



Ferndown
Middle School



Southern
Education
Trust

FERNDOWN MIDDLE SCHOOL

POLICY: Relationships

Author: **Grant Hopkins, Headteacher**

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1. Our Vision

Our vision is to ensure that all pupils are empowered to achieve in all areas of school life, be treated with respect and treat others the way they wish to be treated. This is underpinned by our school values of Kindness, Curiosity and Ambition. We want all pupils to enjoy school life and are therefore committed to providing a caring and safe environment for all our pupils so they can learn in an atmosphere of mutual respect. We place relationships at the heart of our behaviour management approach.

This policy acknowledges the school's legal duties under the Equality Act 2010 (Amendment) Regulations 2023, in respect of safeguarding and in respect of pupils with Special Educational Needs or Disabilities (SEND).

This policy focuses on positive relationships and behaviour which supports learning and promotes, celebrates and rewards achievement through regular recognition – Appendix 2. The purpose of this policy is to ensure that if a pupil behaves in a way that stops either themselves or others learning or breaks the school ethos of mutual respect amongst all its members, all staff, pupils and parents/carers have a clear understanding of the procedures and consequences that will be applied.

2. Aims

- Every member of the school community will feel valued and respected.
- Each person will be treated fairly and well.
- Our staff, governors and all who work with the school aim to fully develop each pupil's personality and potential by creating an effective learning environment.
- The school will promote inclusion and equality of opportunity, whilst promoting British values. This will support pupils by preparing them for life in modern Britain.
- Provide our students with the skills to help them navigate the modern world successfully and be a positive global citizen.
- Create a positive culture that encourages students to make positive choices and embrace all the opportunities inside and outside of school.
- Establish a whole-school inclusive approach to maintaining high standards of behaviour that reflects our values and expectations.
- Provide a consistent but flexible approach to restorative practice.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination, to ensure respect for ourselves and each other is at the heart of what we do.
- Empower all staff to be confident in de-escalation and restorative practice to build positive relationships with students.

The overarching school value of 'kindness' and treating others in the way we wish to be treated underpins all behaviour. We are a caring community, and all our decisions and actions are based on the school values of ambitious individuals, curious learners and kind citizens. The school's relationships policy is therefore designed to support the way in which all members of the school community can live and work together in a supportive way.

The school expects **every** member of the school community to behave in a considerate way towards others at all times both inside and out of school. When pupils do not adhere to the school rules, consequences will be applied. It is impossible for the school to identify every situation where behaviour might fall short of our high expectations. Each situation will be analysed and acted on to ensure individuals learn from the event, hence making it less likely for the situation to arise again.

3. Roles and Responsibilities

3.1 The Role of the Parents and Carers - Working with Parents as Partners

Parents/carers play a crucial role in enhancing pupils' self-esteem. Every parent/carer has the right to hear regular "good news" about pupils.

During the year, we invite families in to celebrate learning. This is done in a variety of ways. Pupils thoroughly enjoy sharing their learning with their families and as such, present a very positive outlook. All positive behaviour in school is communicated directly to parents through our online platform.

We will strive to ensure pupils receive consistent messages about how to behave. We would expect parents/carers to support the school in their expectations too. We expect parents/carers to support pupils' learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers as soon as possible if we have concerns about a pupil's welfare or behaviour.

We expect parents/carers to support the school in applying consequences if necessary. If parents/carers have any concern about the way pupils have been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the Head of Year escalating to the Assistant Headteacher then Deputy Headteacher and then Headteacher if necessary. As per the school's Complaints Policy, if parents are still not satisfied, they should contact the Chair of the Schools Standards Board at the school.

3.2 The Role of the Teacher

It is the responsibility of the Teacher to ensure that the school rules are enforced in their class and that their class behaves in accordance with the Ferndown Middle School Expectations (see Appendix 1) around school.

The Teachers in our school have high expectations of pupils in terms of behaviour, and they strive to ensure that all pupils work to the best of their ability.

Our teachers treat each pupil fairly and enforce the relationships policy. They treat all pupils in their class with respect and understanding.

If a pupil's behaviour is not in line with expectations, the Class Teacher records this on our online platform. Consequences are applied via the behaviour system. If misbehaviour continues, the Class Teacher will seek help and advice from the Head of Year, SENDCo, Assistant/Deputy Headteacher or the Headteacher.

The Tutor reports to parents/carers about the progress of each pupil in their class, in line with the whole-school policy. The Tutor or the Class teacher will also contact a parent/carer if there are concerns about the behaviour or welfare of a pupil.

3.3 The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 2002, to implement the school Relationship Policy consistently throughout the school with regards to behaviour. It is also their responsibility to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to maintain the health, safety and welfare of all pupils in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher ensures that records are kept of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspension to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of misbehaviour, the Headteacher may permanently exclude a pupil. The school will always have regard to the Statutory Guidance on Suspensions and Exclusions (August 2024) when making decisions on suspensions and exclusions and will follow the law, as set out in the relevant School Discipline (Pupil Exclusions and Reviews) (England) Regulation 2012 (as amended). Further details can be found in the Suspensions and Exclusions policy.

