

## May Blossom Farm CIC

### Alternative Provision

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# Positive Relationships Policy

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|---|----------------|
| <b>Approved by:</b>                         | Gill Press     |
| <b>Last reviewed on:</b>                    | 01/09/2025     |
| <b>Next review due by:</b>                  | 31/08/2026     |
| <b>Head of Alternative Provision</b>        | Gill Press     |
| <b>Deputy Head of Alternative Provision</b> | Hannah Priest  |
| <b>Designated Safeguarding Lead (DSL)</b>   | Gill Press     |
| <b>Deputy DSL (DDSL)</b>                    | Hannah Priest  |
| <b>Designated Safeguarding Trustee</b>      | Russell Breyer |
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This policy was ratified in Sept 2025 and will be reviewed in September 2026

## 1. Vision and Values

At May Blossom Farm we believe that **relationships are at the heart of learning and wellbeing**.

We provide a safe, nurturing and inclusive environment where every child is:

- **Seen, heard and valued** for who they are
- Supported to understand that **behaviour is communication**
- Offered compassion, consistency and connection
- Encouraged to grow at their own pace, like the natural environment that surrounds them

This policy replaces traditional “behaviour” frameworks. It is rooted in **personal growth, connection, compassion, and safeguarding**.

MBF core **GROW values** are as follows:

**Growth** – a dedication to personal growth and development seeking to understand oneself better

**Relating** – treating people animals, nature with care, kindness and compassion

**Opportunity** – demonstrating a willingness to explore new things with curiosity and patience

**Wellbeing** – what do our everyday stressors look like? Exploring effective emotional regulation strategies to feel safe

## 2. Aims

- To promote respectful, supportive relationships across our community.
- To ensure that neurodivergent children and those with social, emotional or mental health needs feel **safe, understood and included**.
- To provide strategies that **prevent distress** and support regulation, rather than punish behaviour.
- To embed **restorative approaches** that repair relationships and foster resilience.
- To work in partnership with families, referring schools, and external professionals to support each child’s growth.

## 3. Principles

1. **Relationships First** – Trust, empathy and consistency are prioritised.
2. **Behaviour as Communication** – We seek to understand the need behind the action.

3. **Safety and Predictability** – Routines, boundaries and sensory-friendly spaces help children feel secure.
4. **Co-Regulation before Expectation** – Adults model calm, supportive responses to help students regulate.
5. **Restorative Practice** – Conflict or harm is addressed through dialogue, repair and accountability.
6. **Voice and Choice** – Children have agency and opportunities to contribute to decisions.
7. **Safeguarding Embedded** – All relationship work is underpinned by our Safeguarding & Child Protection Policy

#### 4. Strategies and Approaches

##### Universal (for all children)

- Positive expectations framed around our values: **Respect, Kindness, Safety, Growth.**
- Consistent routines supported with **visuals and accessible communication.**
- Regular opportunities for movement, sensory regulation, and time in nature.
- Recognition of effort, strengths and progress, not just outcomes.
- Adults model respectful language and calm conflict resolution.

##### Targeted (where extra support is needed)

- **Personalised Regulation Plans**, co-created with child, family and referring school.
- Access to **safe spaces** (chill-out room, sensory areas, quiet outdoor spots).
- Use of therapeutic tools: social stories, emotion coaching, grounding strategies.
- Flexible responses to distress (time out with animals, reduced demands, adult co-support).
- Logical and restorative consequences, rather than punitive sanctions.

#### 5. Restorative Practice

When difficulties arise, staff will:

1. Ensure regulation and safety first.
2. Listen to each perspective with empathy.
3. Explore the impact on self and others.

4. Support the child to make amends where appropriate.
5. Agree on positive steps forward, restoring trust.

This approach builds **emotional literacy, empathy, accountability, and resilience**, echoing our “**Seeds for Growth**” framework: self-awareness, self-management, social awareness and relationship management

## 6. Roles and Responsibilities

- **Staff & Volunteers:** model relational practice, provide consistency, support regulation, use restorative responses and emotion coaching techniques.
- **Students:** engage respectfully with others, seek help when needed, contribute to restorative processes.
- **Leaders:** ensure staff training, reflective practice, and oversight of relational approaches.
- **Families & Schools:** collaborate with MBF to share insights, support regulation strategies, and reinforce consistent messages.

