New Rush Hall School

Behaviour Policy

Reviewed:

October 2026

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October 2027

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AIMS

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

LEGISLATION AND STATUTORY REQUIREMENTS

- This policy is based on advice from the Department for Education (DfE) on:
- Behaviour and discipline 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. In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- 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.
- Exclusion from maintained schools, academies and pupil referral units in England – DfE statutory guidance.
- The school discipline (pupil exclusions and reviews) (England) Regulations 2012.
- DfE guidance explaining that maintained schools should publish their Behaviour Policy online.

DEFINITIONS

New Rush Hall School (NRHS) is a day special school for pupils aged 5 and 16 with an Educational, Health and Care Plan (EHCP) for a wide range of Social, Emotional and Mental Health (SEMH) and/or Behavioural Difficulties. We aim to support pupil behaviour through a policy that is clear, coherent and consistently applied. We believe that all staff and pupils have the right to feel safe and secure. School life should be characterised by the ability to learn and develop in a calm and purposeful environment built on mutual respect and British values. Our expectations are that staff and pupils will behave in an appropriate and socially acceptable way, and we believe that any form of discrimination is unacceptable. Every member of staff has a key role in applying this policy consistently and promoting and sustaining the highest standards of behaviour for learning.

All pupils will:

- Treat other pupils and adults and their property with respect.
- Speak politely to other people.
- Aim for 100% attendance and punctuality.
- Take care of all school equipment and buildings.
- Take care of themselves and their property.
- We will not accept misbehaviour of any sort.

Examples of misbehaviour are not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.

- Non-completion of classwork or homework.
- Poor attitude.
- Incorrect uniform.
- Verbal abuse / rude or inappropriate language.
- Disobeying teacher instruction.

Examples of serious misbehaviour are not limited to:

- Any form of bullying or intimidation – please see our Anti-Bullying Policy.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism.
- Theft.
- Fighting, acts of aggression or any form of physical violence.
- Smoking.
- Anti-Semitic, racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:
    - Knives, bladed items, multi-tools or weapons.
    - Alcohol.
    - Illegal drugs or 'legal highs' for example laughing gas.
    - Stolen items.
    - Tobacco, cigarette papers, electronic cigarettes, shisha pens, matches, lighters or liquids.
    - 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).

BULLYING

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

ROLES AND RESPONSIBILITIES

The Governing Body:
The governing body will review this Behaviour Policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

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 ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff:
The management of pupil behaviour is the responsibility of all staff at all times. It needs to be understood that consistent implementation of agreed systems not only provides the framework within which effective learning can take place but also provides support for colleagues.

Staff will:

- Implement the Behaviour Policy consistently.
- Model positive behaviour.
- Treat all pupils and adults with respect.

- Speak politely to each other.
- Build pupil confidence using positive reinforcement.
- Avoid using sarcastic or critical language.
- Recognise and celebrate pupil effort and success regularly.
- Work in partnership with and keep Parents/Carers informed about positive and negative behaviours.
- Challenge unacceptable behaviour.
- Provide a personalised approach to the specific behavioural needs of particular pupils.

If unacceptable behaviour occurs, members of staff will follow the Behaviour Management process (see appendix 2).

Parents/Carers:
Parents/carers are expected to:

- Support their child in adhering to the pupil code of conduct and this policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

PUPIL CODE OF CONDUCT

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when 'on-line' and outside school.

If pupils cannot comply with these expectations, then they may be at risk of exclusion from school.

REWARDS AND SANCTIONS

The successful management of behaviour and rewards is central to the school's ethos of providing an environment in which adults and children can develop positive relationships, showing care, consideration and respect for each other and the community. Our Rewards Policy is designed to encourage and reward pupils who apply themselves, behave in a commendable way or support the ethos of the school as role models and to develop their own potential.

