



- The School at Hackney City Farm – Behaviour Policy

1. Context

The School at Hackney City Farm is an alternative education provider for young people who are not in school because of behaviour, emotional and/or social difficulties, leading to lack of engagement, disaffection and poor attendance. The great majority of our students have been referred to us because they have been permanently excluded from school, or where the school is seeking to avoid a permanent exclusion by sourcing a different type of educational environment.

Many of our students:

- Have low self- esteem and poor confidence
- Are inward-looking, show a lack of identity with their peers and community and have an undeveloped sense of themselves within a global world
- Find it difficult to identify and respond to the needs of others
- Are unwilling to participate in activities or volunteer to hold positions of responsibility
- Are casual with respect to considering the morality of their actions
- Give little regard to the spiritual aspects of life and prefer to live a superficial lifestyle

Our experience shows us that using a largely restorative, pastoral approach, the vast majority of our students undergo observable transformation when they begin attending HCF and recognise it as a safe, supportive place of learning.

We are therefore committed to a learning environment which is pleasant and free from physical and emotional harassment and abuse. All learners have a right to learn, live, travel and play in a safe environment, where they can thrive and achieve their full potential.

The School is a restorative organisation and as such positive relationships are developed and maintained between every member of the community. When behaviour mistakes are made students are supported in examining what went wrong, taking responsibility and working towards change. Our approach is also one of understanding triggers and moods and pre-empting poor behaviour or displays of anger.

2. Aims of the Policy

- Encourage the development of social and life skills in all our students.
- Enable students to gain confidence and a wider education in what is a vibrant and developing community resource and in doing so enable them to consider appropriate career paths, make appropriate safe choices and improve their employability.
- Attain independence in all areas of their lives.

3. Assessing Behaviour

The following are used to assess behaviour:

- Initial information from referring schools, including SEND information and advice
- Initial assessment information
- Interview with parent/carer and young person, including a discussion about previous behaviour and behaviour expectations.
- Individual Learning Plans

Additional referral information requirements

These are required before a student starts at the School. They should include previous school details, attendance, student's challenges and aspirations. Additionally, they will contain parents' point of views and their expectations and brief summaries from inclusion personnel linked with the learner.

If this information is not received or if the student has been out of school for a long time, the School Manager will conduct informal interviews with a view to complete the profile form. This contributes to the initial assessment process.

Initial visit

The initial visit is informal and allows the prospective learner to find out at their leisure whether the provision is for them. It allows for an easy exchange of expectations and concerns.

Individual Learning Plans

An initial ILP is completed with the student and tutor within the first month of a student arriving at the School. This will include targets, both academic and social/emotional for the student to achieve. This process is repeated each term.

4. Expectations & rules

The School at Hackney City Farm offers a stable environment in which vulnerable young people can work towards academic progress and a fulfilling place in society, whilst becoming more emotionally and socially independent.

It is expected that everybody will

- Treat others respectfully and courteously- respect other pupils right to learn
- Listen to others and expect to be listened to
- Listen to and follow staff instructions
- Respect the school, the animals, the adjacent farm buildings and other people's belongings
- Be on time to start school and lessons
- Be ready to learn
- Participate in lessons and focus on completing the tasks in each learning session
- complete all tasks to the best of their ability
- Take pride in their achievements and that of others
- Use appropriate language

Rules

- Health & Safety rules must be obeyed at all times
- Physical or verbal abuse of staff or other students will not be tolerated
- Mobile phones and other electronic equipment must not be used during lessons

Criminal behaviour, weapons and illegal substances

- Any onsite criminal behaviour, such as students with weapons or illegal substances, is reported to the police.
- If a pupil or parent/carer is proven to have made a malicious allegation against a member of staff, the matter will be reported to the local authority designated officer (LADO), who will investigate further and recommend appropriate action. In the event that an allegation is shown to have been deliberately invented or malicious, the School Manager will consider whether any disciplinary action is appropriate.

5. How we encourage positive behaviours

The staff team will

- Strive to ensure a calm, purposeful and orderly learning environment
- Have high expectations of student behaviour
- Endeavour to develop positive and supportive relationships with all students
- Plan each activity to ensure the aims and instructions are clear
- Communicate on a regular basis with each other to ensure difficulties are contextualised and that well-focused support strategies are implemented
- Share and cascade good practice
- Foster close links with parents/carers to ensure mutual and effective support for all students
- Ensure that the PSHE curriculum is carefully planned to ensure coverage of personal, social and emotional issues that may affect the young people at the School.
- Ensure the maintenance of close links between home and school
- Work closely with external agencies to provide support for all students

Staff behaviour

- Staff model expected behaviour
- We consistently use positive strategies to encourage acceptable behaviour and good order. All lessons encourage positive behaviours and anything unacceptable is challenged, or re-directing strategies are used.
- Where possible staff will redirect pupils back on-task. Examples are
 - Tactical ignoring
 - Non - verbal cueing
 - Partial agreement
 - Behaviour choices
 - Proximity praise
 - Name reminder
 - Redirecting activities
- Staff remove students for a restorative conversation before poor behaviour escalates.

Strategies for dealing with challenging behaviour

- Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment.
- The School operates strategies for managing challenging behaviours and displays of anger, based on understanding triggers and moods, and pre-

empting poor behaviour before it escalates to a situation where the students feels they can no longer back down.

6. Exclusions

The School needs to be a safe place because of the nature and vulnerability of the students, and the fact that it is a City Farm open to the public, so serious misbehaviour will be treated very seriously. Where serious behaviour issues would result in a permanent exclusion, the School seeks to avoid this by referring the student back to New Regents College and a subsequent new placement in a different type of provision.

Fixed term exclusions are extremely rare, and we try to avoid them wherever possible.

Staff Responsibilities in Conflict Situations

Early detection of conflict – use intuition to prevent conflict before it occurs

Warn students about consequences – notifying AJ of potential conflict/being sent home /fixed term exclusion/re-referral to a different provision

Prevention of fighting by stepping in-between fighting students– this is an individual choice and not required of staff – staff are under no obligation to put themselves in danger

Do not lay hands on students unless absolutely necessary

Remove targeted student/s to safe place – all staff present should work together to achieve this

Phone call home to inform parent/carer student is being sent home for fighting

Incident report completion