3.4 The Role of Governors

The Local Governing Board (LGB) has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school Relationship Policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

4. Definitions

4.1 Misbehaviour is defined as:

- Disruption to the learning of others.
- Disrespectful behaviour in between lessons and at break and lunchtimes.
- Intentional non-completion of classwork or homework.
- Poor attitude to learning.
- Poor engagement in learning.
- Incorrect uniform or lack of equipment.

4.2 Serious misbehaviour is defined as:

- Ongoing misbehaviour that impacts on the learning or wellbeing of others.
- Purposeful disregard for school rules.
- Behaviours that jeopardise the safety of others.
- Repeated breaches of the school expectations.
- Any form of bullying, including online.
- Harmful sexual behaviours, which is any unwanted sexualised behaviour that may cause humiliation, pain, fear or intimidation.
- Vandalism.
- Theft.
- Aggressive or violent behaviour including fighting and verbal abuse.
- Smoking or vaping (including use of nicotine products such as pouches).
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These include but are not exclusive to:
 - Knives, blades or weapons.
 - Alcohol.
 - Illegal drugs (including THC vapes).
 - Stolen items.
 - Tobacco and smoking paraphernalia including vapes.
 - Fireworks.
 - Pornographic images.
 - Mobile devices.
 - Any item a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or cause personal injury to, or damage to the property of, any person (including the student themselves).

5. Classroom management

5.1 Prepared for learning expectations

We are in pursuit of the highest standards possible in education. We believe in high aspirations, high motivation and high achievement for all.

The most effective learning takes place when there is effective teaching in a well-managed environment. We know the environment encourages learning if it is calm, happy and safe for all. The development and maintenance of positive attitudes to learning rests with the teacher but is also the responsibility of the pupils themselves. Building on this is the obvious need for self-organisation, an area that pupils can often find challenging.

At the start of the year and throughout the year, all pupils at Ferndown Middle are reminded about what is needed for learning. The purpose of this is to help pupils with their organisation and build their independence, ready for their transition to the Upper School. We have high expectations for all and expect our children to arrive promptly and wear full uniform with pride (although reasonable adjustments will be considered on a case by case basis in order to meet individual needs).

5.2 As a school, we will:

- Set, model and promote clear expectations and rules with pupils – in classrooms, around the school and in the community.
- Have consistency amongst all staff in implementing School policies.
- Ensure that pupils are valued as individuals.
- Consider the individual needs of all pupils including those from vulnerable groups (for example, but not exclusively, Looked After Children (LAC), Pupil Premium, pupils with SEND needs, those in families under stress and those at risk of exclusion).
- Ensure the curriculum is appropriate for each individual pupil.
- Have high-quality teaching and learning using a variety of approaches and adaptations to support pupils.
- Recognise achievement including the regular use of praise and a relevant and valued reward system, agreed upon by pupils and staff.
- Set targets and have individual support programmes where needed.
- Use assemblies to praise and remind.
- Have discussions with pupils to identify their views.
- Model the behaviour we want to encourage.
- Have whole Staff CPD to support Behaviour Management.

5.3 Through clear expectations of simple rules and the rewarding of good work and behaviour, we aim to create a positive environment where pupils and adults share a sense of belonging to the school community.

1. **Respect ourselves, others, the learning environment and the wider community.** The school actively teaches what we mean by "respect" and what it looks like in the school environment and the wider community.
2. **Ensure we are ready to learn.** Everyone in school, both staff and pupils, will be prepared for lessons in terms of resources. Staff will strive to ensure that pupils are also emotionally prepared for lessons and are in a "State for Learning."
3. **Wear the correct uniform or clothing suitable to the task at hand.** Pupils are expected to wear school uniform at all times (taking into account reasonable adjustments), except when a particular learning experience requires different clothing (e.g., a trip to a river to explore geographical features).
4. **Behave in a safe manner to ensure our own and others' safety.** We are all responsible for behaving so that we are all safe. Unsafe behaviour is not acceptable.
5. Always **do your best.** We are aware that at times, we experience difficulties and it is difficult to engage in learning. However, the expectation is that we will always try our hardest to complete tasks, take part in activities and make the learning environment a safe and happy one to learn in.
6. **Follow policy with regard to mobile devices and other ICT.** ICT is a wonderful tool to help make us more effective in our daily lives but must be used responsibly.

5.4 Adults in school are responsible for setting the tone and context for positive student engagement. They will aim to:

- Create and maintain a stimulating environment that encourages students to engage in their learning.
- Use professional curiosity to support students in choosing positive behaviours and outcomes.
- Promote the Ferndown Expectations (see Appendix 1) through classroom practice.
- Develop positive relationships through following the recognition and restorative systems (Appendices 2, 3 and 4).
- Enable success through our behaviour management strategies:
 - o Meet and Greet

o Check Ins

- Recognise the success of the individual and share this with parents to support all stakeholder relationships.
- Understand students can exhibit poor behaviour choices that are not necessarily deliberate or intentional, but that the effect on the recipient could still constitute negative behaviour.
- Seek advice from colleagues in order to support all pupils in the best way.

