



River Bourne Community
Farm Education
Behaviour and Relationships Policy & Practice

1. Introduction

At The River Bourne Community Farm Education, we believe that every student deserves a safe, respectful, and nurturing environment where they can flourish academically, socially, and emotionally. Our behaviour policy is rooted in restorative practices and promotes accountability, empathy, and growth. We recognise that behaviour is a form of communication and seek to understand the reasons behind it.

This policy sets out our expectations, our positive reinforcement approach, and our response to challenging behaviour.

We recognise that working together with others and trusting each other is a powerful way to make progress. The use of restorative practices within the provision ensures we build and maintain positive relationships which will allow everyone to develop socially, emotionally and academically.

At the Community Farm Education, we embrace the importance of relationships for supporting emotional wellbeing, resolving conflict and preventing harm.

Our restorative approach is value-based and creates a culture that identifies strong, mutually respectful relationships and a cohesive community as the foundations on which good teaching and learning can flourish.

It is a solution-focused approach, helping those involved to learn how to change. Using these opportunities for personal development is a powerful means of self-improvement. The model also promotes healthy relationships, develops social and emotional understanding and enhances the thinking skills students need both academically and socially.

2. Core Principles

- **Respect** for self, others, and the environment
- **Responsibility** for actions and choices
- **Relationships** are central to our community
- **Restoration** over punishment
- **Reflection** supports learning and behaviour change
- **Partnerships**

Partnerships

Establishing a robust partnership with the home, students' school, and local authority is imperative to the success of our students. Such collaboration ensures that we are aligned in our objectives and can provide consistent support. To facilitate this partnership, we send weekly progress reports to parents and stakeholders, keeping everyone informed about the students' development. Additionally, we liaise with key staff to ease the transition into our provision, as well as the crucial transition back into full-time schooling, where appropriate, or on to the next steps in their education journey. This holistic approach significantly enhances student outcomes.

3. Restorative Practices

We use restorative practices to:

- Build strong relationships between staff and students
- Address harm and conflict in a meaningful way
- Give voice to all those affected
- Reinforce community values
- Encourage students to take responsibility and repair harm

Examples of Restorative Practices Used:

- Daily check-ins and check-outs
- Restorative conversations
- Circle time/community meetings
- Restorative chats/meetings (where needed)

4. Our Aim

Our aim is to promote positive behaviour through our core values, teaching self-discipline, reflection and responsibility. We believe that utilising these values will promote a holistic, non-judgmental and inclusive stance when trying to understand and regulate behaviour ensuring opportunities for reparation and reconnection.

This policy is to support staff in the effective implementation of strategies to ensure safe behaviour.

To ensure inclusivity and equity of access there is a clear approach which allows our students to modify their own behaviour prior to receiving any consequence; it is important to note that our aim is to avoid the consequence process, if possible.

It is essential that all staff follow our behaviour and relationships policy as consistently as possible, within the context of the incident, so that the process is fair for all our students and staff.

At The Community Farm Education, we believe that:

- Responding to the needs of our students is everyone's responsibility
- All behaviour is a form of communication
- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)

At The Community Farm Education, all staff have a responsibility to:

- Be role models to the students at all times
- Establish a positive relationship with students and parents
- Allow all students a voice
- Involve the students in all aspects of the provision
- Use positive language to de-escalate any conflict
- Remember positive consequences are more effective in modifying behaviour than negative ones
- Apply a consistent approach

5. The Bead System

Our bead system reinforces our values by linking behaviour to real-time feedback and consequences in a tangible, visual way.

Positive Consequence – Earning Beads Students earn beads for:

- Acts of kindness or support for others
- Demonstrating resilience or overcoming challenges
- Achieving learning goals or showing effort
- Asking for help when needed
- Participating positively in activities
- Showing improvement in behaviour or self-regulation

Beads can be exchanged daily or weekly.

