



Behaviour and Recognition Policy

The Ferrers School

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This policy has should be read in conjunction with the DfE guidance:
[Behaviour in Schools - Advice for Principals and school staff \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

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1. Purpose

At The Ferrers School (TFS) we are committed to helping all students achieve their full potential. We have sky-high expectations and work relentlessly to ensure that students behave in a way that represents our motto: **‘Aspire, Achieve, Acclaim’**.

We believe in educating our students morally, spiritually and culturally, through a therapeutic approach to managing behaviour. We expect them to demonstrate positive behaviours showing an awareness of the needs of others, in the school and in the wider community. We value behaviour which is considerate, kind and courteous, where individuals can relate well to each other to develop a sense of belonging. We expect that students will demonstrate through their actions that they know what constitutes appropriate behaviour and that they understand what is expected of them and respond accordingly. This is reflected in our ‘Ferrers Framework’ (see appendix 1), and our school and trust values:

- Valuing people
- Achievement for all
- High-quality learning environment
- The pursuit of excellence
- Extending the boundaries of learning

The Ferrers School staff will work in partnership with parents and carers help students develop high levels of discipline in order that proper regard for authority is developed. We aim to ensure that students take responsibility for their own actions appropriate to their age and maturity. We seek to create a learning environment in which students can ‘Aspire, Achieve, Acclaim’ by:

- Demonstrating good behaviour and discipline;
- Promoting excellent learning and teaching and high standards of attainment;
- Ensuring all responses to positive and negative behaviour are fair, consistent and proportionate;
- Promoting positive relationships amongst all stakeholders;
- Ensuring early intervention;
- Providing a safe environment free from disruption, violence, and child on child abuse.

2. Consultation

The Behaviour principals of this policy were produced in consultation with our staff, Academy Council, students and parents and carers during the summer term 2026.

3. Statement of Principles

The Board of Trustees and Academy Council support the school's commitment to improving outcomes for all students. To enable effective teaching and learning to take place, positive behaviour in all aspects of school life is necessary. The school seeks to create a safe, caring, inclusive learning community by adhering to the following principles:

- We are committed to achieving outstanding educational outcomes for all students
- We aim to promote **positive values** in our students
- All students have a right to learn and teachers to teach in a safe and secure environment
- We promote high expectations, equality of opportunity, the welfare of all students and good relationships across the whole school community
- We have high expectations in terms of modelling good behaviour, consistency of approach and of implementation by all staff as these are all keys to success
- We are committed to eliminating discrimination, harassment and bullying of all kinds
- We work closely with external agencies to ensure the best possible provision for students and staff
- The Behaviour Policy and procedures ensure that all students and staff are treated equally and fairly. We monitor and evaluate the impact of the Behaviour Policy on different groups of students
- Good behaviour in classrooms and around the school helps to ensure the health and safety of students, staff and visitors
- Parents, carers, students and school staff all need to operate in a culture of mutual respect and consideration
- The policy and procedures aim to develop a clear understanding in students that all actions and choices (both positive and negative) have consequences. The policy includes recognition and sanctions to develop this principle
- We have high expectations of all students and believe that everyone can behave, learn and succeed. However, some students may need additional support to follow the school rules and we will ensure that there is a planned response according to their needs within the school's resources
- We do not tolerate bullying, violence (including both physical & sexual violence), possession of weapons (or other dangerous items) or drugs. Any student who continuously bullies others, is found with weapons, dangerous items that could be used as a weapon or substances, or any student who uses violence against another student or member of staff should expect that they may be permanently excluded.

4. Roles and Responsibilities

Academy Councillors (governing body)

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

Principal

The Principal, supported by the Senior Leadership Team (SLT) is responsible for reviewing and approving this behaviour policy. The Principal will ensure that the school environment 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

Staff are responsible for:

- Implementing routines and agreed ways of working to promote a consistent approach to classroom and corridor expectations across the school
- Maintaining order and promoting good behaviour in their classrooms and around the site

- Understanding the importance of pastoral care and promoting good behaviour by recognising and praising good behaviour
- Recognising that personal and social education are important as a means of promoting the values of mutual respect, self-discipline and social responsibility
- Implementing the behaviour policy fairly and consistently
- Modelling positive behaviour
- Providing an adjusted approach to the specific behavioural needs of particular students
- Recording behaviour incidents and liaising with parents and carers accordingly
- The senior leadership team and middle leadership team will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers are expected to:

