Southern Education Trust

Ferndown First School
Where every child matters

Ferndown First School

Relational Behaviour Policy

Author:	**Sean Watts, Headteacher**
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Introduction

- This policy reflects a consensus of the teaching staff and has the agreement of the School Standards Board.
- The implementation of this policy is the responsibility of all staff.
- This policy should be read alongside the following key documents:

- Child Protection & Safeguarding Policy
- Anti-Bullying Policy
- Suspensions and Exclusions Policy
- SEND Policy
- Equality Policy
- Managing Racist Incidents Policy
- Looked After Children Policy
- Parent/Carer and Staff Codes of Conduct
- Complaints Policy
- Restrictive Interventions, including the Use of Force

This Relational Behaviour Policy aligns with Southern Education Trust expectations and statutory guidance effective from April 2026, promoting relational practice to minimise restrictive interventions, which are used only as a last resort to keep children and adults safe.

Our Core Beliefs and Values

At Ferndown First School, we believe that every child matters and that positive, trusting relationships are the foundation of safety, learning and well-being. Our whole school relational approach is rooted in nurturing principles that shape how we interact, respond and communicate. We recognise that children can only learn, explore and engage when they feel physically and emotionally safe, and this safety is created through consistent, attuned and compassionate adults.

We understand the power of relationships and how they influence the well-being and learning of children and staff. Relationships are central to children's development and success, so we create an environment where connections are safe, dependable and emotionally secure. Staff are physically and emotionally present, authentic in their responses and genuinely interested in each child and their experiences.

We focus on building strong relationships, maintaining trust and repairing ruptures when difficulties arise. Children look to adults for cues of safety, so we ensure we are predictable, consistent, reliable and trustworthy through our actions, not just our words. We seek to understand the needs beneath behaviour and respond proactively, creating a culture where children and adults thrive together. Through nurture, empathy, structure and predictable routines, we provide the containment children need to develop confidence, resilience and trust.

"Positive school relationships can make a significant difference on many levels, in many areas and to all stakeholders. It therefore makes sense for all schools to focus on the development of relational quality school-wide, for both educational excellence and authentic well-being."

Sue Roffey Develop Positive Relationships in Schools—University of Exeter.

Understanding Children's Needs

The Impact of Disruption for Children

At Ferndown First School, we recognise that trauma and adversity, such as bullying, bereavement, abuse, illness or family difficulties, can affect many aspects of a child's development. Trauma may disrupt sleep,

sensory regulation, coordination, and emotional control, making it harder for children to problem solve, build relationships or trust others. Children who feel overwhelmed often communicate their needs through their behaviour. We play an important role in helping children recover from these experiences. Through consistent, attuned daily interactions, we support emotional regulation and build resilience. We take time to understand each child's story, stay curious about what comforts and motivates them, and use this understanding to guide our responses.

Resisting Connection

Some children may initially resist connection due to past experiences or blocked trust. This does not mean relational approaches are ineffective. Through consistency, attunement and emotional presence, staff offer safe opportunities for connection, helping children gradually feel secure enough to engage.

The Significance of Differentiation

At Ferndown First School, we recognise that every child is unique and brings different experiences and needs. Fairness does not mean treating all children the same, but giving each child what they need to thrive. Some children may struggle to connect or regulate due to developmental trauma or adverse childhood experiences (ACEs), making differentiation essential. Our expectations are shaped by each child's developmental stage, capabilities and emotional regulation. We look beneath behaviour to understand its cause, and our trauma-informed approach allows us to put support in place early. These strategies help all children feel seen, understood and guided towards healthier ways of expressing themselves.

State Dependent Interventions

Children respond to stress through the body's fight, flight or freeze system. When overwhelmed, they can move outside their window of tolerance, making it difficult to think, learn, relate or regulate. For children who have experienced toxic stress or trauma, this reaction is easily triggered and they may remain in survival mode, perceiving everyday events as threatening. In this state, children cannot access the parts of the brain needed for reasoning, reflection or social connection. They first need to feel safe and supported by a regulated adult before they can calm, learn and relate. Dr Dan Siegel's 'Hand Model of the Brain' helps explain how children can "flip their lid" during moments of stress.

The Four Key Elements

- *Know the story*

We seek to understand the child's lived experiences, using curiosity to explore what has shaped them. We learn about their stressors, calmers and the factors that influence their behaviour.

- *Increase felt safety*

We create a welcoming environment, check in regularly, and use calm voices and warm body language. Our consistent, attuned presence helps children feel safe and supported.