Positive behaviour will be rewarded with:

- Praise.
- Commendation rewards & prizes.
- Reward trips.
- Letters, emails or telephone calls home to parents/carers.
- Attendance prize draw.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand.
- Removing the pupil from the class.
- Expecting work to be completed at home, or at break or lunchtime.
- Loss of privileges.
- Confiscation of property.
- Detention at break, lunchtime, or after-school.
- Letters, emails or telephone calls home to parents/carers.
- Agreeing a pupil behaviour contract.

- Putting a pupil on an Individual Intervention Plan.
- Pastoral Support Plan.
- Community service within school.
- Working in isolation from the class.
- Referral to an alternative provision.
- Fixed-term exclusion.
- Permanent exclusion.

Pupils who fail to attend a detention, or who behave poorly in detention, will be subject to further sanctions.

OFF-SITE BEHAVIOUR

Sanctions may be applied where a pupil has misbehaved, such as on a school trip or on the bus on the way to or from school or activities that may affect or harm others or bring the school into disrepute.

MALICIOUS ALLEGATIONS

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.
Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.
The headteacher will also consider the pastoral needs of staff accused of misconduct.

BEHAVIOUR MANAGEMENT

At NRHS we believe that regardless of each pupil's SEMH needs, most pupils want to learn and be successful, however, some pupils will test the boundaries of acceptable behaviour. Success is measured not by the absence of problems but by the way we deal with them. In general, pupils who feel psychologically safe and are provided with good quality, differentiated learning opportunities will behave appropriately.

CLASSROOM MANAGEMENT

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

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons.
    - Establishing a clear routine.
    - Communicating expectations of behaviour in ways other than verbally (including modelling and the use of non-verbal signs and gestures).
    - Highlighting and promoting good behaviour.
    - Concluding the day positively and starting the next day afresh whenever possible.
    - Having a plan for dealing with low-level disruption.
    - Using positive reinforcement.
    - Making reasonable adjustments to sanctions or expectations for pupils with specific needs.

USE OF REASONABLE FORCE

In some circumstances, staff have a legal right to use reasonable force to restrain a pupil to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Control means passive contact, such as standing between pupils or blocking a pupil's path, to actively lead a pupil by the arm away from a classroom or difficult situation. Restraint means to hold back physically or to bring pupils under control; for example, where two pupils are fighting or refusing to separate without physical intervention.
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. School staff will always try to act in a way that will minimise the chance of injury to the pupil, but this may not always be possible.
- Reasonable force may be used to enforce a search for any prohibited items.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Reasonable adjustments will be made for pupils with disabilities and special educational needs in line with the Equality Act.
- Where there is on-going restraint required to ensure the safety of pupil's support plan will be put in place to address the concerns.
- Be recorded and reported to Parents/Carers.
- Staff will be trained in the use of appropriate and reasonable force.

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 challenging behaviour may be differentiated to cater to the needs of the pupil. Given the context of the school and the complex needs of each pupil, all staff regularly meet to discuss additional support that can be provided to ensure the needs of each pupil are met.

The school's Special Educational Needs Co-ordinator (SENCo), along with the Senior Leadership Team (SLT) and in-house Pastoral Team including Mentors, and Safeguarding Co-ordinators, will evaluate a pupil who exhibits challenging behaviour 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 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/Carers to create the plan and review it on a regular basis.

SEARCHING, SCREENING AND CONFISCATION

The school has a statutory obligation to manage the health and safety of staff, pupils and visitors and ensure that school discipline is maintained.

- Under this authority, we reserve the right to search and screen pupils under the following circumstances and to confiscate prohibited items.
- Pupils will be treated courteously and afforded respect and a reasonable level of personal privacy during any search or screening; personal items will only be searched in the presence of the pupil.
- Searching should be carried out by a member of staff who is the same sex as the pupil. There must also be another member of staff present. There is limited exception to this; if there are reasonable grounds to believe that there is a risk of serious harm to a person or persons if the search is not carried out immediately and it is not reasonably practical to summon another member of staff.
- Members of staff who have the authority to search are the headteacher, SLT and any staff authorised by SLT.
- Parents/carers will not be informed prior to a search or to seek parental consent.

- Parents/carers will be informed if screening or searching uncovers items that will result in disciplinary action or Police involvement.