- Uphold the home-school agreement (see appendix 2)
- Ensure that their child is punctual, attends regularly and completes homework
- Support their child by ensuring they are ready and dressed to learn in line with school expectations
- Support their child in adhering to school rules and expectations
- Support the school in upholding high expectations of student behaviour
- Support the school in efforts to ensure students learn from poor decisions including restorative approaches, community service or financial reimbursement for losses
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the tutor promptly and attend parent consultations to discuss their child's progress
- Raise concerns with the school through the appropriate channels

Students

As soon as students join The Ferrers School, they are inducted into the values held by the school community. We require everyone to follow expectations around the school and demonstrate excellence in the following areas of:

- Communication
- Participation
- Challenge
- Pride
- Independence

Students are expected:

- To respect, support and care for each other both in school and the wider community, in line with our school values
- To attend school regularly, on time, ready and equipped to learn and take part in school life
- To take responsibility for their own actions and behaviour
- To do as instructed by all members of staff throughout the school day
- To be tolerant of, and engage with others, irrespective of background or protected characteristics

5. Inclusion, Intervention and Support

The Ferrers School is committed to creating an inclusive environment in which all students are known valued and supported to be successful. We recognise our legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage.

All staff (including the House Team, SEND Team & Safeguarding Team) support our students. All teams are able to support students who find keeping to normal school patterns and procedures difficult as a result of additional needs or

special requirements. We follow the Assess, Plan, Do, Review cycle to ensure that the adaptations and approaches in place for students are ensuring a positive outcome for those who require additional support.

In some cases, this may mean that the student has a modified programme of learning and framework of consequences. This may involve the student having an agreed means of removing themselves from situations where tensions are escalating. This will only be agreed by a member of SLT, Senior Tutor and/or SENCO. The detail of this plan will be communicated to staff involved with the student.

For some students that have a range of needs that require support from different agencies, it may be appropriate to assess those needs by using the Early Help Assessment (EHA). A variety of other agencies may also be involved. We will consult with parents and carers to keep them informed and adapt our approach as we see necessary.

6. Recognition and Celebration

We believe that good behaviour should be recognised and celebrated, alongside a range of other aspects of student life including attitude, effort, achievement, progress, punctuality and attendance. The recognition system aims to do this and is as important in creating a culture of excellence as the behaviour system.

The recognition system at The Ferrers School is underpinned by research. The rationale behind the system is that the most effective way of motivating students to succeed is to recognise students' achievements and behaviour, communicate these achievements with parents and members of the school community, and create a culture where students feel proud to succeed.

As part of creating a culture of pride and community, the pastoral system is used to promote teamwork, competition and challenge amongst the four houses and Sixth Form, increase commitment towards charity and develop community cohesion across the year groups, as well as celebrate the successes of students and staff.

Achievement points which count towards the success of each House are awarded for positive behaviours and attitude in line with our school values.

Additional points are also earned for excellent attendance, punctuality and exemplary role modelling of what it means to be a Ferrers Student. House competitions and house assemblies take place regularly to celebrate successes.

The following are examples of how we celebrate achievements:

- Staff identify students each lesson to receive praise points and parents are notified of their child's achievement through the MIS.
- Achievement points are awarded for good behaviour, attitude, attendance, punctuality and effort
- Certificates are given for excellent attendance
- Departments send home postcards to parents, make praise phone calls and send positive emails to parents & carers
- Senior Tutors, form tutors, and senior staff send home letters of congratulations and organise celebration events
- Celebration assemblies take place regularly
- Celebration, award and recognition events occur annually to celebrate the successes of each year group.

See appendix for Rewards table.

7. Ready, Respectful, Safe

We expect students to behave responsibly and always act in a way that is 'ready, respectful and safe'.

Students are expected to be 'ready' to learn by being in lessons on time, every day, being 'dressed for the occasion' in the correct uniform and having the correct equipment with them each day, as outlined in our [Equipment List](#).

