be put in place alongside close monitoring and support.

Record Keeping
Incident reports will be kept in individual student records on the LearnTrek portal. Incident reports will be sent to schools or behaviour partnerships for each incident. A phone call will be made to the school or behaviour partnerships before a decision to send a student home has been made.