6. Early Interventions

At Ferndown Middle School, we place great emphasis on fostering strong relationships with both students and parents to secure positive outcomes. A proactive approach, including early intervention and preventative strategies, is central to this commitment. Through restorative practices, we aim to guide pupils in taking ownership of their behaviour and understanding the impact of poor choices.

To maintain consistency and high standards, we will deliver ongoing staff training, including induction for new team members.

Our staff will prioritise a restorative approach, ensuring connection comes before correction and addressing issues calmly. When concerns arise, we will maintain open and honest communication with parents, contacting them promptly about any serious incidents involving their child.

We will also identify pupils who may benefit from early support and monitor the effectiveness of these interventions. Positive feedback shared with trusted adults, the pastoral team, and school leaders will be used to encourage and assist students who find it challenging to make consistent positive choices.

7. Wellbeing

We understand that at certain stages of a student's life, more specialised and targeted support may be required. Our in-school Pastoral team provides a wide range of strategies and maintain strong partnerships with external agencies. Led by the SENDCO and Mental Health Lead, the team comprises highly trained professionals offering tailored support.

Our team works with individuals and small groups to build self-esteem, address low mood, and develop practical self-help and long-term coping strategies. In addition, our Attendance Officer (AO) promotes and supports excellent attendance across the school.

To further enhance wellbeing, engagement, and attendance, we offer breakfast clubs, Lego therapy sessions, and mentoring opportunities.

8. Recognition

8.1 Celebrating success is central to our learner-focused approach. All staff are expected to use the school's systems to build positive, respectful relationships and to provide both daily and cumulative recognition for students. Our school values and expectations form the foundation of all recognition (see Appendix 2).

8.2 Success will be acknowledged through a variety of methods, including:

- Positive verbal praise, ranging from a quiet word of encouragement to whole-class recognition.
- House Points.
- Phone calls and messages to parents.
- Positive Praise Postcards.
- Leadership Rewards.
- Recognition during Celebration Assemblies.
- Values-based acknowledgements.
- Year-group specific celebration events.

8.3 The House System

The House system at Ferndown Middle School promotes and helps the pupils to build a positive identity, share powerful experiences, and develop friendships.

The House system has four main aims:

1. Foster a strong sense of community and belonging.
2. Encourage the pupils to take part in school events.
3. Nurture our shared values: kindness, curiosity and ambition.
4. Create leadership opportunities.

How the House system works:

The pupils (and staff) are split across four Houses: Kestrel, Lark, Nuthatch and Curlew with each House having a 'House spirit' which explains the characteristics for that House.

The Houses are led by staff, House captains and House reps.

House points are earned through competitions and events. Competition is part of the system, but an equal partner is all pupils striving for success and upholding our school values. House points are recorded via our online platform which parents can see from home. The House points earned go towards a termly House reward, e.g. a non-uniform day and the end of year House cup glory.

8.4 House Points

House Points are awarded for a variety of positive behaviours these include demonstrating our school values, positive contributions to lessons/school-based activities, behaviour, class work, homework, lunchtime behaviour, respectful behaviour and proactive independent approach to their learning.

House Point totals are logged on online reporting system and recognise positive learning behaviours. These points are cumulative during the year. These positive points contribute towards a whole House team reward. This therefore fosters a sense of community and belonging amongst the pupils at Ferndown Middle School. Individually, the pupils have the opportunity to 'spend' their points in the 'Reward Store' - prizes can range from trips to entries into a raffle! The more points earned, the more substantial the rewards are that are on offer. Negative points subtract from this total and offer extrinsic motivation for pupils to show positive behaviours.

9. Restorative Approach

9.1 All students are responsible for their own behaviour. They will always be expected to meet and uphold the Ferndown Middle School Expectations:

- **Be polite, kind and courteous.**
- **Give your best effort.**
- **Wear the uniform correctly.**

We believe that student engagement is built on strong, professional relationships, high-quality teaching, and positive recognition. All staff will respond to negative behaviour choices calmly and consistently, ensuring that students are given opportunities to regulate and improve their behaviour through stepped interventions and restorative questions. Staff will follow the school's restorative principles to guide their decisions (see Appendix 3). Staff will always seek to communicate with parents/carers in the first instance so that we can work together to support a child in making positive choices.

When behaviour expectations have not been met, every member of staff will carry out a restorative repair conversation and provide any additional support needed to remove barriers to success (see Appendix 4).

9.2 The stepped interventions are:

Expectations: Teachers re-establish the classroom expectations and ensure the pupils have everything they need to be successful – Teachers may ask pupils, “What do you need?” to support them in understanding what it is they need to manage their behaviour.