Any student who does not meet the minimum expectation for being ready to learn should expect to receive a sanction. Students who are not prepared for learning in line with our minimum expectations (see above and our Uniform Policy for further information) should expect to receive a sanction for repeated instances. If there are financial constraints

preventing any students from being able to meet with the expectations outlined above, then parents or carers should contact the house office who may be able to assist.

Students are encouraged to drink water throughout the school day and have water bottles out on their desks in lessons, except for in certain rooms of the school due to health and safety where students will be reasonably permitted to step outside to have a drink (e.g. ICT and science laboratories). Please note that all other drinks are not permitted in classrooms and energy drinks are banned from the school.

There is ample time for students to visit the toilet before school, in between lessons during transition time and at break and lunchtimes when they are monitored to ensure that they are being used appropriately. If a student is desperate or ill, staff will use their professional discretion to permit students to visit the toilets; however, in most cases students are expected to remain in the classroom for the duration of every lesson to ensure that the lesson can proceed without disruption. Students with medical issues who require a toilet pass need to contact their House Office in the first instance.

8. Representing the school

We pride ourselves on being a community school with a thriving extra curricular programme. Students are encouraged and supported to participate in extra curricular activity and represent the school in a wide variety of ways including through PLEDGES, trips, sport, the arts, outdoor education, Cadets and many more.

Due to the nature of some of these activities, students and parents may be asked to agree to strict codes of conduct to ensure the health, safety and enjoyment of all involved.

Representing the school in any role is an honour and a privilege, and as such, students are expected to conduct themselves in line with our school values and expectations prior to, during and after any activity. We reserve the right to withdraw the privilege of allowing a student to represent the school at any time, should their conduct fall short of our expectations.

9. Bullying and Child on Child Abuse

Child on child abuse can include:

- **Verbal** name-calling, sarcasm, spreading rumours, teasing
- **Emotional** being unfriendly, excluding, tormenting (e.g., hiding books, threatening gestures)
- **Physical** pushing, kicking, hitting, punching or any use of violence
- **Racist** racial taunts, graffiti, gestures
- **Sexual** unwanted physical contact or sexually abusive comments
- **Homophobic** because of, or focusing on the issue of sexuality
- **Cyber** All areas of internet such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e., camera and video facilities

We take all allegations of child on child abuse extremely seriously and follow up all incidents in accordance with our Child Protection Policy. We may also carry out a risk assessment, and/or apply sanctions or special conditions, on a case by case basis and as appropriate, to prevent harm.

At TFS, bullying is defined as behaviour which is not one off, but part of a pattern, or repeated behaviours.

The Board of Trustees, Academy Council, SLT and staff at The Ferrers School have made the tackling of bullying a key priority and are clear that no form of bullying, including online bullying, should be tolerated. As such these issues are addressed through the Behaviour and Recognition Policy on a case-by-case basis.

We are committed to creating an environment where all students can thrive, free from discrimination, intimidation, oppression or abuse. Our pastoral programme supports this by promoting respect and inclusion, encouraging students to be considerate, and helping them understand their role in building healthy relationships within the school community.

All TFS students are expected to agree and sign the 'Anti-bullying, Equality, Diversity and Inclusion Commitment' which outlines our shared commitment to creating an environment in which all students can flourish free from discrimination, intimidation, oppression or abuse. The Commitment encourages all students to be considerate and helps them to understand their role in fostering healthy relationships amongst one another. A copy of the Commitment can be found in the appendices.

We know that bullying is not widespread at The Ferrers School (through the careful monitoring of referrals) but we are aware it does happen. We record and **categorise** all incidents of bullying and discriminatory behaviour. Careful analysis of these incidents takes place termly to notice and respond accordingly to any trends at both cohort and student level.