SEARCHING WITH CONSENT

- We can search pupils for any item with consent from the pupil.
- Parent/Carer permission or pre-notification is not required.
- We do not require written or formal consent in advance of a pupil search; it is enough for a teacher to ask a pupil to turn out their pockets, empty their bag and allow access to a search.

SEARCHING WITHOUT CONSENT

- If a member of staff has reasonable grounds to suspect that a pupil is in possession of a banned item, a pupil can be instructed to undergo a search without consent; Parent/Carer permission or pre-notification is not required
- The headteacher and any authorised staff have a statutory power to search pupils and their possessions with or without consent where they have reasonable grounds for suspecting that a pupil may have one of the banned items.
- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips or in training settings.
- A pupil refusing to co-operate with a search will be subject to disciplinary action by the school which may include but is not limited to after school detention or fixed-term exclusion.

SCREENING

- We reserve the right to require pupils to undergo screening by a walk through, or hand-held metal detector, with or without the consent of pupils; this screening may be carried out by any member of staff whether or not they suspect the pupil of carrying a weapon.
- All KS3 / 4 pupils will be screened each day before entering the main school building.
- All pupils are expected to comply with a request for screening which involves no physical contact.
- If a pupil refuses to comply, we may refuse the pupil access to the main school premises under our duty not to expose pupils, staff or visitors to risks to their health and safety. The pupil will have to wait in reception for a Parent/Carer to arrive for a wider discussion. Any school absence in this instance will be recorded as an unauthorised absence not as exclusion.

ELECTRONIC DEVICES

- School staff may examine data files held on personal devices during a search if they believe they have good reason to do so i.e., they reasonably suspect that the device has been, or is likely to be, used to commit an offence or cause personal injury or damage to property.
- In determining a good reason to examine or erase data files, school staff must reasonably suspect that the data or file could be used to harm, disrupt teaching or break school rules.
- If the device is returned, relevant files may be retained by the school to support disciplinary action or where appropriate to be passed on to the Police or Safeguarding teams.

CONFISCATION

- School staff can seize any prohibited item found as a result of a search.
- Staff can also seize any item which is found and considered to be harmful or detrimental to school discipline; this includes deleting electronic items or passing illegal material onto the Police.
- Depending on the nature of the confiscated item, it may be retained by the school or disposed of as a disciplinary measure where reasonable.

- Confiscated weapons, knives, bladed items, items believed to have been stolen, and illegal drugs will be passed onto the Police or disposed of by the school.

EXCLUSION FROM SCHOOL

All decisions to exclude a pupil from school may only be made by the headteacher. Exclusions are used infrequently and only where there has been a serious breach or persistent breaches of the school's Behaviour Policy.

PERMANENT EXCLUSION FROM SCHOOL

Permanent exclusion from school will be considered for the following offences:

- Use of, or possession of weapons, knives or bladed items.
- The possession of or use of drugs on the school site.
- Drug dealing.
- Serious threats of and actual use of violence.
- Bullying or discriminatory abuse including but not limited to Anti-Semitic, homophobic, racist or sexual.
- Persistent and serious breaches of the school Behaviour Policy.
- Where the school believes that a child's presence in school represents a serious threat to others.

MONITORING ARRANGEMENTS

This Behaviour Policy will be reviewed by the headteacher and governing body annually. At each review, the policy will be approved by the headteacher.

LINKS WITH OTHER POLICIES

This Behaviour Policy is linked to and should be read in conjunction with the following policies:

- Exclusions Policy.
- Safeguarding 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.
- All members of the school community have the right to practise their religion and to have their beliefs and practices respected.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy.
- The Behaviour Policy is understood by pupils and staff.
- The Exclusions Policy explains that permanent exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in 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.

APPENDIX 2 – THE BEHAVIOUR MANAGEMENT PROCESS

Primary:

Pupils have a home/school report that is completed throughout the day by the class staff team. A pupil can receive a maximum of 26 points each day relating to their learning, safety and individual behaviour target. The number of points a pupil earns on their home school are then converted to reward points. The pupil takes the report home at the end of the day and the expectation is that the report is returned, signed by the Parent/Carer the following day. The pupil's points are then recorded on their school 'bank' account. Once a week, pupils can visit the department shop to exchange their points for an item of their choosing.

