



Behaviour and Relationships Policy

Operational Owner	Alternative Provision Education Lead: Sue Lister
Trustee Owner	Lindsey Slater
Effective date:	01/07/21
Review date:	01/07/23
Related documents	Safeguarding and Prevent Policy Staff Code of Conduct Student and staff expectations document (see appendix)

Approval History

Version	Reviewed by	Amendment History	Approved by	Date
1	Jane Sullivan- General Manager	First draft	Trustee Board	01/07/21

Purpose

The purpose of this policy is to set out the behaviour and relationships Susan's Farm expects from all aspects of its interactions with students, staff and volunteers working on behalf of Susan's Farm, parents/carers and commissioning representatives.

Scope

Students, staff and volunteers working on behalf of Susan's Farm, parents/carers and commissioning representatives.

Policy Statement

Government guidance requires alternative provisions (AP) to have a written behaviour policy. Our behaviour policy helps us to create a caring and motivating environment in which staff and students can work safely and allows us to encourage the involvement of parents/carers in the development of their child and work positively with support agencies in order to promote trust and confidence.

Policy Aims

This policy aims to:

- Provide a consistent approach to behaviour management and to promote positive relationships.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline reasons why students misbehave and what can be done to allow students to learn from the experience.
- Provide a holistic, inclusive model for our understanding of self-regulation and behavioural needs.
- Provide guidance to staff, parents and carers and other stakeholders on how to support our young people to self-regulate, manage their behaviour and feel safe so they are ready to learn.

We aim to enable students to:

- Stay safe
- Enjoy and achieve in their learning
- Make a positive contribution
- Access the full range of learning opportunities in a calm, positive environment
- Achieve through appropriate expectations of work and behaviour with praise and celebration and explicit and consistent consequences
- Behave appropriately in our learning and working farm settings
- Value the rights of the individual

What are the principals of a Behaviour and Relationships Policy?

- To raise students' self-esteem
- To promote/develop empathy and respect for self and others
- To develop in students a sense of self-discipline and an acceptance of responsibility for their own actions
- To ensure regular attendance
- To develop an awareness of and adherence to appropriate behaviour
- To empower staff to determine and request appropriate behaviour from everyone
- To acknowledge that the maintaining of good behaviour within Susan's Farm is a shared responsibility
- To ensure the rights and responsibilities of all members of the Susan's Farm community
- To ensure the policy is fully understood and is consistently implemented throughout Susan's Farm
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy

Promoting Positive Relationships

Students at Susan's Farm will be supported by promoting self-regulation and positive behaviour that will be emphasised by the quality of our relationships and our provision.

At Susan's Farm our positive and restorative approach contributes to students' ability to self-regulate and manage their behaviour so they can be ready to engage with their learning. We incorporate a holistic, whole-person approach to ensure we plan for the needs of all our young people.

At Susan's Farm we believe that:

- Our young people want to behave well.
- Behaviour is a means of communication and we must ensure that all young people are supported to communicate their needs safely and appropriately.
- With the right support and intervention, young people can learn to self-regulate and manage their own behaviour.
- Mistakes are part of the learning process and we recognise that all of our young people are at their own personal stage of development.
- Restorative approaches promote mutually respectful relationships, manages behaviour and conflict and supports development of students' emotional growth and well-being; respect for themselves and others; responsibility for their own behaviours and that of others.

Staff at Susan's Farm work with our students, parents/carers and other professionals to develop strategies to support students' learning:

Staff can support our young people by:

- Being mindful and reflecting on the quality of our relationships with each other.
- Reflecting and being committed to continuously improve the quality of our provision.
- Reflecting with parents/carers and professionals, so we are well-informed and have insight and understanding of individual needs.
- Working with our young people, their parents/carers and other professionals who are working with and supporting our students, e.g. schools, CAHMS etc.
- Investing time and providing a safe place for young people to practice skills and make mistakes, from which they can learn, develop and grow.
- Employing restorative approaches when things go wrong.

The quality of our relationships

Respectful, trusting relationships are crucial. Each member of staff at Susan's Farm is a significant adult for our students.

To foster successful, enabling relationships staff at Susan's Farm will:

- Have high expectations for all our students.
- Actively build trust, respect and responsibility.
- Listen respectfully to students and encourage respectful dialogue with and between students.
- Quietly but firmly hold appropriate boundaries for students.

- Employ restorative approaches.
- Consider what might be behind the behaviour; why the student is behaving in this way.
- Seek support from colleagues to problem-solve behaviours that challenge.
- Be non-judgmental about young people's life experiences
- Build positive working relationships with parents/carers and schools to reflect and plan in order to ensure consistency in approaches between home, Susan's Farm and school.

DISCIPLINARY PROCEDURE – STUDENTS

This procedure applies to all students at Susan's Farm and exists to ensure fair and consistent treatment for all in relation to disciplinary action taken in response to allegations of unacceptable conduct, in order that Susan's Farm is a safe and happy environment for staff, students and visitors.

General principles:

- No action shall be taken against a student until Susan's Farm has fully investigated the matter complained of.
- If appropriate, Susan's Farm may suspend a student whilst an investigation takes place.
- If a group of students were present during an incident of misconduct, each student holds joint responsibility for that misconduct.
- In general, Susan's Farm will adhere to the procedure laid down in partnership with the referral agency, such as Social Care, or the Local Authority or individual school.

Stage one – oral warning:

If conduct does not meet acceptable standards, the student will be given a formal oral warning by the supervising member of staff. Restorative meeting will be held to engage the student in a positive, reconciliatory process to repair any harms done. The student and their parent/carer will be advised of the reason for the warning, that it is the first stage of a formal disciplinary procedure and that they have the right to appeal against the warning. A copy of this warning will be placed on the student's file.