Restorative: A clear, focused conversation that helps the student understand the impact of their behaviour on their own learning and that of others. This will be recorded on the school’s reporting system and visible to parents via the app. The adult selects from the five core restorative questions to help the student identify where expectations are not being met. (Appendix 4)

Reset (classroom direction): If behaviour continues to fall short, the student will be removed from the lesson and placed in another classroom to complete their work. This will result in an after-school detention that may involve community service. During the detention, there will be an opportunity to use the five core restorative questions to support the pupil to reflect on the situation and where expectations were not met.

Leadership Team: If a pupil’s behaviour is not improving, the Leadership Team will work with parents/carers to devise a plan to support the child’s behaviour. This may include specific interventions/ use of alternative strategies. Behaviour will be tracked using the Graduated Response for Behaviour and plans may be drawn up such as PSP or Engagement Plans.

All interventions will be delivered in a calm and supportive manner.

9.3 Restorative Repair Conversations

Restorative repair conversations are central to sustaining positive relationships between staff and students. A consistent yet flexible approach runs throughout this policy: while expectations remain clear, we adapt to individual circumstances, needs, and barriers.

Staff will lead restorative repair conversations using the five core restorative questions (see Appendix 4). Heads of Year/SLT will support these discussions where necessary. After a restorative conversation, students are expected to re-engage with their learning; however, if they choose not to, they may be removed from the lesson and this reset will result in an after-school detention.

In some situations, closer monitoring of a student’s engagement and behaviour may be required. This will involve personalised reports or Engagement Plans. Students will check in regularly with a designated team member to receive recognition for positive choices and additional support to help them succeed.

10. Consequences

10.1 When applying the relationship policy, we consider the age, understanding, context and any additional needs of the pupils and make reasonable adjustments to assist these pupils to adhere to our relationship policy and expectations. This can include an EHCP, Pastoral support plan or any other targeted support plan.

The school employs a number of consequences and sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each consequence/sanction appropriately to each individual situation whilst taking into account the needs of all students involved – ‘Flexible Consistency’ (Appendix 3).

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Please see our Anti Bullying Policy for further information and guidance.

Consistency between members of staff is very important

Students thrive on routine and it is important that staff maintain high standards of expectation within different lessons and areas of the school.

We believe that co-operation between home and school is vital if pupils are to develop into responsible adults.

We aim to inform parents/carers whenever a child’s behaviour gives cause for real concern. We would also aim to share good news with parents/carers too, via the online reporting system.

Where a pupil shows consistent difficulty with aspects of behaviour, an 'Engagement Plan' or Personal Support Plan (PSP) will be drawn up by the Head of Year. This may include regulation work, support groups or special arrangements for lessons or break times.

Staff will always adopt an 'unconditional positive regard' approach where previous behaviours are not held on to. Relationships with pupils are used to support pupils in reflecting and adapting future behaviours.

10.2 Negative Consequences

We strive to ensure that learning is engaging and purposeful to ensure behaviour issues are minimal. We firmly believe that if pupils are actively and purposefully engaged, they are less likely to make poor behavioural choices.

Through our teaching and learning, pupils are encouraged and expected to take responsibility for their behaviour. Through various methods, pupils are led to understand that our actions have consequences, which can be both negative and positive – depending on behaviour. Consequences can range from negative house points, a reset which is a classroom direction, internal reflections or may lead to suspension or exclusion.

Self-esteem is the personal picture we have of ourselves – our strengths and our limitations. This self-image is affected by all the positive or negative responses of the people with whom we come into contact. We all, pupils and staff, need to always demonstrate respect for each other and through this, we can accept learning challenges and failures.

Restorative – restorative conversation between the teacher and the student to discuss the behaviours. This may be a short conversation and may be during the lesson or after the lesson.

Lunchtime reflection – If a student does not attend or engage in the short reflection with their class teacher, this will be escalated. These reflections are 25 minutes and parents will be notified via Class Charts detailing the reason for the reflection. Some other mis-behaviours may also escalate straight to a lunchtime reflection.

After school detention – Schools have the legal authority to issue detentions, including those held outside normal school hours. At Ferndown Middle School, we value working in partnership with parents and will always make every effort to inform them electronically or phone when an after-school detention is set. While we aim to maintain clear communication, parental consent is not required by law for any detention. If a pupil receives a code A or there are other serious misbehaviours, these will incur an after-school detention

Internal (out of rotation) – the decision to follow this course of action and to determine its duration will be taken by the Head of Year or a member of the Senior Leadership Team. The pupil will be removed from a whole class teaching environment and, although following their normal daily curriculum, be required to work under close supervision. Parents will be notified by the Head of Year or a member of SLT.

Direction off site - A direction off site is a legally sanctioned, time limited placement where a pupil is required by their school's governing body to attend an educational setting away from the home school—with the specific purpose of improving their behaviour. This power comes from Section 29A of the Education Act 2002, aimed at reducing the risk of permanent exclusion. This will be discussed with parents/carers by the Head of Year or a member of SLT.

Managed Moves - A managed move to another school may be considered as a positive intervention for a student who is finding it difficult to maintain appropriate behaviour. This approach provides the student with a fresh start in a new environment and, where possible, helps to avoid permanent exclusion.