- *Soothe the alarm*

When children become overwhelmed, a regulated and trusted adult shares their calm. We use co-regulation and sensory strategies to help settle and soothe the child.

- *See the child*

We acknowledge and accept each child's experiences with empathy and kindness. Through connection, quality time and emotional attunement, we show children they are valued and held in positive, unconditional regard.

Ferndown First School Aims

- To help all children thrive in a consistent, safe and trusting environment.
- To hold high expectations for behaviour while meeting individual needs.
- To foster a whole school culture of respect.
- To approach all relationships with curiosity and understanding.
- To ensure staff model positive, attuned relationships with children.
- To use the 4Rs, alongside the PACE model and restorative approaches, to connect, support and build resilience.
- To teach children to behave respectfully, manage their own behaviour and undersand the impact of their behaviour on others.

Roles and Responsibilities

Local Governing Board (LGB)

- Ensure the policy reflects the school context and is published on the school's website.
- Monitor the effectiveness of the policy and outlined procedures.

Headteacher

- Ensure the policy reflects the school's values and aligns with the Trust principles for behaviour and relationships.
- Ensure all staff are familiar with the policy and agreed approaches.
- Ensure all parents are aware of the policy and its principles.
- Monitor and evaluate the implementation of the policy.
- Identify and facilitate staff training to keep practice current.
- Report termly to the LGB on behaviour and annually on the overall effectiveness of the policy.
- Ensure staff wellbeing is checked and appropriate support is offered following an incident.

SLT

- Monitor behaviour across the school to ensure a calm, safe and positive learning environment.
- Meet with parents and carers when behaviour concerns arise, ensuring effective communication and partnership working.
- Support teachers in communicating expectations to parents and ensuring parents are aware of any behaviour issues.
- Support staff in maintaining high expectations for behaviour and consistency of practice across the school.
- Lead debriefs following incidents to reflect on what happened, consider alternative strategies, and check on staff wellbeing.

Staff

- Show kindness and treat children children with respect.
- Provide a calm, safe environment in which children feel safe.
- Communicate calmly, confidently and clearly, avoiding shouting and reducing stress.
- Be physically and emotionally present, interact with attentiveness, playfulness, attunement and responsiveness.
- Stay curious, and 'chase the why' to understand the feelings and needs beneath behaviour.
- Respect children's biological responses to stress, including physical or verbal expressions.
- Soothe the alarm through co-regulation and sensory strategies before addressing what happened.
- Model coping strategies, including the use of the Zones of Regulation.
- Co-regulate with children. No child reflects on behaviour alone.
- Apologise when mistakes are made to build trust and model repair.
- Reflect on incidents and consider what could be done differently next time.

Expectations of the Children

At Ferndown First School, we recognise that every child starts from a different point, and we aim to nurture well rounded, emotionally literate learners. Our **School Charter,** displayed in every classroom, sets out the rights and responsibilities that guide behaviour across the school. At the start of each year, we prioritise relationship building and help children understand how their actions reflect our school values of CARE Community, Aspiration, Respect and Excellence. The following expectations are linked directly to our values:

Community

- Understand the impact their actions have on others.
- Cooperate, take turns and include others.
- Listen actively, encourage peers and be willing to compromise.
- Show empathy and support others when they need it.

Aspiration

- Understand that school is a place to learn and that learning helps shape their future.
- Value learning and engage through active listening and participation.
- Try their best at all times and view mistakes as opportunities to grow.
- Demonstrate resilience when faced with challenges.

Respect

- Treat everyone with CARE, kindness and respect, both physically and verbally.
- Follow school rules and instructions to ensure the safety and wellbeing of everyone.
- Look after the school environment and resources.

Excellence

- Have high expectations of themselves.
- Strive to be the best version of themselves each day.
- Take pride in their behaviour, learning and contributions.

We differentiate support based on each child's stage of development and emotional needs to ensure they are successful in meeting our school expectations. We help children understand that everyone may need different types of support in order to thrive.

Our Approach

PACE

At Ferndown First School, all staff use PACE (playfulness, acceptance, curiosity and empathy) to build connection and emotional safety. PACE helps children feel understood, valued and supported, and focuses on the whole child rather than the behaviour alone.

- **P**layfulness: Warm tone and positive interactions that reduce stress and build trust.
- **A**cceptance: Acknowledging the child's feelings and experiences without judgement.
- **C**uriosity: Wondering about what lies beneath behaviour and asking, "What might be going on for you?"
- **E**mpathy: Responding with compassion so children feel seen and not alone with their emotions.