We always consider any complaints connected with bullying behaviour seriously, no matter what the circumstances, and always try to deal promptly sensitively and efficiently with any allegations of bullying when they do occur, in accordance with the Meridian anti-bullying policy which can be found [here](#) . A member of staff is designated as Anti Bullying Lead and ensures that all allegations of bullying are dealt with swiftly and effectively in line with **our anti-bullying procedure which can be found in the appendices.**

10. Use of Reasonable Force

There are circumstances when it is appropriate for staff to have some physical contact with students which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance. In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- the school's child protection (or any other relevant) policy
- the applicable circumstances, such as whether there are other adults present
- the individual pupil's age
- any other material factors, including but not limited to whether: the pupil has SEND or other vulnerabilities; and, any alternative strategies that do not include physical contact can be used

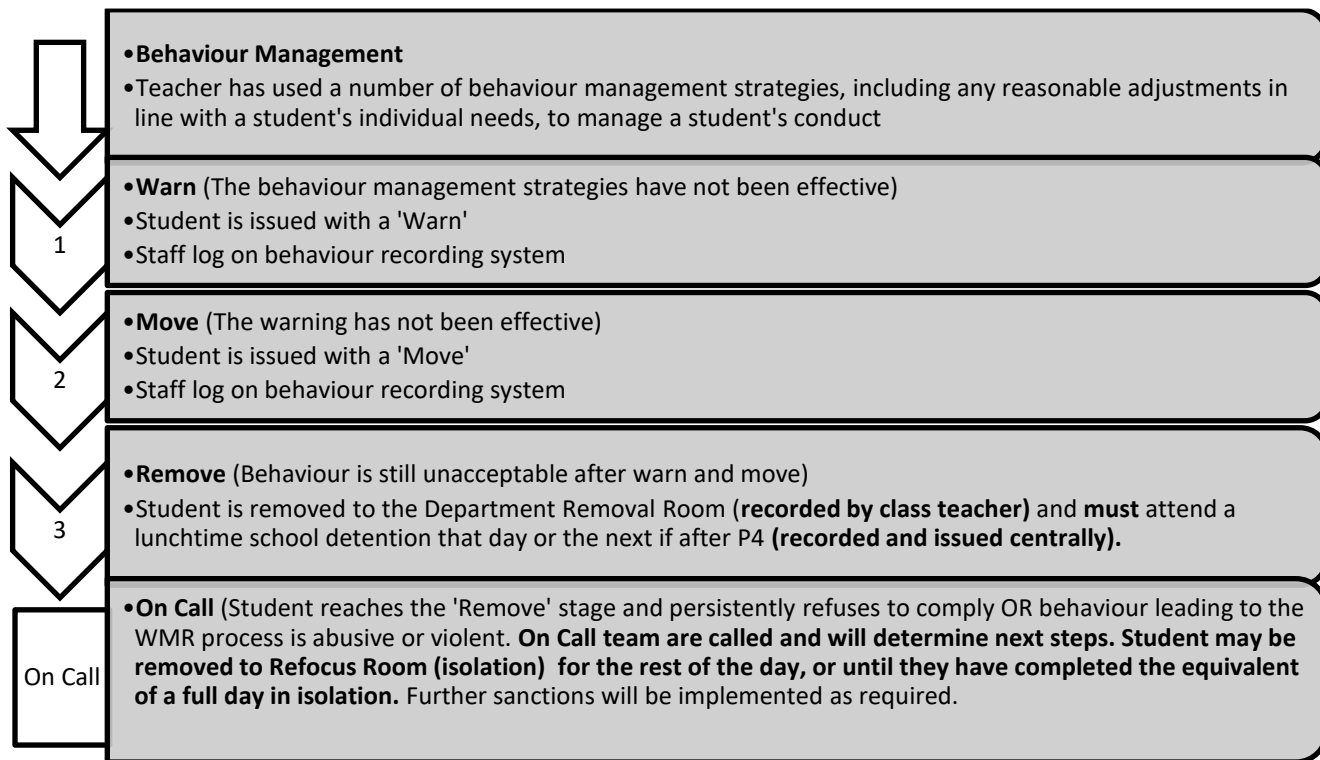
In line with the current DfE advice on [Use of reasonable force and other restrictive interventions guidance](#), all school staff have the power to use reasonable force to prevent students from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school, whether during a teaching session or otherwise

All incidents of reasonable force are recorded.

11. Sanctions for Students

Staff should be clear that they have legal powers to uphold the school's behaviour policy and do not need student or parent/carer permission for a sanction, including detentions. If poor behaviour occurs in the classroom, staff will follow the WARN, MOVE, REMOVE sequence (WMR):



SEND students who require adaptations to this approach according to their needs, as assessed by the SEND team, may receive two warnings.

