NORTHLEIGH
"Overcoming barriers to learning"

Behaviour Policy 2026-2027

INTRODUCTION

Northleigh (the School) believe that good behaviour is promoted by creating a happy caring School environment where students, parents/carers and School staff feel valued and respected, and where anti-social behaviour is not accepted.

All staff and students have an entitlement to achieve their maximum potential in a safe and secure environment free from bullying, and where effective teaching and learning can take place. It is our belief that good behaviour needs to be consistently and positively encouraged and valued (See Appendix 1).

All students have a responsibility to treat all members of the School community with respect and tolerance. They are expected to allow teachers to teach in the classroom without disruption or interference.

All staff employed by the School are expected, and have the authority, to maintain good behaviour inside and outside the classroom. Challenging behaviour refers to problematic or testing behaviours that young people can present. These behaviours can be harmful to the person and others around them and can stop the person achieving things in their daily life.

Consideration is given to individuals presenting needs and certain behaviours are a presentation of underlying needs rather than behaviour choices.

Challenging behaviour will be addressed by staff to ensure the safety of all. Staff when dealing with any incidences of challenging behaviour will endeavour to distract/de-escalate/reduce the type of behaviour using their own language, finding a quiet place to sit with them and reassure them. Reporting of any incidences will need to be considered through either the School data system, low level concerns form and/or safeguarding form. A safety plan may need to be drafted or amended in the light of any incident and other reporting procedures followed. A School Safety Plan should identify the types of behaviour, the potential risks, triggers for the behaviour, measures that are in place to minimise the risks, actions to be taken when the type of behaviour occurs.

The prevention and recording of incidences of bullying, cyber-bullying and harassment are covered in the School's Anti-Bullying and Harassment Policy, which can be found on the School's website.

AIMS

- To create an ethos that makes everyone in the School community feel valued and respected.

- To promote good behaviour by forging sound working relationships with everyone involved with the School.
- To promote a shared responsibility for the management of behaviour in all areas of the School.
- To promote positive behaviour for learning.

We have an expectation that our students will behave with courtesy and consideration for others in and out of School. We believe that to enable effective teaching and learning to take place it is essential that we promote and maintain good standards of behaviour. Students are expected to follow the School's code of conduct below:

Code of Conduct

1. Consider the feelings of others.
2. Listen carefully when people are talking to you.
3. Talk through problems.
4. Be patient.
5. Take pride in what you are doing.
6. Look after your School.
7. Look for things that are positive.
8. Enjoy yourself.

Irrespective of the behaviour displayed, Under Section 131 of the School Standards and Framework Acts 1998, corporal punishment is prohibited for all students at Northleigh House School. The prohibition includes the administration of corporal punishments to a student during any activity. The prohibition applies to all members of the School community.

ROLES AND RESPONSIBILITIES

Role of the Trustees

The Trustees have:

- appointed a member of staff to be responsible for promoting positive student behaviour (School Principal);
- nominated the Chair of Trustee to liaise with the School Principal and to report back to the Trustees;
- responsibility for the effective implementation of monitoring and evaluation of this policy.

Role of the School Principal

The School Principal will:

- work with School staff to create and maintain a working environment that is happy, caring and stimulating and where students can realise their full potential;
- work with all School staff to promote a culture that understands adverse childhood experiences (ACEs) are correlated with later life mental health, substance abuse, health risk behaviours, and many serious health consequences;
- promote positive behaviour for learning for all students;
- monitor and evaluate this policy;
- monitor and evaluate records of behavioural incidents;
- work with all School staff to promote good standards of behaviour throughout the School;
- provide guidance and support to all School staff;
- keep up to date with new developments and resources, cascading appropriate information;
- annually report to the Trustees on the success of this policy

Role of Teachers (including Support Staff)
Teachers must:

- be consistent and apply a positive approach towards behaviour management;
- create a welcoming class environment, which could include good displays of student's work to help develop student self esteem by showing the value of every individual's contribution;
- organise their classroom to develop independence and personal initiative;
- arrange furniture to provide an environment that is conducive to on task behaviour;
- arrange materials and resources to help accessibility and reduce uncertainty and disruption;
- promote good learning behaviour by maintaining positive attitudes at all times (See Appendix 1);
- establish positive, professional relationships with students;
- demonstrate and understand adverse childhood experiences (ACEs) are correlated with later life mental health, substance abuse, health risk behaviours, and many serious health consequences;
- promote high expectations for all School activities;
- use a variety of teaching approaches that will help to encourage positive learning behaviour patterns;
- plan interesting lessons that are well organised with clear objectives and with the work differentiated to cater for all abilities;
- promote and celebrate student effort and achievement;
- record any behavioural incidences which are not deal with by Steps 1-3 of Corrective Actions (See Appendix 3).

Role of Designated Safeguarding Lead
The Designated Safeguarding Lead is responsible for ensuring any child protection issues in School are dealt with in School.

The Designated Safeguarding Lead will be informed of any incidents where a staff member has reasonable grounds to suspect a student is in possession of a knife, alcohol, illegal drugs, stolen items, tobacco, e-cigarettes or vapes.