At Ferndown Middle School, a managed move may be initiated in one of two ways:

Local Managed Move: The school will work with a partner school to arrange a local managed move.

Referral to Dorset Inclusion: In more serious cases, the school may refer the student to Dorset Inclusion and a Trustees' Review Panel for consideration.

Parents will be informed when a managed move is under consideration and are expected to support the school's decision. The decision is based on the professional judgement of staff working closely with the student, with the aim of supporting their educational progress and emotional well-being.

If a managed move does not succeed, the school may consider placing the student in Alternative Provision, based on what is most appropriate for their needs.

Managed moves can be implemented under Section 29A of the Education Act 2002, which allows a school to direct a student off-site to improve behaviour. This legal framework supports a managed transition and seeks to minimise disruption to the student's education while promoting long-term success.

Suspension – (For Suspension and Exclusion, see the Suspensions and Exclusions Policy for further details) the decision to follow this course of action and determine its duration will be taken by the Headteacher after carefully considering all circumstances. Any action taken will adhere to the DfE's Guidance. Parents/carers will be contacted immediately and will be required to withdraw the pupil from the school premises, at which point the pupil becomes the responsibility of their parents/carers. A suspended pupil must not be present in a public place during school hours. The school will provide work for the period of the suspension. On the pupil's return to school, a reintegration meeting will be held with the Head of Year /member of the SLT to discuss how best to manage the pupil's return to school.

The school views suspension as a last resort. It usually occurs only in cases where the behaviour of pupils directly affects the health and safety or learning of themselves or others. Before making the decision to suspend, the school will ensure that a thorough investigation has been carried out, including allowing the pupil to give their version of the events, seeking any witness statements and considering any evidence of provocation. Any record of previous misdemeanours may be taken into consideration. Accounts of the events will be written on 'witness statement' forms and signed and dated by the witness. These allow the Senior Leadership Team to fully investigate the incident and ensure all perspectives have been taken into account.

No pupil will be sent off site before the end of the day unless contact has been established with parents/carers/nominated responsible adult. In the event of contact not being made, the pupil must remain on site, withdrawn from class until the end of the normal school day. At the point of suspension, a letter will be sent home via email, stating the reason for the suspension. Telephone contact or a face-to-face meeting will take place with the parents/carers of the pupil informing them of the suspension. All suspensions will be recorded centrally on the online platform. The Chair of the Local Governing Board will be informed of all suspensions, both fixed term and permanent.

The Headteacher may request an internal review by the trustees' behaviour review panel to ensure all reasonable steps have been taken to support the student and avoid exclusion.

Permanent exclusion - Pupils face permanent exclusion when their behaviour constitutes a serious breach of school rules and/or is considered a significant threat to the health and safety of themselves or others.

10.3 Limiting persistent disruptive behaviour

One of the biggest barriers to learning is persistent disruptive behaviour. Examples of this type of behaviour are shouting out, talking over others, non-learning discussions, being out of the seat, being slow to start work, ignoring the instructions given, and arriving without learning equipment.

Teachers will always use, in the first instance, their professional strategies to support disruptive behaviour. These include:

- Set high expectations.
- Ensure the work is appropriately planned for all pupils.
- Adjust the seating plan.
- Make sure all pupils are able to see and read the board.
- Ensure pupils have the equipment needed for the lesson.
- Achieve eye contact with a pupil very early on if poor behaviour is being displayed.
- Refer to the expectations.
- Use a PACE (Playfulness, Acceptance, Curiosity and Empathy) approach i.e. distraction technique (humour...) to defuse tension or confrontation.
- Use the name of a pupil.
- Have a quiet word with the pupil asking them to stop the behaviour.
- Place themselves in an appropriate place in the room in relation to the pupil.
- Use subtle signals such as a change of tone of voice and body language.
- Use non-verbal communication where appropriate.

10.4 How the system is implemented

- Expected behaviours are outlined in **Appendix 1**. Should behaviour fall short of the expectations this may result in a consequence.
- **Code R** – this will be called by the teacher using the in-school email system (when there is no second adult in the room) if a student requires some time outside of the classroom to reflect on behaviour choices or for a regulation break. They will have a restorative conversation either with the class teacher or another member of staff to enable them to have an opportunity to positively impact on their behaviour upon return to the classroom.
- **Code A** – this will be called by the teacher using the in-school email system/radio if it is an urgent situation, if there is behaviour deemed ‘serious misbehaviour’ and it is impacting on the learning or wellbeing of others. The incident will be investigated by the Head of Year and appropriate consequences will be issued. They will be removed from the classroom and will ‘reset’ in another class/space. This will also result in an after-school detention.
- **Communication with Parents** - Parents will be informed when the Class Teacher records the incident on the online platform. If behaviours become a concern, contact will be made with parents via email or telephone. Parents are encouraged to contact the school if they are concerned about their child’s behaviour.