If poor behaviour occurs outside of the classroom, the following sanctions may be applied according to the severity of the incident:

- Warning and reminder of correct way to behave
- Contact with parents e.g. phoning home, email, text or letter
- Lunchtime detention
- Removal of all unstructured time ('lockdown')
- Behaviour contract
- Restorative meeting
- Report
- Community Service - students may be required to carry out activities which repair damage done to the school site because of their actions or to raise the student's awareness of active citizenship because of their poor behavioural choices. Community Service may include repairing vandalism, litter picking, running errands or tidying areas of the school site
- **Repayment of any financial losses incurred by a victim because of theft or damage to property (in line with expectations of parents' responsibilities)**
- Confiscation (and possibly disposal) of inappropriate or restricted items (see banned items below)
- Withdrawal from access to the school's IT system for ICT misuse (under SLT instruction)
- On Call team called (On Call). Students should expect to receive a lunchtime detention as a minimum if they have had to be responded to by On Call. Further sanctions will apply as required.

Further Details found in Appendix 3: Behaviour Protocols and Procedures, In and Out of the Classroom

Detentions

Detentions are used as a sanction by the school and may be set by any member of staff. The intention is that they act as a deterrent to discourage students from choosing poor behaviour or where they are not meeting the high standards expected of them to achieve the outcomes of which we know they are capable. Detentions are also designed to provide periods of reflection time during which students can come to the realisation that poor decision making has consequences. Detentions are issued as quickly as possible after an incidence of poor behaviour (e.g. same day or next

day) in line with best practice. This ensures that matters are dealt with and reflected upon swiftly, so that students can reset and move forward.

Having chosen to send your child to The Ferrers School, we expect and value parental support in upholding the values of the school through such sanctions. School staff have the legal power to issue detentions to students under the age of 18. **Where alternative arrangements need to be made, it does not matter if making these arrangements is inconvenient for the parent or carer (DfE).** Rearranging or changing a detention to another of equivalent length within the school day will only be done in the most exceptional of circumstances as agreed by the Principal or Vice Principal, not as a matter of routine, because of transport, medical appointments, because students need to collect younger siblings or because it causes inconvenience to parents and carers.

Whole School Daily Lunchtime Detention

This is held each day at lunchtime in the detention room (communicated to staff and students). Whole school detentions are set for behaviours that are not in line with our values.

During this detention, students will be expected to reflect upon the behaviours that led to their presence in the detention by completing a form. Students will have opportunity to eat their lunch.

If a student is referred for this sanction, then they will complete it either on the day it is set, or the following day if the behaviour occurs after period 4.

- Any teaching staff member can refer a student for this sanction in line with the behaviour ladders and this staff member will inform the student that they are in lunchtime detention and on what day and record the incident on Bromcom so that parents are informed
- Students attend the detention in the detention room promptly, at the start of lunchtime, during which they will have an opportunity to reflect upon their behaviour
- The staff member who issued the lunchtime detention, at their discretion, may decide to visit the student during detention to have a restorative conversation following the incident of poor behavior, or speak with them at the start of the next lesson for a restorative conversation
- **Failure to attend lunchtime detention will result in students receiving an After School Detention**
- The sanction for poor behaviour in lunchtime detention may result in a period of time in isolation (or FTE if the behaviour is abusive or violent - see 14.0)
- Alternative sanctions may be implemented for students who receive repeated lunchtime detentions over a period of time
- Any students who are absent on the day that they should be attending lunchtime detention should report to the detention room at lunchtime on the day that they return to the school, even if their return is following an school holiday; students should not expect the detention to 'disappear' as a result of their absence.

After School Detention

After-school detentions will usually take place the next day following an incident of poor behaviour for which the detention is issued. After school detentions are normally issued for missed whole school lunchtime detentions, repeated lateness or accumulation of behaviour points.