Negative Consequence – Losing Beads Beads may be removed for:

- Disrespect towards staff or peers
- Refusal to engage or follow reasonable instructions
- Unsafe behaviour or damage to property
- Use of mobile phone without permission
- Leaving site without permission
- Persistent disruption to learning
- Not taking responsibility for their behaviour

Bead deductions are **always paired with a restorative conversation** to support learning and understanding.

6. Responding to challenging behaviour

Our approach focuses on support and reflection, not punishment so where there are issues, we will give students choices, helping them to make a connection between the choices they make and the outcome created, and in this way influence future choices.

We will issue supportive consequences if we feel this will aid the student in making the right choices. Supportive consequences may be:

- Time out in a safe space
- A restorative chat
- A repair and restore session
- A phone call to parent/carer
- A meeting to discuss the inappropriate behaviour
- Alternative timetable

If the challenging behaviour is extreme the student may be asked to stay away from the provision for a period of time.

If a student absconds from the provision, and it is safe to do so, a member of staff will follow behind at a distance in order to safeguard the student. During this time staff at the provision will contact the parent/ carer informing them that their son or daughter is not in our care. When possible, staff will stay with the student until they are met and relieved by the student's parent/ carer. If a student absconds and are not accompanied by staff, parents/ carers will be contacted immediately and advised that their child is no longer in our care. For vulnerable students or where there is a concern that the student is at risk the police will be called, and the child reported missing. Any absconding will be recorded on our safeguarding log.

7. Physical Intervention

Physical intervention is only used as a **last resort**, when a student or others are at **immediate risk of harm**, and is always:

- Reasonable and proportionate
- Recorded and reported
- Followed by a debrief and restorative support

(see appendix 1 for further information)

8. Resolving conflict – Restorative meeting/chat

A restorative chat/meeting is a tool used as part of our restorative approach. It can be used when conflict arises in the provision, when people experience behaviour they find inappropriate and when relationships break down and individuals are affected.

It is important that the meeting is held at the right time and in the right place. Everyone involved will be given an opportunity to express how the incident has affected them. This is not the time for advice, lectures or judgement.

During the meeting the meeting co-ordinator will identify what led up to the incident and any root causes. Help everyone gain a greater understanding of the situation by asking about what happened before or what else may have affected their behaviour.

Help people to see how their behaviour affected those around them. They may need help understanding consequences they can't see, such as hurt feelings.

The intent from every meeting is to find a resolution that all effected can agree on.

9. Conclusion

We believe all behaviour is a form of communication and that through connection, consistency and care, students can Engage, Discover, Grow and be Empowered to make the right choices and decisions about their futures. The River Bourne Community Farm Education is a place where everyone has a voice, everyone is valued, and everyone has the chance to start again.

Appendix 1

Positive Handling

At The Community Farm Education, we use positive handling techniques as an approach that prioritises the use of non-restrictive techniques and emphasises the importance of communication, de-escalation, and building rapport with the individual.

This technique should be informed by an understanding of the effect of personal and environmental factors on challenging behaviour. The techniques should prioritise safety and well-being, use the least restrictive intervention necessary, and respect the individual's dignity and rights.

Full restrictive physical intervention may be used in exceptional circumstances such as:

- The student is causing/or threatening harm to themselves
- The student is causing/or threatening to harm someone else
- If the student is at risk of harm from another student and need to be moved quickly to a safe place

Restrictive Physical Interventions

'Restrictive physical intervention is when a member of staff uses force intentionally to restrict a child's movement against his or her will.'

There are times when children's behaviour presents challenges that may require restrictive physical intervention.

Section 93 of the Education and Inspection Act (2006) sets out three conditions under which reasonable force might be used in schools. It can be used to prevent a student from doing, or continuing to do any of the following:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the student themselves)
- Prejudicing the maintenance of good order and discipline at the setting or among any students receiving education at the setting, whether during a teaching session or otherwise.

At The Community Farm Education, we understand that full restrictive physical intervention may be necessary but we will only use it in these exceptional circumstances:

- The student is causing/or threatening harm to themselves
- The student is causing/or threatening to harm someone else
- If the student is at risk of harm from another student and need to be moved quickly to a safe place