

# **THE NEW RUSH HALL SCHOOL**

## **BEHAVIOUR MANAGEMENT POLICY**

**ECM Links: Be Healthy  
Stay Safe  
Enjoy & Achieve  
Make a positive contribution  
Achieve economic well-being**

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NEW RUSH HALL SCHOOL



A London Borough of Redbridge School



# **NEW RUSH HALL SCHOOL BEHAVIOUR MANAGEMENT POLICY**

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# **NEW RUSH HALL SCHOOL BEHAVIOUR MANAGEMENT POLICY**

## **STATEMENT**

The New Rush Hall School is a day special school for pupils aged between 5 and 16 years old who exhibit a wide range of social, emotional and behavioural difficulties. Pupils arrive at New Rush Hall School at different stages in their schooling; some attend part time.

We aim to manage pupil behaviour through a policy that is clear, coherent and consistently applied. Whilst some pupils may have difficulties, with some aspects of their learning, the over-riding concern and criteria for their placement is that pupils are unable to work, play and socialise in mainstream schools in an acceptably cooperative way.

**Codes of Conduct** encourage all pupils to acknowledge that they have rights and responsibilities towards themselves and the wider school community, including the responsibility to resolve any difficulties among themselves or with the assistance of staff. In this way we endorse our responsibility to help pupils develop appropriate social skills

acceptable in both mainstream school and society in general. One of the aims of the school is to help pupils reintegrate into their mainstream school if and when they are ready to do so.

Through this policy we aim to make explicit our expectations of appropriate behaviour, to reward it, and to help pupils understand the consequences of their inappropriate behaviour through our disapproval and sanctions.

Our internal systems in both Departments will enable us to monitor this policy. These include the quality of behaviour and language in classrooms, on the corridors, in the playground and beyond and the quality of work produced and displayed. Other indicators are attendance and exclusion records, review reports, target cards and loyalty bonus vouchers, assemblies, behaviour records, serious incidents recorded electronically and daily home-school reports.

We aim to review the system for rewards and sanctions in both departments annually in consultation with pupils and evaluate this policy as part of our review of the school development plan.

## **Primary Department Procedures**

### **Behave and Save Reward Scheme**

#### **Aims**

1. To encourage, promote and reward positive behaviour.
2. To encourage learning
3. To encourage and give experience of the benefits of saving.

#### **Procedures**

- In the Early Years' department pupils are given tangible rewards in the form of a token for positive behaviour. Tokens are given for meeting targets, following classroom rules, being on task. Children are taken to the shop regularly to spend money earned from tokens.
- In The Primary Department pupils are rewarded with points at the end of each day for meeting their individual target, being on task and being safe. Points are recorded on their home school record and these are sent home daily. Pupils can earn up to 22 points a day and these equate to 22 pence in money for spending in the shop.
- At the end of each day points earned are added up with the total recorded on a spreadsheet. Pupils can go to the shop fortnightly to spend their money earned.
- Money saved can only be exchanged for goods when the sum of £2 has reached.
- The scheme can be used to support other drives within the department e.g. to help eliminate any behaviour which has been on the increase e.g. spitting.

**Primary Department Procedures  
Behaviour Consequences**

<b>Action</b>	<b><u>Consequences</u></b>
Completion of set work to satisfaction of teacher	Recorded on daily home school
Success in area of work, behaviour, meeting personal targets	Mention plus sticker in assembly
Helpful action towards others	Reward through SEAL certificates
Meeting class targets	Recorded on daily home school Reward through SEAL certificates
Failure to come in from play	Time to be made up
Refusal to work / disruption resulting in time wasted	Make up time wasted in choosing time (this always the first option) Or make up at lunchtime Or send work home Or detention after school (24 hours notice)
Deliberate damage	Money taken from school bank account (up to £5) Bill to be sent home for larger amounts Reparation in class e.g. tidying up
Continued unsafe behaviour representing danger to others, self or building/equipment	Isolation from rest of class Being held if necessary and recorded on ARBOR Phone the local police or other agencies Meeting with parents/carers Meeting as a team Phone call home To be sent home
Violence towards staff	Exclusion – internal or external Isolation from rest of class Positive handling if necessary and recorded on Arbor Phone the local police or other agencies Meeting with parents/carers Meeting as a team Phone call home To be sent home Opportunities for reparation
Racist comments anti- social behaviours e.g. Bullying Homophobic comments	Record on racist monitoring sheet Recorded on home school and behaviour log Parents informed Missed play for 24 hours, apology Continuing incidents - parent or other agency meeting Internal exclusion if necessary

Fighting or unsafe behaviour	Investigation of incident Isolation from rest of class Positive handling if necessary and recorded on ARBOR Meeting as a team Phone call home
Stealing	Phone the local police or other agencies Phone call home To be sent home Apologies
Deliberate rudeness	Time out Apologies
Absconding from school premises	Meeting as a team Phone call home Ban from outdoor play up to 5 days Parents informed Failure to return within 15 minutes Police informed, police abscond form to be filled in (available in office)
Bringing items into school which have not been sanctioned by staff	Items to be confiscated, returned only to parents at their next visit to school
Unsafe behaviour on transport	Discussion with transport and parents agreement on sanction e.g. kept in at break/lunchtime to revise transport rules and apologies letter home possible transport ban
Leaving class without permission	Investigation of incident in own time Work to be made up Lose 20 minutes off play or choosing time

## **Secondary Department Procedures**

The Department's Behaviour Management Procedures derives from an understanding that: -

- (i) high expectations of behaviour is 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 negative and positive 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.

## **HIGH EXPECTATIONS**

When our pupils leave NRHS it is usually to attend mainstream school/college, or the world of work. In these arenas there is little or no allowance for BESD. Our task is to prepare them effectively for that experience. Consequently our expectations of behaviour, the standards to which we aspire, are that of a good mainstream school. Of course the methods, resources and level of support to reach and sustain those standards are different, as are the consequences for various misbehaviours.

Realistically, it may take the full term of 5 years within the Secondary Department for pupils to achieve the emotional security, behavioural control and social skills necessary to fully integrate at post 16. Yet, strategically, that is our objective and our aspirations and expectations must facilitate this.

## **VIOLENT, THREATENING & UNSAFE BEHAVIOUR**

The NRHS is, and must remain, a safe environment in which teachers may teach and pupils may learn. We have a zero tolerance attitude towards violent behaviour. Therefore pupils who behave violently face a fixed-term exclusion. It is the clearest way of demonstrating that we do not accept and will not absorb, violent conduct.

## **PRE-EMPTING VIOLENCE**

However, prevention is better than cure. Our intention is to pre-empt violent and unsafe behaviour and the misbehaviours through blanket supervision of pupils throughout the day. Staff should be looking to identify potential problems before they occur by studying the moods, body language and actual language of pupils from the moment they come into our supervision. A quiet word of enquiry at this stage can be highly revealing. As a general rule, high and consistent expectations combined with early interventions around minor misdemeanours can pre-empt and prevent major misbehaviours.

## **ONE-TO-ONE SUPERVISION AND SUPPORT**

A member of staff may judge that a pupil would benefit from one-to-one support in order to compose her/himself, discuss a source of grievance or anger, reflect and re-compose before returning to their peer group.

## **TAKE UP TIME/TACTICALLY IGNORING**

When a pupil is deeply unsettled s/he may need 'Take-Up Time' before s/he is able to follow any given instruction. Staff will need to be aware of when 'Take-Up-Time' is required, and when, on the contrary there should be a consequence for controlled and calculated ignoring of known boundaries. Equally, to enable a pupil to focus on a resolution to his/her anger, 'tactically ignoring' distracting behaviours may be useful.

## **TIME OUT**

When a pupil is simmering with anger, this may not be the best time to enforce any given rule or procedure. The pupil may be offered ‘Time Out’, that is, a given period of time – usually 5 to 10 minutes, out of the lesson/classroom to calm down. The best place for this is usually the Head of Secondary’s office.

## **POSITIVE HANDLING**

If a pupil loses self-control, then positive handling may be required. The techniques and procedures used at NRHS are in accordance with the ‘Team Teach Approach’ (see separate handbook). All incidents of physical intervention are recorded electronically on Arbor, the school’s management information system (MiS) and parents/carers informed.

Staff may employ these techniques as a last resort if:

- (i) The behaviour of the pupil represents a physical danger to themselves
- (ii) The behaviour of the pupil represents a physical danger to others
- (iii) The behaviour of the pupil represents a significant physical threat to property
- (iv) The behaviour of the pupil represents a serious threat to the good order of the school

## **DE-ESCALATION**

Staff physically intervene to assume control over a pupil who has lost self-control. De-escalation is designed to create the conditions in which control may gradually be returned to the pupil. De-escalation is a physical and verbal process within which the pupil may take charge of themselves, physically and emotionally.

Only trained staff may employ positive handling and de-escalation techniques and procedures.

## **SERIOUS INCIDENT REPORTS**

All serious incidents must be recorded on Arbor. These reports are central to post-incident procedures, particularly where a parent/carer meeting is required.

## **EXCLUSION AND THE POST-EXCLUSION PROCESS**

The decision to exclude is that of the Headteacher /Head of School.

At the conclusion of the exclusion, the pupil will return to school with a parent/carer for a post exclusion meeting with the Head of School or Head of Department. This is the forum at which the pupil will be expected to take responsibility for their actions and embrace a process for reparations.

Persistent and repetitive misbehaviour or violent behaviour may result in longer periods of exclusion and/or a Governors’ Exclusion where the pupil and parent/carers are

required to appear before a Governors' Exclusion Panel. Governors may decide that pupils returning from such exclusions may, for a temporary period, be placed on a reduced timetable.

## **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.

## **CONFLICT RESOLUTION AND CLOSURE**

To ensure an effective closure to any given incident it is essential that the pupil or pupils feel secure and confident that there is no lasting resentment, that there is no likelihood of a repeat incident and that the perpetrator feels forgiven.

## **THERAPY**

Pupils may be offered psychotherapy as a supplement to other behaviour management strategies and parents/carers may be offered support from the therapy team.

## **EXTERNAL AGENCIES**

Supporting pupils may involve external agencies. This can include Social Services, The Adolescent Resource Centre, The Educational Welfare Service, The Educational Psychology Service, The Young Persons' Substance Misuse Worker, The Youth Offending Team and the Family Counselling Service at Loxford Hall.

## **DISCRIMINATION & BULLYING**

Challenging discrimination and bullying is part of the broad educational provision at NRHS, both within and beyond the formal curriculum. These issues are dealt with as specific behaviours requiring particular management procedures.

Any form of negative behaviour designed to denigrate or humiliate another member of our community, physically or verbally, is usually an indication that the perpetrator is feeling denigrated or humiliated themselves. Our response is to support the victim and the perpetrator.

If appropriate, the perpetrator should be removed from the situation. Staff should ascertain why the behaviour arose. The cause may be unrelated to the victim, or even to events within the school. The perpetrator should be given advice and support regarding the underlying reasons for of their anger. However, they will need to accept that their

actions were inappropriate and unacceptable and there will be a consequence and reparations will be necessary.

The victim will be supported either within the current activity or in isolation if more appropriate. They may return to their group when they feel ready.

Incidents of discrimination/bullying should be recorded as a serious incident and drawn to the attention of the Head of Department for action.

### **OFF SITE/OUT OF BOUNDS**

Supervision of all aspects of the school day is essential for the safety and welfare of our pupils. Therefore, there needs to be a clear response to pupils going off site or out of bounds. Repeated absconding may result in exclusion.

### **OTHER MISBEHAVIOURS**

Other common misbehaviours will be dealt with by the staff in attendance. Such misbehaviours include play fighting, foul and abusive language, name-calling, provocation and 'winding up'. These behaviours should always be challenged as inappropriate and unacceptable and there should be a clear consequence for such behaviour.

### **THE PRIVILEGE SYSTEM**

Each pupil carries a performance card which is renewed every day. The card has four targets against which behaviour is measured throughout the day.

- Target 1 – Be respectful
- Target 2 – Follow instructions
- Target 3 – Be safe
- Target 4 – Personal target taken from IEP

(When personal targets are met consistently they should be reviewed and reassessed by students and their tutor.)

In each lesson a mark from 1-5 is given for each target, equalling a total of 20 points for the four targets. Students who receive all '5s' for a lesson receive a positive feedback in assembly at the end of each day (feedback can also be given for individual acts of outstanding work or behaviour). The student(s) with the most positive mentions from each class receive a gold ticket. Pupils are also awarded marks on their cards for punctuality, uniform, break time behaviour and lunchtime behaviour.

Cards are colour-coded, based on the number of points awarded over the course of a day (gold 190-200, green 180-190, blue 170-180, red 0-170). Any student who achieves a gold card receives a gold ticket in the feedback assembly at the end of each day. At the end of each term the total number of gold tickets that each pupil has received is totalled up and a prize awarded to the top student.

Access to ICT club at lunchtime can only be achieved by students on blue, green and gold cards who have been awarded good marks in morning lessons.

## **FINISHING THE DAY**

Students who have not completed their day successfully by 2.45pm may be placed in detention. If detention is not completed successfully then there are four options:

- (i) The pupil takes the work and completes it at home;
- (ii) The pupil returns to school at 8.00am the next day for a detention, prior to the commencement of the school day;
- (iii) The parent/carer brings the pupil to school the next day for an appointment to discuss their child's behaviour and work.
- (iv) The pupil is excluded and asked to return at 3.00pm the following day to complete work

Which of these options is selected, depends on the willingness and ability of the pupil to accept responsibility for his/her behaviour.

## **CERTIFICATES**

At the end of each term, pupils are awarded certificates at a special assembly. These are for effort and attainment in each subject and for attendance and behaviour within each form group.

## **THE JACK PETCHEY AWARD**

The Jack Petchey Award is for achievement. Mr Jack Petchey, a self-made millionaire and philanthropist, has awarded the school £200 each half-term for the most deserving pupil to spend on a school based activity or resource of his/her choice. There is also a Leaders' Award to an adult who makes a significant contribution. The school community, both staff and pupils, make a nomination. The pupil who receives the most nominations receives the Award. All the Jack Petchey winners and their parents/carers attend an annual civic reception at the Town Hall where they meet the Mayor and local dignitaries and receive a medal.

## **ATTENDANCE AND UNIFORM**

All pupils are expected to attend each day punctually and in uniform. The Head of School presents a termly award for consistent high attendance.

**N**EW RUSH HALL SCHOOL is a school to be proud of

**E**VERYONE'S work and property should be respected

**W**ALK - don't run in the corridor

**R**EMEMBER the fire drill

**U**NLESS you have permission, please DO NOT enter the car park

**S**TAY away from areas that are out of bounds

**H**ELP visitors and new students

**H**AVE a nice day

**A**LWAYS be polite

**L**EAVE your belongings in a safe place

**L**ITTER goes in bins