We have three key rules – to be safe, to listen to our adults and to be respectful. Consequences for not following these rules include missing out on reward time or playtime, delivering an apology to those hurt or upset by the pupil's behaviour and loss of points. Pupils lose points from their account if they cause damage to the class or department.

At the end of each morning and afternoon, some time is allocated for pupils to either complete any outstanding work or have some reward time if they have completed all of their work.

Pupils earn VALUES stars for demonstrating the school values. These are put on their individual VALUES charts. Adults are specific about what the pupil has done to receive the VALUES star referring to the values. Once a pupil has completed their chart, they receive a bonus 250 reward points.

Pupils can also earn reward points when they complete exceptional pieces of work.

Class teams work together to earn class points. Once a class has a certain number of class points they decide on a reward trip to go on as a class.

PRIMARY DEPARTMENT CONSEQUENCES

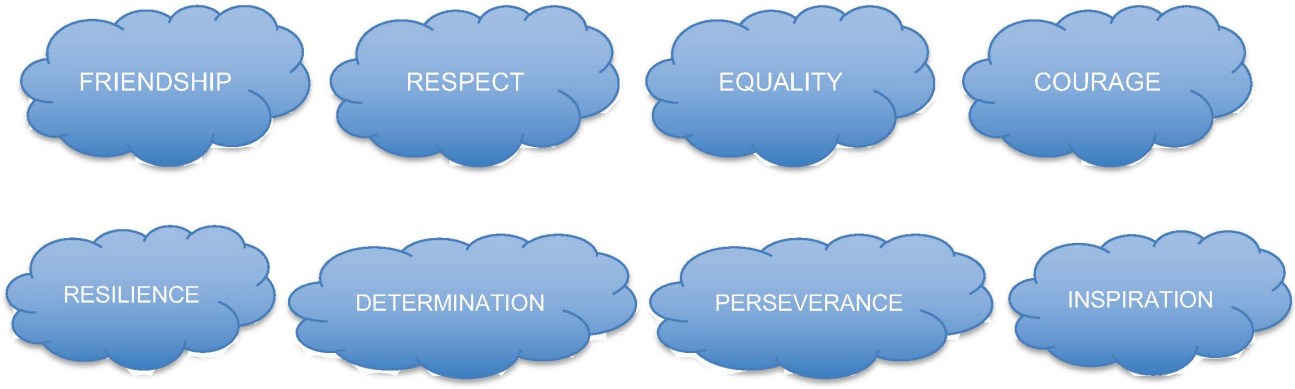
BEHAVIOUR	CONSEQUENCE
Walking out of class without permission	Minutes
Disrupting learning of others	Minutes
Refusal to come inside	Playground ban
Damage to property	Loss of points/community service
Climbing	Minutes/playground ban
Disrespectful behaviour	Loss of points
Threatening behaviour	Miss break and/or lunch
Spitting	Miss break and/or lunch
Bullying & Racism*	Miss break and/or lunch
Physically hurting others	Time away from the primary community
In addition to all consequences listed above, apologies will need to be made to all staff and pupils who are affected by poor choices.	
*Pupils that demonstrate harmful behaviours will take part in an educational programme around the impact racism, bullying and other harmful behaviours have on other members of the school community. Continued bullying/racism will result in consequences being escalated.	

New Rush Hall School

REWARDS

THE MAIN WAY TO GET COMMENDATIONS IS THROUGH YOUR DAILY PROGRESS CARD WHERE YOU CAN EARN UP TO 13 COMMENDATIONS A DAY

YOU CAN ALSO EARN COMMENDATIONS FROM DEMONSTRATING THE SCHOOL VALUES:



THE SECONDARY REWARD SHOP CAN BE VISITED BY APPOINTMENT WHEN YOU HAVE ENOUGH COMMENDATIONS TO SPEND!

COMMENDATIONS	REWARD
200 COMMENDATIONS	£20 VOUCHER
500 COMMENDATIONS	DAY TRIP FOR TWO WORTH £75
750 COMMENDATIONS	£80 VOUCHER
1500 COMMENDATIONS	£175 VOUCHER / AIRPODS
2000 COMMENDATIONS	£250 VOUCHER
3000 COMMENDATIONS	IPAD / LAPTOP

THE SHOP HAS LOTS OF GOODIES INCLUDING THE BELOW:

VOUCHERS CAN BE FOR JD SPORT, GAME, WESTFIELD OR ANY SHOP OF YOUR CHOICE

ANY DAMAGE TO SCHOOL PROPERTY WILL RESULT IN COMMENDATIONS BEING DEDUCTED

Secondary:

Behaviour Management Procedures derive from an understanding that:

(i) High expectations of behaviour are a strategic imperative.

(ii) Our pupils are responsible and accountable for their behaviour.

(iii) There is a consequence in the form of a school response, for acceptable and unacceptable behaviours.

(iv) Our staff are here to help pupils accept responsibility for their actions and to offer guidance so that pupils may manage their own emotions and behaviour more effectively.

(v) That helping pupils to manage their emotions and behaviour is important in itself, but also is invaluable in enabling pupils to access the curriculum.

SECONDARY DEPARTMENT CONSEQUENCES

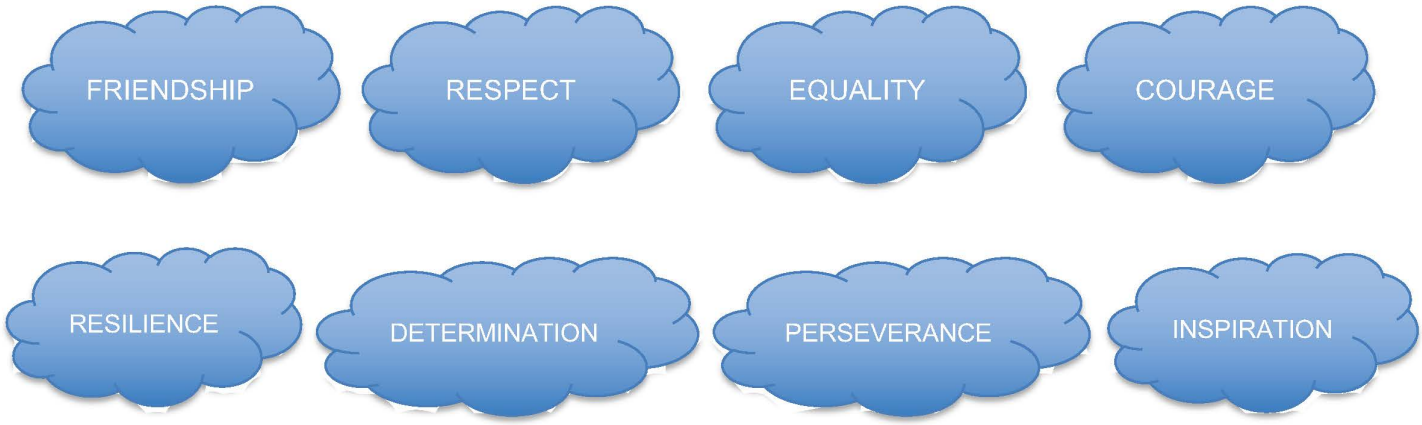
BEHAVIOUR	CONSEQUENCE
LATE TO SCHOOL	AFTER-SCHOOL DETENTION*
INAPPROPRIATE TRANSITION	AFTER-SCHOOL DETENTION
REFUSAL TO WORK	LUNCHTIME WORK DETENTION
WALKING OUT OF DETENTION	LUNCHTIME DETENTION & AFTER SCHOOL DETENTION
WALKING OUT OF A LESSON DISRESPECTFUL BEHAVIOUR REFUSAL TO FOLLOW INSTRUCTIONS	MISS NEXT BREAKTIME
WALKING OUT OF SCHOOL	INTERNAL EXCLUSION
DAMAGE TO SCHOOL PROPERTY	COMMUNITY SERVICE
PHYSICAL ABUSE BRINGING PROHIBITED ITEMS TO SCHOOL	INTERNAL / FIXED TERM EXCLUSION
*The first late in any week gets a 10 min detention; the second gets a 20 min detention and so on to a maximum of 50 min for the fifth late.	