- Students should always expect to receive an after school detention the next day if they have missed lunchtime detention the previous day
- Students attend the detention in the detention room promptly, at 3pm, during which they will have an opportunity to reflect upon their behaviour
- Failure to attend after school detention will result in students spending a day in Refocus, plus after school detention on the same day
- The sanction for poor behaviour in after school detention will result in a period of time in Refocus, plus after school detention on the same day (or FTE if the behaviour is abusive or violent)
- Alternative sanctions may be implemented for students who receive repeated after school detentions over a period of time
- Any students who are absent on the day that they should be attending an after school detention should report

to the detention room at 3pm on the day that they return to school, even if their return is following a school holiday; students should not expect the detention to 'disappear' as a result of their absence

- Parents/carers will be informed by 4pm the day before the detention, in order for families to have 24 hours to make the necessary arrangements for later collection the next day, if required.

Internal Isolation in the Refocus Room

This facility is used to withdraw students from their mainstream lessons because of serious one-off incidents, continued non-compliance, persistent truancy or a student's persistent poor behaviour. Isolation is a space where students are encouraged to reflect on their conduct and work towards successful reintegration into their lessons.

Students may also be placed in isolation whilst school staff complete investigations. Mobile phones must be handed over to the member of staff on duty upon entering isolation. Sometimes, it may be more appropriate for students to be isolated in an alternative location (e.g. House Office or SEND space) depending on the needs of the student and the nature of the behaviour leading up to the need for isolation. In these cases, adjustments to the normal process will be made accordingly.

A removal from learning will result in the student being taken to a faculty remove room or if required escalated to the refocus room for the remainder of the lesson to reset ready for their next lesson. Parents will be made aware of through our MIS system. Removal **from lesson** will result in a **lunchtime** detention being set.

If a student is placed in isolation for a longer period, parents will be notified either the day before the placement or on the day of the placement. We do not need parental permission to place students in isolation. Students in isolation are expected to complete curriculum work in silence, at the direction of the isolation room staff. There are also periods of the day when Community Service or Restorative Justice meetings may be organised.

The pastoral team will make the decision as to whether a student is placed into isolation, for what length of time and the conditions that they follow whilst there. The times of break and lunch for those students in isolation is decided upon by the pastoral team. Reasonable access to the toilet is always available. **If poor behaviour continues, further sanctions may be applied by the Pastoral team or members of SLT.**

Students will be given clear instructions as to their attitude and work rate. A daily report for each student will be provided to the pastoral team to acknowledge how they have behaved and worked. An exit conversation will take place. Failure to behave in isolation will result in the sanction being repeated the following day that the student is present or could result in a Fixed Term Suspension for persistent serious concerns. Any students who are absent on the day that they should be attending isolation should expect to complete their time in isolation upon their return to the school, even if their return is following a school holiday; students should not expect their time in isolation to 'disappear' because of their absence.

Fixed Term Internal Isolation (FTII)

Fixed Term Internal Isolation is where a student is directed to be in isolation for a period of between 1 and 5 days because of serious poor behaviour or because of continual non-compliance with School rules.

If a student is FTII, parents will be notified by telephone and/or email. If a student is issued with a FTII, they will be expected to adhere to the rules of the isolation room. On completion of a period on FTII there **may** be a reintegration meeting between student, parent, pastoral/senior staff.

The Principal/Vice Principal/Senior Tutor will decide whether the behaviour displayed by the student(s) warrants a FTII. The following information will be used to determine the sanction:

- The breach of the school's behaviour policy
- Impact on the welfare of the student or others in the school
- Number / recurrence of incidents
- SEND / wellbeing needs of student(s)
- Safeguarding implications for the student(s) and others

The final decision in all matters of FTII will rest with the Principal.

Fixed Term Suspension (FTS)

Suspension will only be used in cases of very serious or persistent indiscipline. The Principal alone will decide under advice from SLT/Senior Tutors/Curriculum Leaders whether to suspend. Permanent exclusion is only used in the case of very extreme or repeated behaviour, in line with DfE guidance, and is subject to confirmation by the Academy Council.

Behaviours that could lead to suspension are:

- Violence
- Sexual misconduct
- Actions which put the student or others in danger
- Serious breaches of health and safety (even if the consequences were unintended)
- Use of abusive or offensive language to staff or other students
- Vandalism of the school or an individual's property
- Incidents relating to protective characteristics
- Bullying and harassment of students or staff (including online and through the use of electronic devices)
- Exam malpractice
- Arson
- Theft
- Possession of illegal substances
- Possession of legal highs
- Bringing dangerous items into the school
- Serious misuse of technology
- Smoking/vaping on the school site, or to and from school
- Challenging the authority of the school
- Acting in a manner which causes damage to the school and its students' reputation
- Persistent unacceptable behaviour which other sanctions and strategies have not been successful in modifying

This is not an exhaustive list and there may be other situations where the Principal makes the judgement that suspension is an appropriate sanction.