A PACE approach does not mean that behaviour is not taken seriously. Our curiosity helps us understand the reasons behind a child's actions so we can support them and teach alternative, more helpful ways to meet their needs. Examples of behaviours and strategies can be found in the relational tool kit.

The 4Rs

When a child becomes dysregulated, we follow Regulate → Relate → Reason → Repair, a trauma-informed sequence that integrates PACE throughout:

- Regulate – A calm, trusted adult co-regulates with the child using sensory strategies and grounding techniques.
- Relate – Attuned connection helps the child feel understood and safe.
- Reason – Once regulated, the child can reflect, problem-solve and learn in simple, non-shaming conversations.
- Repair – We restore relationships and support children to make things right using natural, logical consequences—not punishment.

The Importance of Language

Reduction of words. Narrating to the child. Separating behaviour from the child. Give time and space. Non threatening language. Aim to descalate situations. Help child understand how they are feeling.

Staff Self-Regulation

Staff at Ferndown First School recognise the importance of staying grounded and emotionally regulated so they can support children effectively. By being aware of their own emotional state, adults are able to remain calm, present and empathetic when children experience strong feelings such as anger, anxiety, distress or power struggles. Staff check in with one another and may swap in if needed to maintain a regulated, supportive presence. Taking brief moments throughout the day to regulate is encouraged and supported.

Responding to Behaviour

Our response to behaviour will be proportionate to its severity, whether behaviours are low-level or significant. **Full procedures are outlined in the Graduated Response. (Appendix 1)**

We prioritise prevention, co-regulation and de-escalation. Restrictive interventions may be used only as a last resort to keep people safe, and will always be necessary, proportionate and not used as punishment. Full details are in the Restrictive Intervention Policy.

Strategies staff may use:

Building connection and preventing difficulties:

- Regular check-ins with trusted adults.
- Meet and greet at the classroom door.
- Positive noticing and recognition.
- Teaching, modelling and rehearsing expectations.
- Visual timetables and preparation for change.
- Predictable routines and clear boundaries.
- Use of individual interests, strengths and motivators.
- Flexible and differentiated approaches based on need.
- Planned movement breaks.
- Seating adaptations and environmental adjustments.

Supporting regulation and de-escalation:

- Non-verbal reminders and prompts.
- Reduction of language and processing time.
- Calm, supportive and non-threatening communication.
- Offering choices to promote a sense of control.
- Co-regulation with a trusted adult.
- Time in with an adult rather than time out.
- Use of a regulation space where needed.
- Sensory and regulation strategies.
- Grounding techniques and calming activities.
- Temporary adjustments to tasks, demands or the environment.
- Support from another trusted adult.
- Increased supervision where appropriate.

Teaching, reflection and repair:

- Reflective and restorative conversations.
- Problem-solving with the child.
- Support to understand the impact of behaviour on others.
- Opportunities to repair harm and restore relationships.
- Restorative, logical consequences.
- Behaviour Support Plans risk assessments where appropriate.
- Collaborative work with parents, carers and external professionals.

Appendix 2 provides a child friendly explanation of how staff support children when mistakes happen or behaviour becomes difficult.

Logical Consequences

At Ferndown First School, we use restorative, logical consequences to help children learn from their actions. This approach builds empathy, responsibility and understanding. Boundaries are established within positive relationships, with expectations reinforced through the support of a trusted adult. We prioritise time in, not time out. Children reflect with an adult to understand the impact of their behaviour and to learn how to repair harm. Consequences focus on teaching, not punishment.

Staff will follow the Graduated Response (Appendix 1). Consequences are applied to indivudals, not whole classes or year groups, and are always proportionate to the behaviour. Where possible, consequences take place on the same day. In some cases, they may continue into the next school day, with a continued focus on teaching, reflection and restoration.

Reflection and Relational Repair

Relational ruptures can still happen, even with strong relationships and clear boundaries. At Ferndown First School, we help children repair harm once they are calm and ready to engage. Staff use empathy and attunement to support children through difficult conversations, focusing on understanding and connection rather than blame. Children are guided to recognise the impact of their actions and make repairs in a supportive, shame-sensitive way. Mistakes are treated as opportunities to learn, and staff respond in ways that protect emotional safety for all.