## 7. Monitoring and Review

- Daily reflective practice and staff meetings to review relational approaches.
- **Learner voice** collected through 1:1 and group reflection sessions.
- Partnership reviews with referring schools at least half-termly.
- Annual review of policy with staff, families, students and directors.

## 8. Linked Policies

- Safeguarding & Child Protection Policy
- Anti-Bullying Policy
- Attendance Policy
- Mental Health & Wellbeing Policy
- SEND Policy
- Health & Safety Policy

This policy reflects May Blossom Farm's mission:

*"Each of us has the potential to blossom into something beautiful  
if the conditions allow it."*

# **APPENDIX 1: Student Friendly Version**

## **Our Promise**

At May Blossom Farm, everyone matters. We believe that:

- Every person has value
- We all need to feel safe
- Relationships help us grow
- Kindness, respect and connection are more important than rules and punishments

## **Our Values**

- Respect – We treat people, animals and nature with care.
- Kindness – We notice how others are feeling and try to help.
- Safety – We look after ourselves and each other.
- Growth – We learn from mistakes and celebrate progress.

## **How We Work Together**

- We talk kindly and listen to each other.
- We use calm voices and safe hands.
- We take time-out if we need to calm down (chill-out room, garden, with animals).
- We share how we feel using words, pictures, or signs.
- We celebrate effort, not just achievement.

## **When Things Go Wrong First, we pause and calm.**

- Then we listen to each other's side.
- We ask:
  - What happened?
  - Who has been affected?
  - What can we do to make it better?
- We repair and move forward together.