NRHS
New Rush Hall School

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RESPONSIBILITY AND REPARATIONS

A pupil accepts responsibility by:

1. Giving their version of what happened.
2. Understanding other versions.
3. Outlining what they could have done differently to avoid conflict.
4. Making reparations, including apologies where appropriate, for their actions.

Reparations may include a written and/or verbal apology. Verbal apologies may be in private or public depending on the circumstances in which the original act took place. Reparations may also include community service or a financial repayment for damages to private or school property.

APPENDIX 3 – CHECKLISTS FOR CARRYING OUT A SEARCH

If you are carrying out a search of a pupil or their belongings i.e., their bag, then please ensure this checklist is followed and not deviated from. Once you have completed the search, please leave a copy of the checklist on the pupil's file with the date of the search and your signature showing you have followed the checklist. The answer to one of the first two questions must be yes in order to proceed:

- Have you been asked to carry out this search by a member of SLT?
- If not, have you significant grounds to suspect the pupil is carrying or concealing an item that constitutes an immediate health and safety risk to the pupil or others?
- There are two members of staff present, one conducting the search and one observing.
- The person conducting the search is the same sex as the pupil being searched.
- The pupil has placed their bag on the table.
- The pupil has been asked to remove their coat or blazer and empty the contents onto the table.
- The pockets and lining of the pupil's coat or blazer have been checked by either member of staff.
- The pupil has been asked to turn out the pockets of their trousers and place the contents onto the table.
- If the pupil is wearing boots or footwear that covers the ankle; the pupil has been asked to remove these.
- If the pupil is wearing trousers, they are asked to roll the trouser legs just above the ankle to ensure there is nothing concealed – *this is checked with a visual check*. If the pupil is not wearing trousers a visual check is carried out. Once this visual check has been performed the pupil should replace their footwear.
- The pupil has held their arms up by their sides so that a wand can be used, the wand should be held just away from the pupil and used as per the training to check the four quadrants of the body.
- The pupil is given the opportunity to replace items into their pockets.
- The pupil's bag is opened and the contents placed onto the table, all pockets on the bag should be checked.
- The pupil is given the opportunity to replace the contents of their bag.
- If a prohibited item is found at any point in the search it is to be confiscated and taken to the headteacher or the member of SLT who asked you to perform the search.
- If the pupil is found to be carrying a prohibited item, they should be escorted to a member of the SLT and an investigation completed.

APPENDIX 4 – CHECKLIST TO BE USED FOLLOWING THE USE OF REASONABLE FORCE TO RESTRAIN A PUPIL

In the event that a member of staff has had to use reasonable force to restrain a pupil, the following must be done by the member of staff or their line manager:

- The pupil who was restrained should be escorted to a place of safety to calm down, for example, the office of a member of the SLT. They must never be left alone in that room.
- If there is a medical emergency or injury then the medical officer must be called to the scene immediately.
- Once the pupil is calm, they should be asked to write an incident report; if the pupil needs medical attention this must come first.
- The incident should be brought to the attention of the appropriate member of the SLT.
- The Line Manager (or another member of the SLT or the teacher who had to use reasonable force) should ensure that the member of staff is well, unharmed and able to resume duties. If not, this must be brought to the attention of the SLT.
- The teacher who had to use reasonable force should submit a statement to the person carrying out the investigation.
- If a pupil is restrained Parents/Carers will be informed either via telephone or the home school report. The Parent/Carer will be informed of the general circumstances and reason for the restraint to reassure the Parent/Carer that this was reasonable force – do not use any other pupil's name.