Recognition and Celebration

At Ferndown First School, recognition is rooted in our relational approach and reflects our belief that children thrive when they feel valued, noticed and understood. Recognition is not used as a reward or incentive; it supports children to develop intrinsic motivation, a strong sense of self, and an understanding of how their actions positively impact others. Our approach focuses on connection, reflection and identity, rather than compliance. We celebrate children's efforts, progress and contributions in meaningful, shame-free ways that reflect our CARE values.

The Principles of Recognition at FFS

Recognition is:

- Specific, genuine and grounded in values, not generic praise.
- Highlights effort, perseverance, kindness, curiosity, improvement and positive ready to learn behaviours.
- Celebrates excellent learning and progress.
- Private where appropriate, particularly for children who feel anxious or overwhelmed by public acknowledgement.
- Supports emotional literacy by helping children notice their feelings, choices and growth.
- Never uses conditional language (e.g. *"If you do this, you will get that").*
- Strengthens intrinsic motivation, rather than encouraging children to act for external rewards.

The Language of Recognition

The language we use matters. We avoid statements that imply children should behave in order to receive something external. Instead, we use relational language that helps children internalise pride, reflect on their actions and understand how their behaviour aligns with our school values. This approach strengthens internal motivation by helping children develop awareness of their own choices, emotions and values.

Examples of relational recognition language:

- *"You've worked really hard on this. It looks like you're feeling proud of yourself."*
- *" I can see you are ready to learn…..you are thinking carefully….. you are listening well … you are sitting correctly… you are focused on your learning."*
- *"I noticed how kind you were when you helped your friend. That made a difference because…"*
- *"You kept going, even when it felt tricky. That shows real perseverance."*
- *"Your actions today showed our value of Respect. What do you think helped you make that choice?"*

Ways We Recognise and Celebrate at FFS

- **Celebration Assemblies**
  - Weekly certificates for children demonstrating our school values.
  - "WOW Handwriting" recognition for excellent effort and progress.
  - Opportunities for children to share outside-school achievements (sports, hobbies, clubs etc).
  - Annual Values celebration assembly.

- **Positive Noticing**

  Positive noticing is frequent, quiet and genuine. It helps children feel seen and valued. Staff give specific verbal or written feedback that highlights:
  - effort
  - kindness
  - perseverance
  - inclusion
  - helpfulness

- emotional regulation

- **Sharing Learning With Others**
  Children may choose, or be invited, to share their learning, a regulating strategy they used, or a kind action with others. This builds pride, confidence and connection.
  - another teacher
  - a trusted adult
  - the Headteacher
  - another class

- **Communication with Parents and Carers**
  We share significant moments of progress or kindness with parents and carers. This strengthens home–school relationships in meaningful and private ways.
  - messages and emails
  - brief conversations at the end of the day
  - sending home copies of learning

- **Quiet Recognition**
  For children who prefer low-key acknowledgement, recognition remains emotionally attuned and safe.
  - a smile
  - a quiet "I noticed…"
  - a small written note
  - a thumbs-up

- **Peer Recognition**
  Opportunities for children to notice positive actions in each other. This builds empathy, gratitude and community-mindedness.
  - circle time
  - class discussions
  - end of day reflections

Why We Recognise and Celebrate

Our recognition practices help children to:

- Build confidence and emotional regulation
- Understand their strengths and developing skills
- Make connections between their actions and values
- Develop pride in their efforts and progress
- Strengthen relationships with trusted adults
- Feel a sense of belonging and contribution to their community

Recognition at Ferndown First School is relational, meaningful and developmentally informed. It celebrates who children are and who they are becoming, not what they earn. For this reason, **Ferndown First School does not use rewards, tokens, stickers, house points, or public behaviour charts.**

Individual recognition charts may be used for a short period of time in specific cases as part of BSP/ILP targets, where they serve as a targeted strategy to support behaviour. Research and experience show that external reward systems may create short term compliance but do not promote long term emotional regulation, resilience or intrinsic motivation. For some children, particularly those who have experienced trauma, adverse childhood experiences or attachment difficulties, rewards systems can increase anxiety, create unhelpful comparisons, or lead to feelings of shame. Instead, we use relational recognition to help

children understand their own progress, develop internal motivation, and build a strong sense of self through connection, reflection and values based growth.

How We Measure the Effectiveness

- Pupil Voice informs ongoing improvements through School Council discussions and class assemblies.
- The Team Around the Child meets to review the needs of vulnerable pupils and evaluate the impact of support.
- Behaviour incidents are monitored by SLT to identify patterns and trends.