10.5 Review and Monitoring

Consequences are reviewed regularly. Pastoral team meetings, which include Senior Leadership Team/Head of Year, review and discuss behaviour management regularly.

11. Individual Approaches

Using the Graduated Response for Behaviour, Ferndown Middle School will identify pupils for which additional support is needed – clearly showing the different strategies that have been used to support the child.

Students with the greatest level of need will have an Engagement Plan or Pastoral Support Plan (PSP). These plans are collaboratively developed and shared with the student, teaching staff, pastoral team, SEND team, and parents by the Head of Year and Senior Leadership Team. Engagement Plans/PSP may support students with diagnosed SEND or those facing identified barriers to learning and engagement. Teachers and Learning Support Assistants (TAs) are expected to use these plans to promote an inclusive classroom environment and reduce obstacles to learning.

Classroom teachers remain responsible for the progress and learning of all students through Quality First Teaching and adaptive strategies. The SENDCo oversees the school’s SEND provision in line with the SEND Policy.

Every effort will be made to encourage and support positive behaviour change. If challenges persist despite a revised plan and targeted interventions, a meeting may be arranged with the student’s tutor, Head of Year, and Senior Leadership Team. As part of the restorative process, the student may be asked to contribute positively to the school community, for example through community service or time out of circulation. Further interventions may include, but are not limited to, a formal meeting with a member of the Leadership Team.

Where a student makes an extreme or persistent negative behaviour choice, the school may take additional steps. These could include a Managed Move, referral to external agencies, a revised timetable, or alternative education provision. Such measures aim to prevent escalation to sanctions such as suspension or permanent exclusion.

12. Playground

All staff are responsible for the health, safety and welfare of all pupils on site. Breaks should allow pupils the freedom to make their own decisions about who to be with and what to do. Staff support and encourage pupils by:

- Being positive and friendly.

- Looking out for any pupil who has difficulty with social relationships and finding opportunities for them to join in constructively.
- Sharing ideas for games and helping pupils learn new skills.
- Intervening if any activity is likely to harm or hurt anyone.

Pupils who are preventing others from having an enjoyable break may be sent inside and the incident followed up after lunch/break time by their tutor or Head of Year.

All staff will wear high visibility jackets for easy identification by pupils.

13. Use of Reasonable Force/Seclusion

All members of staff will be made aware of the regulations regarding the use of force by teachers, as set out in DfE Use of Reasonable Force guidance.

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe. (DfE 2026)

Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain a pupil to prevent injury to any pupil including themselves, if they are causing disorder or if they are damaging property. The actions that we take are always as a last resort and are in line with government guidelines on the restraint of pupils. Pupils will always be advised of the steps to be taken before and during any restraint.

The use of seclusion (a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving) is only used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.

Any incident involving the use of seclusion or reasonable force is recorded and reported in accordance with the procedures outlined by the DfE 'Recording and reporting duties' including reporting to parents.

14. Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis, reporting to the Local Governing Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a record of incidents of misbehaviour. The Class Teacher records minor classroom incidents. We also keep a record of any incidents that occur at break or lunchtimes.

The Headteacher keeps a record, of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Local Governing Board (LGB) to monitor the rate of suspension and to ensure that the school policy is administered fairly and consistently.

15. Legal framework and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010 (Amendment) Regulations 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011
- Keeping Children Safe in Education (KCSiE)
- Searching, screening and confiscation: advice for schools July 2022 and July 2023
- Supporting students with medical conditions at school
- Special educational needs and disability (SEND) code of practice

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy (named relationship policy at Ferndown Middle school)
- DfE guidance explaining that academies should publish their behaviour policy (named relationship policy at Ferndown Middle School) and anti-bullying strategy online. This policy complies with our funding agreement and articles of association.

This relationship policy is linked to the following Ferndown Middle School/ SET policies:

- SEND Policy
- Alcohol and Drug Abuse Policy
- Suspensions and Exclusions Policy
- FMS Safeguarding Children Policy
- Mobile Devices Policy
- Anti-Bullying Policy FMS
- Positive Handling & Use of Reasonable Force Policy
- Safe use of AI
- Supporting Pupils with Medical Needs

16. Equality Impact Assessment

This policy has been reviewed, with the equality impact considerations as laid down in the school's Equality Policy.

Appendix 1: EXPECTATIONS

The following classroom expectations apply to every pupil in every lesson, every day.

You are expected to

- **Be polite, kind and courteous.**
- **Give your best effort.**
- **Wear the uniform correctly.**

Arrival to school

- Switch off mobile device once you enter the top school gate. (Only bring them if absolutely necessary and if allowed by your Year Group)
- Hand in mobile devices once inside the building.
- Be in your seat, in the registration room, by 8.45 am.

Classroom expectations

- Arrive to lessons on time.
- Bring in the appropriate equipment.
- Come in quietly and sit as instructed.
- Start work straight away.
- Remain in the classroom during learning time - you are not to leave the classroom without permission from your teacher.
- Follow instructions from adults.
- Engage fully in the lesson by participating.
- Complete the task to the best of your ability.
- Ensure the classroom is tidy for the next class.
- Stand behind your chair quietly until you are dismissed from the lesson.
- Complete homework to a good standard and within the given timeframe.