The Designated Safeguarding Lead may contact parents/carers to ask them to collect their child immediately.

Role of Students
Students must:

- be aware of and comply with the School rules and sanctions;
- be aware that they have an important role to play in determining and promoting this policy through their own behaviour.

Role of Parents/Carers
Parents/Carers must:

- work closely with the School to ensure that their children help maintain a safe and secure School environment;
- sign a home-School agreement;
- promote positive behaviours and support the School.

Incidents

See Appendix 4: Critical Incidents.

Celebration of Effort and Achievement

Good behaviour is celebrated; regular praise and encouragement is part of the School ethos.

Approved by Trustees and to be reviewed in September 2027

Behaviour Policy

Appendix 1: Philosophy

Behaviour is managed most successfully when staff use positive strategies to reinforce appropriate behaviour and marginalize the behaviour that is inappropriate. This School believes that encouragement works better than punishment.

Good behaviour in School is based on showing care and consideration for others.

We aim to teach our students tolerance towards others and community responsibility.

We believe that making good choices is essential for the School to maintain a happy and purposeful working atmosphere and is a positive preparation for life.

Unacceptable behaviour, especially when it impacts on other members of the School community, will be carefully managed depending on the need of the individual.

Depending on its severity, unacceptable behaviour may result in:

- Letter/email home from the School Principal.
- Meeting between parents/carers/student/teacher/School Principal or a member of the senior leadership team to agree support strategies.
- Fixed term exclusion for self-regulation – period of reflection (time out).
- Permanent exclusion as a last resort, after referring to the Trustees and/or Local Authority, where appropriate.

Disruptive Classroom Behaviour

- If student is being disruptive, various methods will be applied, depending on the individual and their needs.
- If the behaviour continues, the student will be sent out of the lesson and supervised by a member of staff who is not teaching.

We cannot assume that all students will have a common understanding of what is acceptable behaviour.

Appendix 2: Behaviour Management

- Be clear about what is expected.
- Be able to notice and respond appropriately to people around you – be sensitive to the needs of others.
- Assertively acknowledge people who meet your expectations.
- Keep calm.
- Let people know in a respectful manner when you are not happy with their actions.
- Teach responsible behaviour:
    - Give clear instructions
    - Provide supportive feedback
    - Take corrective action

Appendix 3: Corrective Feedback

Corrective actions should be

- Balanced with support
- Choice emphasised
- Consistently applied

Non verbal: a 'look', a frown etc

Verbal: a reminder of the instruction

Corrective Actions

The agreed corrective actions are as below:

1. Students to be reminded of expectations
2. Students sent out of their lessons and supervised by a member of staff who is not teaching to allow individuals to regulate.

These will always be presented as a choice.
E.g.

'The instruction is to ……. if you choose not to follow that instruction you will have to ……. and that will mean……. that is your choice.'

Corrective Feedback Refocusing Strategies

- Name target behaviour
- Drop your voice – lowers tension
- Acknowledge the other person's emotion
- Repeat the instruction

Appendix 4: Critical Incidents

At School the safety of all members of the School community is paramount. We recognise that all students and adults have a right to feel safe and secure, and able to carry out their daily activities.

At School a critical incident is described as an incident, which involves:

- Significant physical harm to another student
- Physical harm to an adult
- Serious self-harm on the School premises
- Sustained and substantial damage to property

Note: This list is not exhaustive.

In the case of a critical incident staff must:

Remove the student to a place of safety/remove affected students to a place of safety or remove everyone else*.

Alert the School Principal or another senior member of staff.

The senior staff member, supported by another adult, will supervise the student involved in the critical incident.

The senior staff member will decide upon the appropriate action to take in line with the School's behaviour policy.

In the case of an adult causing the critical incident, all students should be moved to a place of safety immediately, the School Principal or senior member of staff alerted, and the police called by dialling 999.

The School will endeavour to contact parents of a student who is involved in a critical incident as soon as is practicably possible.

*The student(s) involved should be requested to go to the School Principal or senior member of staff. If they, refuse the member of staff should come to them.

Physical restraint may be used when a student or others are at immediate risk of physical harm and must then only be used in line with the School's Positive Handling Policy.

Appendix 5: Searching and Confiscation

The conduct of student searches is a power available to the School Principal and Senior Leadership Team. This power applied to searching students and their possessions including bags without their consent if there are reasonable grounds to do so. However, the School Trustees have considered whether for our vulnerable students, this is appropriate or required and in the first instance parents/carers would be called regarding searching. Searching can play a critical role in ensuring that Schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare and to maintain high standards of behaviour through which students can learn and thrive.

The School will confiscate any item that is deemed to be dangerous or inappropriate to be in a student's possession in School.

A list of prohibited items is:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Any article that 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 property or any person (including the student).
- Tobacco and cigarettes papers;
- Vapes:
- Fireworks;
- Pornographic images.

This is not an exhaustive list.

If an authorised staff member identifies any items as listed above, then such items will be confiscated on the grounds of Health and Safety and or Safeguarding, then parents/carers will be notified.