Training and Oversight

We ensure staff receive training in de escalation and lawful use of reasonable force, with refreshers as required. The Headteacher oversees compliance and responds to any complaints or allegations in line with our Complaints and Safeguarding policies.

This policy has been reviewed in line with the nine principles set out in the Single Equality Policy, and an initial screening of the Equality Impact Assessment has been carried out.

Appendix 1: Graduated Response for Supporting Children's Behaviour

Responding to Behaviour

We adopt a relationship focused, attachment-aware approach to behaviour. Support is graduated and increases only when needed through connection, co-regulation and teaching. Staff use professional judgement to select strategies appropriate to the child, their age and stage, the context, and level of need.

STAGE 1 – Low Level Behaviours

Examples of Behaviour	Consequence
Occasional incidents such as: • Calling out. • Off-task. • Silliness. • Low level rudeness. • Minor unkindness. • Minor or isolated physical contact. • Rough play (not intending harm).	• Class teacher model, teach expected behaviours in line with school values and school charter. • Reflective conversation with an adult.

STAGE 2 – Significant Behaviours

Examples of Behaviour	Consequence
• Persistent low level behaviour (Stage 1). • Repeated refusal. • Repeated unkindness. • Threatening to harm. • Swearing. • Racist language. • Significant and or repeated physical contact.	• Restorative logical consequence following reflective conversation (e.g. reflection sheet). • Parents informed of behaviour by class teacher to support shared understanding. • If behaviour continues, parents invited to meet with class teacher and Phase Leader. • SENDCo and Behaviour Lead informed. • Should behaviour continue to escalate, a Behaviour Support Plan **(BSP)** is created with the class teacher, Behaviour Lead and shared with parents and child.

STAGE 3 – At Risk of Suspension

Examples of Behaviour	Consequence
• Persistent significant behaviour (Stage 2). • Throwing objects (including at others). • Significant and or repeated physical contact. Dangerous use of equipment. • Sustained or intense verbal outbursts. • Running away/leaving the classroom. • Climbing in unsafe/high places. • Bullying behaviours (physical, verbal, social or discriminatory). • Repeated use of racist language . • Attempting to damage property deliberately.	• Restorative logical consequence following reflective conversation (e.g. reflection sheet). • SLT, SENDCo and Behaviour Lead review triggers, needs, adaptations. Update BSP with class teacher and share with parents. • Parents invited to meet with the Headteacher and relevant staff to review behaviour, support needs and next steps. • Parents may receive a behaviour escalation letter from the headteacher. • Headteacher may issue a warning regarding the child being at risk of suspension if behaviours continue. • Internal suspension may be concidered where it protects safety and supports reflection. • Create or Update risk assessment where appropriate e.g. climbing/running away.

STAGE 4 – Fixed Term Suspension

Examples of Behaviour	Consequence
• Persistent or serious Stage 3 behaviours despite support and intervention. • Significant ongoing risk that cannot be safely managed in class. • Persistent bullying causing ongoing harm despite intervention. • Repeated or sustained physical aggression. • Use of objects as weapons. • Destructive behaviours creating unsafe environment.	• Headteacher (or authorised deputy) may suspend as a last resort to maintain safety. • Parents are informed promptly, with clear reasons and duration shared through a letter. • Work is provided and a reintegration meeting is planned before return where appropriate. • Cumulative suspension days are tracked (maximum 45 school days in an academic year). • Support is reviewed with the SENDCo & Behaviour Lead, and multi-agency input considered where appropriate.

STAGE 5 – Permanent Exclusion (Exceptional)

Examples of Behaviour	Consequence
• Serious or persistent breach of the Relational Behaviour Policy where remaining in school would pose significant risk to safety or wellbeing. • Severe or persistent bullying meeting the statutory threshold. • Severe or repeated racist behaviour meeting statutory threshold. • Serious assault causing injury. • Intent to seriously harm self or others. • Persistent attempts to escape supervision.	• Headteacher may decide to permanently exclude as a last resort, in line with statutory guidance. • Parents informed promptly with rights and processes explained. • Governing Board and Trust procedures followed within statutory timescales. • Alternative education arranged in line with guidance; safeguarding and multi-agency coordination maintained. • Next step planning completed in line with Trust and DfE procedures.

