



Enriching children's lives through practical learning and outdoor activities

Managing behaviour policy

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people at 'FLOURISH AT THE FARM' with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in provisions
- Searching, screening and confiscation at provision

- The Equality Act 2010
- Use of reasonable force in provisions
- Supporting pupils with medical conditions in an education setting

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

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

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of 'FLOURISH AT THE FARM' rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Taking drugs
- 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)

4. 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 'FLOURISH AT THE FARM's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

-The Directors

The Directors are responsible for reviewing and approving this behaviour policy. The Directors will ensure that the 'FLOURISH AT THE FARM' 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

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The Directors will support staff in responding to behaviour incidents.

-Parents/carers

Parents/carers are expected to:

- Support their child in adhering to the student code of conduct
- Inform 'FLOURISH AT THE FARM' of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Education Manager promptly

6. Student code of conduct

Students 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 students to learn
- Move sensibly and quietly around the building taking into consideration the sensory needs of some of the 'FLOURISH AT THE FARM' students
- Treat the buildings and property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the 'FLOURISH AT THE FARM' into disrepute, including when outside provision. Rewards and sanctions

7. List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Letters or phone calls home to parents

- Special privileges

‘Flourish at The Farm’ may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the student out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract

Off-site behaviour Sanctions may be applied where a student has misbehaved off-site when representing ‘FLOURISH AT THE FARM’, such as on a provision trip or on the way to or from ‘FLOURISH AT THE FARM’. -Malicious allegations Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Directors will discipline the students in accordance with this policy. Please refer to our child protection & safeguarding policy for more information on responding to allegations of abuse. The Directors will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

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 students to be engaged
- Negotiate and display their own classroom rules
- Develop a positive relationship with students, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - 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 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student 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

Confiscation:

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students. We will also confiscate any item which is harmful or detrimental to 'FLOURISH AT THE FARM' discipline. These items will be returned to students after discussion with the Directors and parents, if appropriate. Searching and screening students, is used, is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Student Support 'FLOURISH AT THE FARM' 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 student. 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 student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Training

Training Our staff are provided with training on managing behaviour, including proper use of restraint. Behaviour management will also form part of continuing professional development. A staff training log is maintained by the Directors.

This behaviour policy will be reviewed by the SLT every year.

Links with other policies:

- Child Protection & Safeguarding
- Staff Code of Conduct
- Physical intervention Policy
- Student risk assessment template