ICT

- Use technology safely.
- Follow the acceptable use policy.
- Do not cause harm to others.

Corridors

- Follow the one-way system for moving around the corridors.
- Move quietly with consideration for others.
- If waiting to enter a classroom, line up quietly in single file.
- Do not shout and play in the corridors.

Dining room

- Line up outside and when instructed, come in quietly.
- Sit where directed.
- Have quiet conversation.
- Wait patiently until you are dismissed.

Assembly

- Enter and leave in silence.
- Remain standing/sitting until your teacher tells you to move.
- Listen to the assembly.
- Do not distract others.
- Engage when asked to.

Playground

- Remain in the year group designated areas at breaktime.
- Play with consideration to others - no rough play.
- Only be in the football area if you are involved in the football game.
- Sit quietly in the Tranquillity seating area.
- Use appropriate language – no swearing.
- Be kind to others and include them if they are on their own.

Cycles and scooters

- Dismount at the top school gate and walk.
- Store bikes/scooters in the shed and leave immediately.
- Wear a helmet once bike/scooter is collected. (For refusal to wear a helmet, you may lose the right to cycle/scoot into school.)
- Only enter the bike shed to collect/ lock up your OWN bike/scooter.
- Respect other people's belongings.

PE changing rooms

- Only enter the changing rooms when necessary.
- Change quickly and quietly.
- Be respectful to others in the changing rooms.
- Don't play or shout.
- Once changed enter the gym and sit in your class groups.

Toilets

- Use the toilets for their intended purpose.
- Leave clean and tidy.
- Be respectful to others in the toilets.