Stage two – written warning:

If a serious disciplinary problem arises, a student will be asked to attend a meeting with the Alternative Provision Education Lead (and other member of staff where appropriate) and a representative, such as a parent, carer, and any other person deemed necessary such as a Teacher, Social Worker, or Police Officer. The restorative meeting will be to agree a personal action plan to support the student to engage positively at Susan's Farm.

The warning will state that if the student commits a further offence during the period specified in the warning, action under stage 3 will be considered. The warning will also advise the right of appeal. Copies of written warnings and action plan will be placed on the student's file and copies sent to the relevant referral staff.

Stage three – final warning:

The written warning will give details of the complaint and the time limit within which a stated improvement must be made. If required, a further meeting with student, parent/carer, support agencies will be held to revise the personal action plan. The warnings will also advise of the right of appeal. Copies of final written warnings will also be placed on the student's file and copies sent to the relevant referral staff.

Stage four – notice of dismissal:

The Alternative Provision Education Lead will give notice of dismissal if the student fails to comply with the procedure.

Representatives from the Management Committee will be in consultation at all stages of the process to ensure transparency and fairness.

Serious misconduct:

We do not believe that suspensions from Susan's Farm's Alternative Provision are the most effective way to support students and we will endeavour to adapt and personalise provision in order to ensure that students are able to access the provision.

However, a student who is accused of serious misconduct may be suspended from Susan's Farm whilst an investigation occurs. The Alternative Provision Education Lead, after consultation with the Management Committee, may give notice of dismissal to the student if, on completion of the investigation, the student is found responsible of any of the transgressions listed under Serious Misconduct (below). Such dismissal may be without notice and will be confirmed in writing specifying the reasons for dismissal and of the right of appeal. Serious misconduct is misconduct of such a nature that Susan's Farm could be justified in no longer tolerating the continuing presence of a student committing the transgression, bearing in mind the particular needs or vulnerability of other client groups attending Susan's Farm.

Decisions to dismiss a student are made on an individual basis and will be a reasonable and measured response. Dismissals will be recorded and incidents shared with family, home school and professional services.

A student may be dismissed for any of the following examples of serious misconduct:

Serious misconduct is defined as:

- Repeated breaches of the Susan's Farm rules
- Harming or endangering other persons or self, for example, by ignoring instructions and/or contravening safety rules
- Any form of bullying
- Fighting
- Vandalism and deliberately damaging Susan's Farm property.
- Theft
- Smoking
- Being under the influence of alcohol or drugs

- Racist, sexist, homophobic or discriminatory behaviour
- Animal cruelty
- Possession of prohibited item(s)
- Any action for which it would be appropriate for Susan's Farm to take legal action

Possession of any prohibited items which are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Fireworks
- Inappropriate 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 student)

This list is not exhaustive and is drawn up to illustrate the type of behaviour that is not acceptable when at Susan's Farm. Enquiries into the behaviour of our students will always take into account the needs and difficulties experienced by those individuals.

Confiscation

Any prohibited items 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 behaviour at Susan's Farm. The parent/carer will be advised and the item will be returned to them or, if appropriate, handed over to the police.

Roles and responsibilities

The Trustees

The Trustees are responsible for monitoring the overall monitoring of this behaviour policy's effectiveness and holding the Management Committee to account for its implementation.

The Management Committee

The Management Committee are responsible for approving this policy and monitoring its effectiveness and holding the Alternative Provision Education Lead to account for its implementation.

The Alternative Provision Education Lead

The Alternative Provision Education Lead is responsible for reviewing this behaviour policy, ensuring that the environment at Susan's Farm 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 and volunteers

All staff and volunteers are responsible for:

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

Parents /Carers

Parents/carers are expected to:

- Support their child in adhering to this policy
- Inform staff at Susan's Farm of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the AP Education Lead at Susan's Farm as soon as possible

Training

Staff and volunteers at Susan's Farm will be provided with training on managing behaviour and building positive relationships. Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the Alternative Provision Education Lead and Management Committee every two years or sooner if an incident or guidance dictates an earlier review.

Appendix 1 **Student ↔ Farm Staff ↔ Referring Representative expectations**



Student ↔ Farm Staff ↔ Referring Representative expectations

Respect, Responsibility, Reciprocity, Resilience

Everyone is expected to be respectful and responsible towards each other, our animals, the environment and our resources; learn from one another and our surroundings; encourage each other to work to the best of their ability and persevere with challenges.

Helping us help you

- ✓ Agree milestones and targets at the outset of the placement
- ✓ Attend regular reviews

Working hard requires lots of energy, homemade food and refreshments are provided at Susan's Farm. Other than a bottle of water, no other food or drink needs to be brought on to the farm.

- ✓ Please inform us of any dietary requirements

Health and safety requirements

We must work safely

We work with farm animals, machinery, tools and chemicals:

- ✓ Listen to instructions; follow them safely with due care and attention.

- ✓ Susan's Farm is a non-smoking, non-vaping environment.

- ✓ Mobile phones and handheld devices need to be handed in for safe keeping.

- ✓ Suitable clothing needs to be worn for working on the farm.
 - Wear layers, there can be four seasons in one day on the farm!Have a Jacket, jumpers and trousers, waterproofs, suitable footwear (e.g., sturdy walking boots/wellingtons) and woolly socks, working gloves and an appropriate hat (woolly in winter and a sun hat in the summer).

- ✓ Specialised Personal Protective Equipment (PPE), such as helmets, will be provided.

- ✓ Please read the policy documents on our website.

Signature of student.....

Date:

Signature of farm staff.....

Date:

Signature of representative.....

Date: