

Behaviour Policy

The Rushmere Academy



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TERMINOLOGIES/DEFINITIONS

VALUED BEHAVIOUR DEFINITION – Behaviour held at high regard by an individual, the community or the environment.

DETRIMENTAL BEHAVIOUR DEFINITION – Behaviour that hurts or hinders an individual, the community or environment.

- **Inconvenient behaviour** – causing occasional difficulty or bother
- **Difficult behaviour** – when inconvenient behaviour becomes frequent or persistent
- **Dangerous behaviour** – difficult behaviour with high severity outcomes. A behaviour which will imminently result in injury to self or others, damage to property or the committing of a criminal offence.

3 D's = Detrimental and/or Difficult and/or Dangerous

OUR VISION

Learners within Rushmere often have complex SEN/SEMH needs and as such may well demonstrate anti-social behaviour patterns as a normal part of their lives. We believe that strategies to deal with this behaviour are required at all levels and throughout the period of their engagement.

- During the referral process it will be determined if the learner is prone to detrimental behaviour. This includes demonstrations of violence, bullying, verbal aggression, harassment, inappropriate language and comments of a personal or sexual nature, being under the influence of drugs, alcohol and other mind-altering substance.
- All staff and contractors will be made aware of expected standards of behaviour and will lead by example when engaging with young people.
- Incorrect behaviour will be challenged on non-judgmental and supportive ways and recorded to evidence progress.
- During induction and throughout the period of attendance, anti-social behaviour will be discussed using discipline models as a basis for expected standards of behaviour.
- Learners will be given the opportunity to change where unacceptable behaviour is demonstrated. This may be accompanied by a specific 'Behaviour Contract'.
- Staff will support learners to address their issues and challenge difficult behaviour using a number of boundary setting.
- Learners will have an opportunity to review their behaviour with their Tutor after a situation has been resolved and discuss strategies for changing to demonstrating valued behaviours and the impact on their future choices.
- When the situation becomes difficult/dangerous staff will call the police for assistance.

OUR VALUES

1. We aim to build positive relationships with learners, the referring school/LA *and* their parent/carers, so the young person recognises they are the 'centre' of their learning experience(s) at The Rushmere Academy. This should promote good attendance and behaviour.
2. Upon referral to Rushmere, the young person will visit the setting with their parent/carer. This is to ensure good relationships are built and the importance of the referring agencies 'belief' in the child during their time at our setting.
3. Learner will complete a one-day induction (180) on their first day at Rushmere. This is with a trained member of staff who will work through our expectations of them and allow them the opportunity to share the 'reasons' why they think they have ended up at an AP.
4. Students will be made aware of our behaviour expectations and the impact of detrimental behaviours on them/their placement during 180 and is clearly displayed throughout the building.
5. A bespoke timetable to meet their specific needs will be agreed and reviewed regularly (6 weekly) – ensuring learner needs are met continuously and they have a 'voice'.
6. Rushmere will identify underlying cause(s). Acknowledging that; Detrimental behaviour may be linked to a pupil's problem in understanding (lessons) and therefore may require work on expressive and receptive language skills or additional literacy and numeracy support to address them effectively. Social and emotional issues and personal circumstance also affect behaviour. This information will be shared with relevant professionals to support transitions to returning mainstream education, etc.
7. All learners will complete opportunities to prepare them for adulthood through accredited and non-accredited learning opportunities.
8. Teaching will be planned for the academic year and outcomes will be identified and modelled – leading by examples.
9. We would like to see the learners return to mainstream school after 12 weeks, but on the rare occasion this is not a suitable arrangement a new plan will be created to formulate a new plan in agreement with all parties.
10. The learners time at Rushmere will be referred to as their 'journey'.

BEHAVIOUR PRINCIPLES

- Creating a positive and respectful culture commitment within the setting
- Recognising 'behaviour' is a form of communication
- Acknowledging not all behaviours are a choice

- Understanding behaviours can change/improve
- Set clear boundaries
- Recognising that students develop academically/emotionally at different rates
- Support learners to develop internal discipline, self-regulation and resilience
- Commit to equality and equity
- Focus on reducing exclusions
- Engage with families, Schools/LA, outside agencies and the wider community when planning for the young person

APPLICATION OF THE CURRICULUM

At the start of each academic year expected behaviours will be identified and amended if needed. This information will be agreed with staff to ensure this is reflected in their practice through teaching and learning. This expectation will be inside and outside the classroom – including out of school. Staff are reminded they are consistently responsible for reinforcing these expectations.

They must acknowledge positive behaviours for others to follow.

ADAPTATIONS OF CURRICULUM TO MEET NEEDS

Behaviour management strategies will be adapted/applied differently to each child dependant on their age and SEND needs. Staff are aware to consider sensitivity when using the behaviour curriculum in practice. All learners will be aware of the behaviour expectations due to their 180 and posters around the building, plus continual staff support.

BEHAVIOUR MANAGEMENT STRATEGIES

Recognition of valued behaviours:

- Praise
- Certificates
- Written comments
- Verbal acknowledgment
- Positive behaviour points
- Challenge participation for the term
- Other – specific to tasks e.g vouchers

Recognition of detrimental, difficult or dangerous behaviours – the 3 D's:

YELLOW – YELLOW – RED

We operate with a three-strike behaviour management procedure.

After a learner has been given the opportunity to adjust their behaviour (with a clear warning), a yellow card may be given for continuing the detrimental or difficult behaviour. If the behaviour persists another yellow may be given or if the learner exhibits other difficult/detrimental behaviour(s). Examples of behaviour that may warrant yellow cards are; verbal abuse, talking constantly over the learning, failure to follow staff instructions.

If a learner received three yellow cards they will be sent home. (3 yellow cards = RED card = send home).

A learner can be given a RED card at any time if their behaviour is dangerous:

- Violent
- Significant verbal abuse
- Intentional damage
- Suspected to be under the influence of alcohol or drugs
- Smoking
- Leaving site
- Breaching health and safety

INCIDENTS

An incident is defined as a behaviour that has resulted in the learner being sent home. This is a RED card. This may also be three yellow cards.

If the young person receives a RED card, then an incident form should be completed. A copy of this should be sent to the home school, Centre Coordinator and a copy put on the learner's file.

ZERO TOLERANCE

- Violence
- Inciting violence – on social media

Flow chart App 1 and App 2

RELEVANT LEGISLATION

The following documents are all relevant to this policy:

[Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Searching, Screening and Confiscation](#)

[Keeping children safe in education 2025](#)

[SEND Code of Practice January 2015.pdf](#)

[Equality Act Advice Final.pdf](#)

Prohibited items:

Smartphone