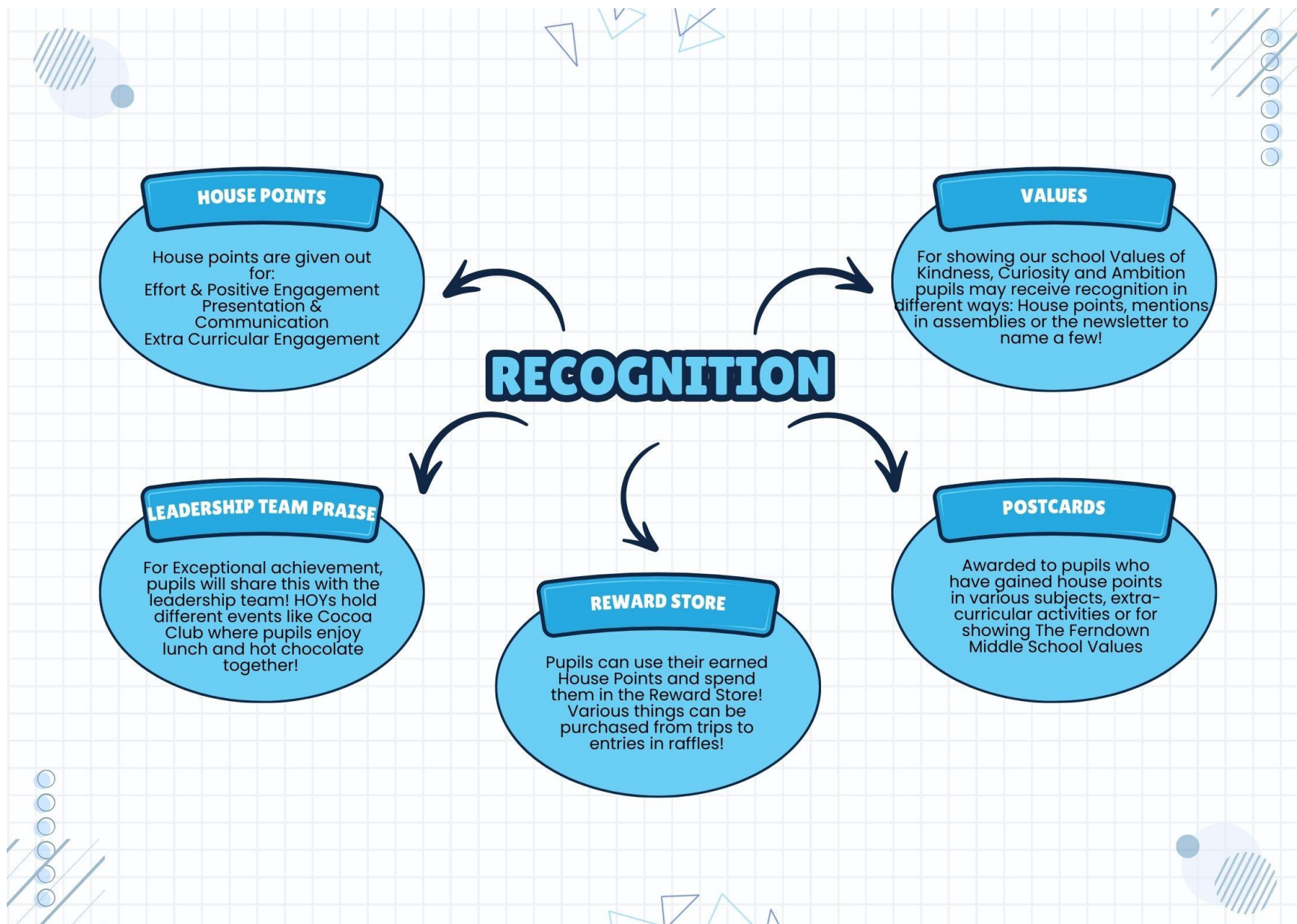
Leaving school at the end of the day

- Leave your mobile device switched off and out of sight until you have left the top school gate.
- Leave by the rear doors and side gates quickly and sensibly.
- Be sensible as you leave school – no running or shouting.

After School Clubs

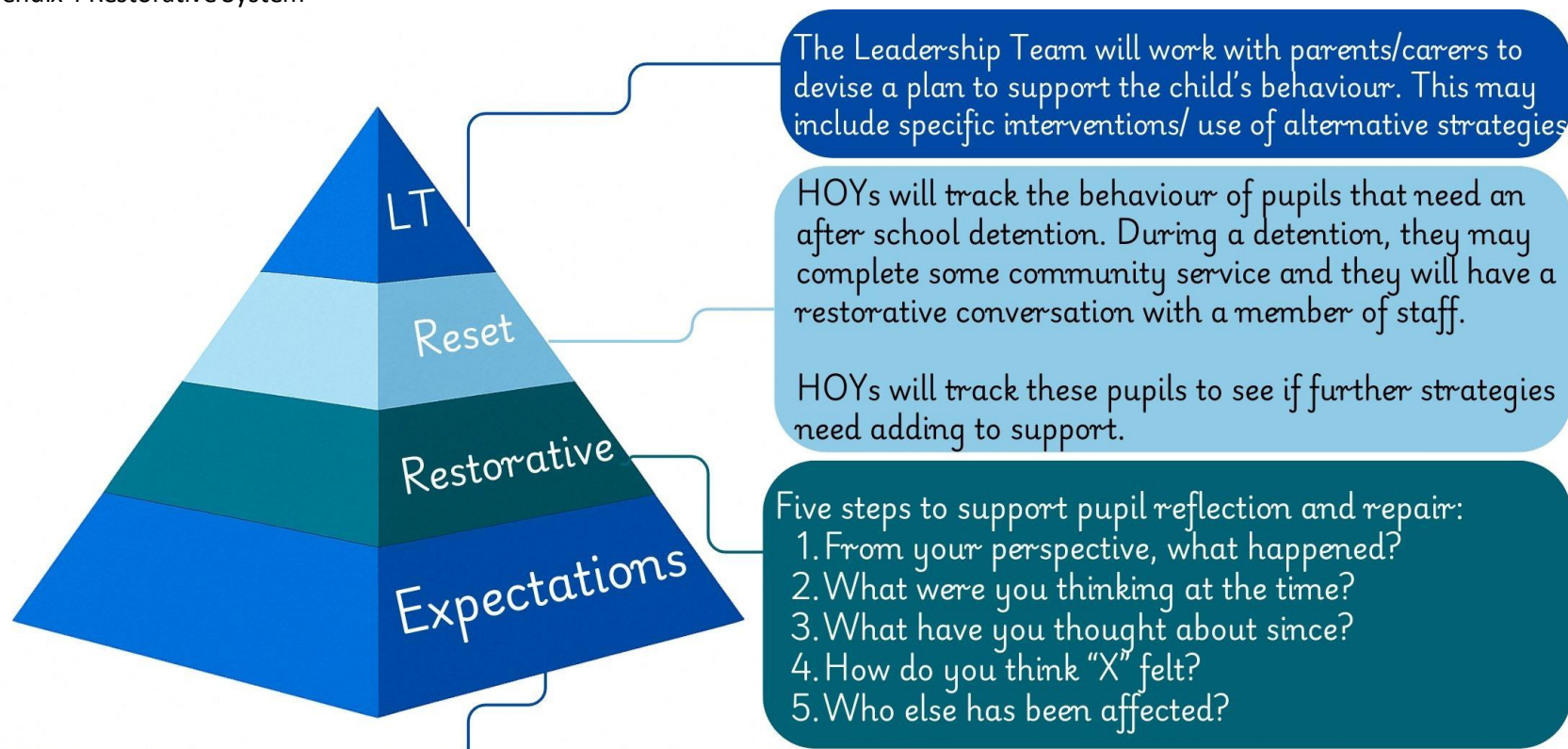
- Mobile devices remain switched off until off of school property at the top gate (hand in if it is a sport's club)
- Be respectful to the adult running the club.
- Show Ferndown Middle School Expectations at all times.

APPENDIX 2: Recognition



APPENDIX 3: Ferndown Middle School Restorative Principles





Ferndown Middle School Restorative System