Upon return from suspension, students will usually spend one day completing their education in Refocus whilst plans for their smooth reintegration back into the school community are made.

After a student has been placed on a fixed term suspension there must be a reintegration meeting before the student is permitted back onto the main school site. We reserve the right to direct students into isolation upon their return from a suspension for more than one school day until the reintegration meeting has taken place if we feel this is necessary to ensure the orderly running of the school.

The meeting will usually be with the student, parents, relevant Senior Tutor and a member of SLT where necessary. If a student receives multiple FTS, a meeting will be held between student, parents and senior school staff, which may include an Academy Council Representative or Trustee, to discuss the student's future at the school.

- The decision to suspend a student for a fixed period of time is taken by the Principal following a serious incident or persistent misbehaviour
- The length of the suspension will depend on the pastoral care stage/severity of the offence and the student's behavioural history
- The school will provide appropriate work for the student during the period of the suspension
- The school will inform the Local Authority of any fixed-term suspension
- All students suspended for a fixed term will be re-admitted following a meeting between the parents/carers and the appropriate member of school staff.

The process for this is shown in the table below:

Incidents of Suspension	Pastoral Care Stage	Possible Interventions (In line with Reintegration Paperwork)
	Senior Tutor	Preventative Strategies
	Senior Tutor/Senior Link	Learning Plan (APDR)
	Senior Link/Vice Principal	Academic support consideration
	Vice Principal /Principal /Academy Council Member	Final stage strategies

In most instances, fixed-term suspensions will increase in length for repetitive behaviours. Longer suspensions may also be issued for serious one-off incidents.

The escalation through the pastoral care stage provides clarity that the school's expectations are to be met and if they are not then suitable alternative approaches will be applied, including off-site direction to improve behaviour as required. [DFE \(2024\) Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement](#) and (DfE Alternative Provision Guidance)

Off-Site Direction

Off-site direction may be considered at the Principal's discretion. This term refers to when a student attends another education setting to improve their behaviour. Where interventions or targeted support have not been successful in improving a student's behaviour, off-site direction should be used to arrange time-limited placements at an alternative provision or another mainstream school. During the off-site direction to another school, students must be dual registered.

Managed Move

A 'managed move' may be considered. A managed move is used to initiate a process which leads to the transfer of a student to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. This is an inclusion strategy designed to keep the student in mainstream education, albeit at another school for the remainder of their school career.

Permanent Exclusion

A decision to exclude a student permanently may be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Any decision is taken in line with DfE guidance.

Students conduct outside the School gates

We expect students to be proud of being a 'Ferrers student' and to conduct themselves appropriately both within the school and outside of school hours. We are very proud to be a community school, and value our reputation highly. As such, we expect students to share in this pride. Therefore, the school will always consider disciplinary action against students if their behaviour outside of the school falls short of our high expectations. The law allows teachers to discipline students for misbehaving outside the school premises "to such an extent as is reasonable".

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

Malicious allegations against staff

Where a student makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Principal will consider whether to apply sanctions in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff(s) affected.

Searching students

The Ferrers School will follow the latest DfE guidance on searching, screening and confiscation: [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk). In line with this guidance, if a member of staff has reasonable grounds to suspect that a student is in possession of a banned item, a student can be instructed to undergo a search without consent; parental permission or pre-notification is not required. Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Legal highs
- Stolen items
- Tobacco and other related smoking items
- Vapes
- Fireworks
- Pornographic images
- Any item that has been or is likely to be used to commit an offence, cause personal injury or damage to school property

Staff may examine data files held on personal devices during a search. Two members of staff **must be present** when searching a student (including at least 1 Designated Safeguarding Lead/member of the Senior Leadership Team).

Mobile Phones – Years 7-11

Mobile phones and headphones must not be out, used or visible anywhere on the school site during the school day by students. Any mobile phone seen will be confiscated by a member of staff and placed at main reception for collection at the end of the school day.