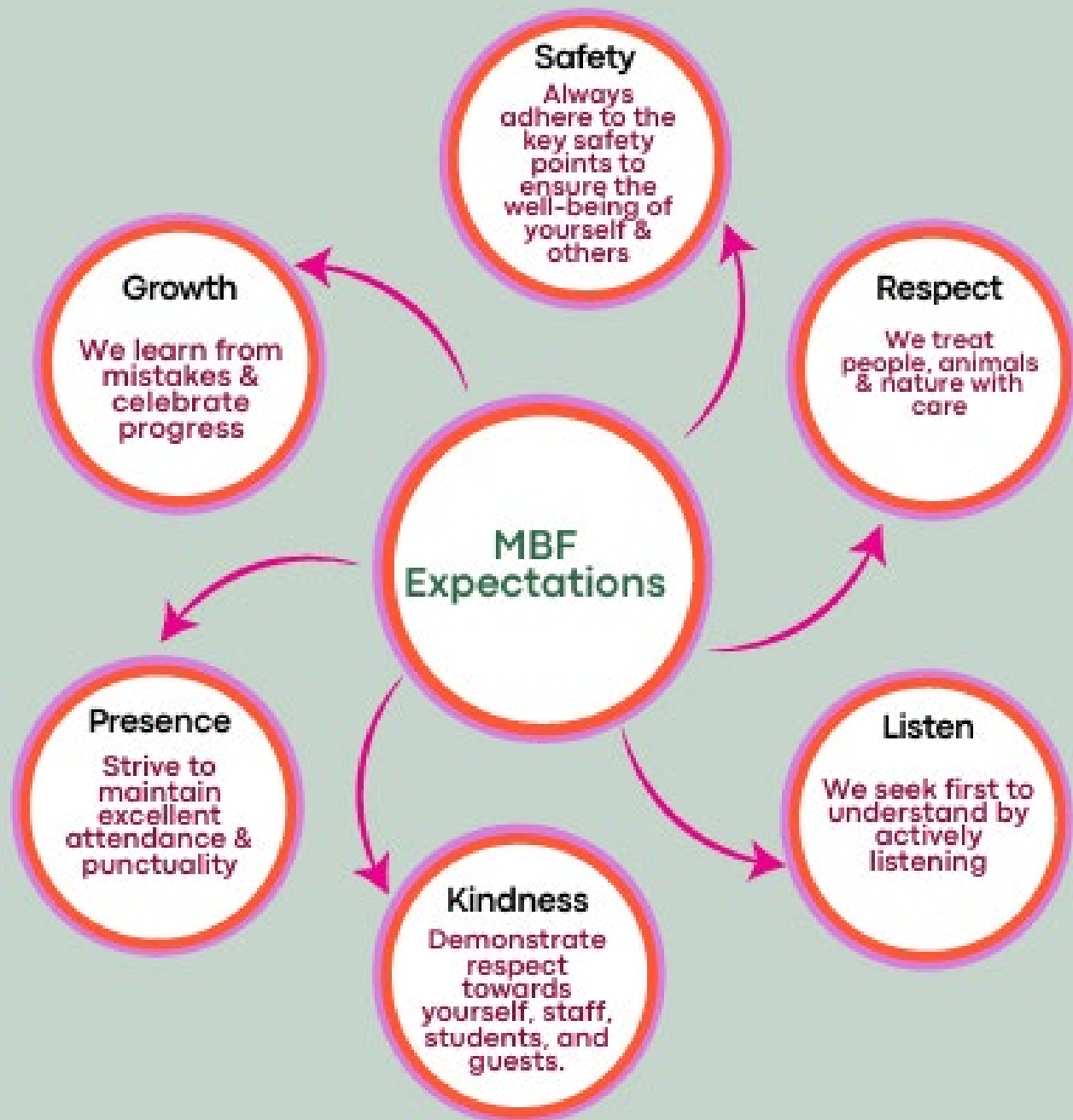
- **Your Voice Matters**

- You can share your thoughts in group time or 1:1 with a trusted adult.
- You have the right to feel safe and heard.
- If you are worried, you can always talk to Gill, Hannah, or any trusted adult.

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# Positive Relationships



## **Post-Incident Analysis (Team Teach workbook p57 – 61)**

Repair relationships: This can be with the individual you support or with a colleague using the Listening and Learning process (see below).

Record: incidents must always be recorded

Report: consider who needs to know about the incident and how you will make them aware. E.g. parent/carer on collection; school via email or telephone call

### **Listening and Learning**

Effective professionals are honest about any incidents that happen and are always looking for a better way of doing things. They are flexible in the way they think and respond, are open to new ideas, and listen carefully to the views of others. Effective professionals do not try to deal with every situation themselves, nor do they expect colleagues to cope without help.

It is important to ensure there is sufficient time for the process of listening and learning so it does not feel rushed. Post-incident follow-up should focus on putting the individual at ease. We should avoid interrupting or joining in and stay focused on the individual.

### **Learning from an incident**

After listening carefully, we can share different perspectives, discuss choices made, and focus on how feelings drive behaviours in all of us. Below are possible questions. These questions can help us summarise what has happened and plan what to do next time.

What happened?

What were you feeling and thinking at the time?

How have you felt about it since?

What has been affected and in what way?

How could things have been done differently?

What do you think needs to happen next?

## **Post-Analysis Process**

Recording, reporting and reviewing, and monitoring are also important.

The post-analysis process involves:

Talking about what happened in a non-blaming, supportive and caring manner

Exploring feelings before, during, and after the incident

Using the opportunity to discuss what may have led to the incident

Examining techniques used and learning from the outcomes to inform future interventions

Reviewing plans and policies

Developing and recording a strategy for alternatives for next time

Following serious events, specialist supervision or counselling and support may be required, and services should be made available to everyone concerned.

## Working DRAFT

### Meet & Greet:

x1 staff member to have a discreet chat with parent/carer

x1 staff member to welcome students and bring them to classroom

## SEMH

Weather check-in – share with other colleagues

Celebrate and dismiss:

Separate students based on what we know at that point – staff member

Speak to ‘perpetrator’ – staff member

What happened?

Emotional regulation strategies – ‘strong emotions’

At later point in day when student regulated – unpick what happened

1:1 with perpetrator and others if required

Restorative session

Report to school/report to home

A student in fight, flight, freeze and unable to regulate & is requiring restraint (in accordance with Team Teach principles) will be guided/taken to

- Lounge (if poor weather)
- Wildlife Garden
- Sensory Garden

Spaces to regulate

- Wildlife Garden
- Stage
- Sensory Garden
- Lounge