



- The School at Hackney City Farm -

Behaviour policy and statement of behaviour principles

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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

This policy aims to:

- 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
- Outline our system of rewards and sanctions

3. 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

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

4. 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.

5. Definitions

Misbehaviour is defined as:

- Disruption whether in lessons, between lessons or at break and lunchtimes
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items

- Tobacco and cigarette papers
- 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)

6 - Expectations

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.SSO
- 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.

7. 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

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 feel they can no longer back down

8. 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.

9. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

- *Pupils, parents and staff can report incidents of bullying to the Headteacher, Adrian Johnson in the first instance*
- *The Headteacher will investigate incidents and if necessary, report to the governing body*
- *Sanction procedures, making reference to section this policy where applicable - Staggered arrivals - temporary exclusions - restorative justice meetings -*
- *How the school supports pupils who have been bullied, and those vulnerable to bullying - CAMHS - staggered arrivals and pick up/drop off - Good communication with parents and carers - Reviewing bullying policy with new students - Logging incidents - Minor incidents to be included in the students' logs, always with the subheading **Bullying** -*
- *Whole-school proactive strategies to prevent bullying - Working closely with colleagues on the farm to receive incident reports - Bullying integrated into lessons and PSHE scheme - Anti-Bullying posters to be reviewed - Calling out bullying and using the word to emphasise the severity of it.*

- *How the school trains staff and governors in preventing and handling bullying -*

10. Roles and responsibilities

10.1 The governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

10.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

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.

10.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling and encouraging positive behaviour to encourage acceptable behaviour and good order
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Removing students for a restorative conversation before poor behaviour escalates
- 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
- Recording behaviour incidents (see appendix 3 for a behaviour log)

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

The senior leadership team will support staff in responding to behaviour incidents.

10.4 Parents

Parents are expected to:

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

11. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly way
- Show respect to members of staff and each other
- In class, allow all pupils to learn
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

12. Rewards and sanctions

12.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Postcards or phone calls home to parents

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

- A verbal reprimand
- Sending the pupil out of the class
- Phone calls home to parents
- Agreeing a behaviour contract

12.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

12.3 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.

13. Behaviour management

13.1 Classroom management

Teachers are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the student code of conduct
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning
 - Engaging with them during breakfast club
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

13.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

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
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

13.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

13.4 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.

The Headteacher 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 young person. We will work with parents/carers to create the plan and review it on a regular basis.

14. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. ALTHOUGH WE restrain as a last resort. please see (staff responsibility in conflict situations)

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

15. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governing body every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body every year.

16. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- [Safeguarding 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
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonableness 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 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 board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances (unless the student has been sent to our school to help address these issues).

Appendix 3: behaviour log

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	