Key definitions:

- **Separation / regulation space:** A planned, supervised space to support regulation. The pupil is free to leave. This is not a sanction and not seclusion.
- **Seclusion (restrictive intervention):** Preventing a pupil from leaving a space (e.g. through physical obstruction). Used only to prevent immediate harm where no safer alternative exists; it is supervised, time-limited, recorded and reported to parents.
- **Restrictive intervention**: Any physical or non-physical action used to restrict a pupil's movement. Reasonable force is one type and is used only when necessary, for the least amount of time, and never as punishment or for routine compliance.
- **Significant incident:** Any use of force beyond ordinary safe physical contact, triggering statutory recording and parental notification.
- **Removal from class:** A short, supervised removal to protect learning or safety, with meaningful work and supported reintegration.
- **Internal suspension:** A time-limited, supervised in-school provision with continued learning and relational reflection. It is not isolation or seclusion. Parents are informed the same day and the incident is recorded.

Statutory Recording and Reporting (from 1 April 2026):

The school records every significant incident involving the use of force as soon as practicable and informs parents/carers.

Responding to Bullying and Child-on-Child Abuse within the Graduated Response

Ferndown First School is committed to preventing bullying and child-on-child abuse through positive relationships, belonging, inclusion, respect and kindness. Preventative work and procedures are outlined in the school's Anti-Bullying Policy. Bullying is deliberate, repeated behaviour that causes distress and leaves the targeted child feeling powerless. It may be physical, verbal, social, cyber or discriminatory.

Any concerns relating to bullying or child-on-child abuse will be responded to in line with the school's Anti-Bullying Policy and Safeguarding and Child Protection Policy. Incidents will be investigated, recorded and responded to appropriately to ensure all children feel safe, valued and protected.

Behaviours Outside of School (Including Online)

The school may apply consequences for behaviour outside the school premises when pupils are identifiable as members of the school community, including when wearing school uniform or travelling to and from school. Ferndown First School responds to behaviour that occurs off-site, including online behaviour, when it impacts safety, wellbeing or learning, or affects relationships within the school community. This includes incidents on the way to and from school, during school visits, in the community, or online via social media, messaging or gaming. Concerns about off-site behaviour will be assessed and addressed using the same 5 stage Graduated Response, safeguarding procedures, the Anti-Bullying Policy, and the Managing Racist Incidents Policy.

Internal Suspension

Ferndown First School may use an internal suspension as a short, time-limited response to severe or persistent behaviour. An internal suspension means a pupil is removed from their usual classroom to a supervised space within school, continues with meaningful learning, and receives relational support to reflect, repair and reintegrate. Internal suspensions are proportionate, recorded, and parents/carers are informed the same day. They are not isolation or seclusion; pupils are supported, monitored and prepared to return to lessons as soon as appropriate. Where a pupil requires a calm-down/regulation space, this is provided as part of planned support and is distinct from an internal suspension.

Suspensions and Permanent Exclusions

Suspension prevents a pupil from attending school for a set period. The decision is made by the Headteacher, following discussion with the Senior Leadership Team. A reintegration meeting takes place before the pupil returns. A pupil may be suspended for up to 45 school days in an academic year.

Permanent exclusions may be used only for a **serious breach or persistent breaches** of the Relational Behaviour Policy **and** where remaining in school would **seriously harm** the education or welfare of others. Parents are informed without delay and provided with rights and process.

Further details about Suspensions and Exclusions can be found in the Trust Suspension and Excluion Policy. The most up to date copy is on our website.

Appendix 2: What Happens When We Make Mistakes at Ferndown First School?

At Ferndown First School, everyone makes mistakes. When this happens, adults will help you to:

- feel safe.
- calm your body and mind.
- understand what happened.
- repair any harm caused.
- make a better choice next time.

If it is a small mistake...

An adult might:

- remind you of our expectations.
- give you a quiet prompt or reminder.
- help you get back on track.
- check in with you.
- talk things through with you.

If the problem keeps happening...

An adult might:

- spend more time helping you.
- talk with you about what is making things difficult.
- help you make things right.
- speak with your parents or carers.
- make a plan with you to help you be successful.

If there is a serious safety concern...

Adults will act to keep everyone safe.

They might:

- ask another adult to help.
- move people to a safer space.
- move you to a safer space.
- contact your parents or carers.
- make a bigger plan to support you.

What adults will always do:

- ✓ Listen to you.
- ✓ Stay calm.
- ✓ Treat you with kindness and respect.
- ✓ Help you learn from mistakes.
- ✓ Support you to repair relationships.
- ✓ Help you be successful.

What adults will never do:

- Shame or humiliate you.
- Stop caring about you.
- Leave you to deal with difficult feelings on your own.