



# **The National Teaching & Advisory Service**

# **Behaviour Management Policy 2024/25**

<b>Date</b>	<b>Date of Review</b>	<b>Reviewed by</b>
<b>August 2024</b>	<b>August 2025</b>	<b>Nicola Marsh</b>

## **Behaviour Management Policy**

### **Principles**

NT&AS staff are supported in understanding that they cannot 'control' the behaviour of others but that they have a responsibility to promote positive behaviour through their own actions.

Young people are supported and encouraged to take responsibility for their own actions through the positive intervention of NT&AS staff.

Staff follow the NT&AS Code of Conduct, Promoting Positive Caring Relationships guidance and use any strategies detailed in young people's Individual Teaching Plan.

Following a referral to NT&AS an initial meeting is arranged with the young person and their family to discuss the teaching plan. The behaviour policy is discussed to ensure everyone is aware from the outset about the behavioural expectations for the young people during sessions. Any rewards offered are recorded on teaching plans; these include positive feedback to young people and their families, certificates for good attendance, effort, and progress. It is made clear at this point that unacceptable behaviour will be addressed during sessions and followed up in discussions with the young person and their family if the behaviour persists.

Individual teaching plans are shared with the young person and their family. Plans record expected learning outcomes for the young person. Learning objectives and expected outcomes are discussed with the young person at the start of each session. Positive behaviour during sessions includes the expectation that young people will attend sessions regularly and punctually and complete work set during sessions.

**NT&AS staff will not physically intervene or attempt to restrain young people to maintain discipline.**

Young people are expected to display good standards of behaviour when working with NT&AS.

NT&AS data suggests that most young people manage their behaviour very successfully when working with skilled, experienced teachers in a supportive and calm environment.

### **Aims**

- To foster young people's emotional well-being and raise self esteem, building confidence
- To encourage young people to respect the needs, feelings and dignity of themselves and others
- To give the opportunity for young people to ask questions and state their needs freely and without embarrassment
- To help young people establish and maintain positive relationships with their peers and adults
- To promote positive relationships between home and NT&AS
- To promote positive behaviour including regular and punctual attendance to sessions and engagement with learning so that progress can be made
- To comply with the Equality Act 2010 in respect of safeguarding and SEN pupils
- To comply with The Education Provision for Improving Behaviour Regulation 2010 amended 2012 / 2013.

## Behaviour Management

Staff aim to improve individual emotional well-being by encouraging pupils to respect themselves and others and to be aware that they have rights and so do others. Within this they are encouraged to work cooperatively; to listen to others; to explain their needs and to talk about the needs of others; to share time, space and resources; to evaluate their own work and to praise the work of others. This policy encourages a young person to be autonomous and to take responsibility for their own behaviour.

Staff recognise that young people have differing home experiences; that young people will be at different developmental stages; that a young person may feel confused and react negatively in some situations; that all young people need to feel valued; that for a young person to become autonomous it takes time for values to be learned and internalised.

To ensure that all young people feel secure, confident, and able to trust staff NT&AS will:

- Provide good, adult role models who are enthusiastic about teaching and learning
- Provide specific positive feedback during and after sessions
- Be consistent in their approach throughout all activities
- Promote good relationships with young people's home and family
- Work together to share expectations of young people's behaviour by providing feedback at the end of each session to the young person and their family
- Seek advice from other agencies should the need arise
- Use positive language in all interactions
- Move quietly and talk calmly when interacting with young people
- Identify and remove triggers which impact on behaviour when possible

Where situations develop that require direct intervention staff will:

- Reinforce expectations and explain consequences
- Inform the young person that the activity will have to be postponed or the session ended if behaviour does not improve
- Ensure the safety of the young person, staff and the public are prioritised where physical aggression is displayed
- Endeavour to redeem the situation through discussion
- Have an awareness that it may take time for understanding of expectations to take place
- Discuss any concerns with the young person's family after the session

Staff will follow through a situation with a young person themselves rather than delegate it to someone else. Staff will be offered support and guidance from their line manager and other colleagues.

Staff will inform each other when they have had to intervene, depending on the urgency of the situation, through:

- Discussion with line manager in supervision
- Ensuring that others working with the young person are aware of the situation
- Immediate contact with a senior member of staff
- Discussing the situation with the family of any of the young people involved.

Where an incident is of concern or persists, staff will:

- Report the incident to their Team Manager
- Complete an Incident Report which will be shared with the young person, their family and other involved professionals

- Hold a meeting as soon as possible with the young person, their family and other involved professionals to discuss the incident and agree the way forward. Strategies to support an improvement in behaviour will be discussed and the Teaching Plan and Risk Assessment will be revised to reflect these discussions. Strategies will vary according to the needs of the young person concerned; it could include for example a change of venue, teacher, or resources.
- It may be necessary to suspend sessions for a short period if the unacceptable behaviour persists to keep the young person, staff, and the public safe. However, this would only happen in extreme circumstances when all other attempts to resolve the situation have failed.
- Seek support from other agencies if required

If a child leaves a session without permission, staff will:

- Follow guidelines of individual Risk Assessment
- Contact the Parent / carer to notify them that the child has left the premises.
- Contact the Team Manager to notify them that the child has left the premises.
- Follow the child from a safe and reasonable distance, extreme care must be taken to ensure the child is not distressed
- If the child is felt to be in any immediate danger, NT&AS staff must dial 999, explain who they are, the name of the child and where the child is heading.

At all times, a pupil's behaviour will be considered in the context of a structured and relevant curriculum. However, social circumstances may cause changes in behaviour and staff will consider these in the light of any unexpected behaviours. Any information from home that can be shared will be used to support understanding.

### **Transition**

When a move to a new educational placement is planned NT&AS will work with the young person, their family and new setting to ensure that the young person understands the behavioural expectations of the setting.

### **Bullying**

NT&AS has a separate Bullying Policy which includes cyber bullying and whistle blowing. Peer on peer abuse and bullying is also referenced in NT&AS Safeguarding Policy. Bullying of any sort is not tolerated by NT&AS and any issues raised by the young person and their family will be investigated. As all direct work with young people is 1:1 the incidence of bullying is very low however the risk does increase when NT&AS is asked to support transition into a new educational placement. NT&AS would work with the placement to address any instances of bullying.

Bullying is addressed through the PHE curriculum which is embedded in the curriculum and in preparation for a return to school.

Links to other policies - NT&AS Bullying Policy, NT&AS Safeguarding Policy, Positive Caring Relationships Guidance, Code of Conduct, Health & Safety Policy