Regular spot checks to ensure that mobile phones are switched off will be carried out by staff. Any phone found to be on will be confiscated for the rest of the school day.

Students who are found to be persistently using their mobile phone contrary to the rules outlined above will have their device confiscated and placed at main reception. On a first and second offence, the phone may be collected by the student at the end of the day. On a third occasion they will require a parent to collect the device by appointment only. A behaviour support plan will then be implemented which will result in a student having to hand their phone into a member of staff each morning.

Should parents need to contact students or vice versa during the school day, they should contact the relevant Student Support Assistant, or main reception for emergency messages. Headphones are not permitted to be out, used or visible anywhere on the school site. Teachers may choose to ask students to use mobile phones or headphones during lesson time for educational purposes at their discretion, and they will be permitted for the monitoring of medical conditions under the supervision of the SEND team only.

Mobile Phones – Sixth Form

Mobile phones and headphones must not be out, used or visible anywhere on the school site during the school day by students. The exception to this is in designated sixth form recreational and study areas for sixth form students only.

Personal electronic devices that can capture visual or audio imagery

The term 'electronic devices' covers: mobile phones, tablets, laptops, cameras and any other device that can capture visual or audio imagery. Such devices must not be out, used or visible during the school day. The only exception to this is in sixth form areas by sixth formers for study purposes.

Electronic devices must not be used to take visual or audio recordings of staff, students or visitors, either on site or remotely unless permitted by a member of staff for educational purposes. The school will deal with bullying and harassment using electronic devices, including any incidents which take place outside of school hours, in accordance with this policy.

Confiscation

Students are strongly encouraged not to bring or wear any item of significant financial or sentimental value to school. The school and school staff will not be liable for any damage or loss of any item, including mobile phones, at any time, including a period of confiscation.

Refusal to hand over any item requested by a member of staff will be classed as defiance and escalated in line with the sanctions section of this policy.

Prohibited items will be confiscated by staff and disposed of in accordance with the law.

Hoodies and other inappropriate articles of clothing that are not part of the uniform will also be confiscated and stored in the house office and/or reception with alternative appropriate articles of uniform being provided by the school if deemed appropriate or possible.

Repeated confiscations will result in items only being able to be collected by a parent or carer.

12. Our commitment to working with students

Students are consulted about the principles informing this Policy and the details of recognition and consequences. We believe that if students are involved in the Policy there is greater ownership of the school's approach and greater success for all. Skills for learning and working with others form part of our PSHE programme too.

The Behaviour Policy is discussed with students in assemblies and small groups. Senior Tutors, House Leaders and Peer Support teams will also discuss the Policy and its effectiveness. We aim for all students to be aware of the Policy through a fair but appropriate treatment of students who disrupt learning or demonstrate unsafe behaviours and by celebration of success. We also undertake questionnaires with regards to bullying and behaviour which are completed by groups as well as the school community to inform our policies.

Students entering the school in Year 7 as a whole year group, or joining the school individually at other times, are inducted into the behaviour policy.

Students who do not have the necessary understanding or skills will receive a carefully planned approach, as outlined in the 'Inclusion' section.

13. Our commitment to working with parents and carers

The Ferrers School has produced this Policy in consultation with all stakeholders. It is available on our website and on request from the school. As the agreed Policy it is expected that parents and carers will support us in enforcing this policy and ensuring the highest standards of behaviour for learning and discipline in the school. In choosing The Ferrers School all parents and carers have indicated their support for this Policy. If parents/carers have any concerns about how their son/daughter has been treated or the Policy enforced, they should contact the school and try to resolve the issue with staff. In the event of any issue not being resolved, the Meridian complaints procedure should be followed.

14. Monitoring, Evaluation and Review

The policy will be promoted and published throughout The Ferrers School. Key Performance Indicators will be used to monitor the effectiveness of the policy. Example indicators are as follows; these will be published at relevant meetings of the Academy Council:

- Number of permanent exclusions
- Number of suspensions and rate of suspensions compared to national average
- Number of internal isolations
- Number of students with off-site direction
- Number of students involved in managed moves
- Number of both positive & negative behaviour points (across House groups)
- Results of staff, parent and student questionnaires
- PASS Survey

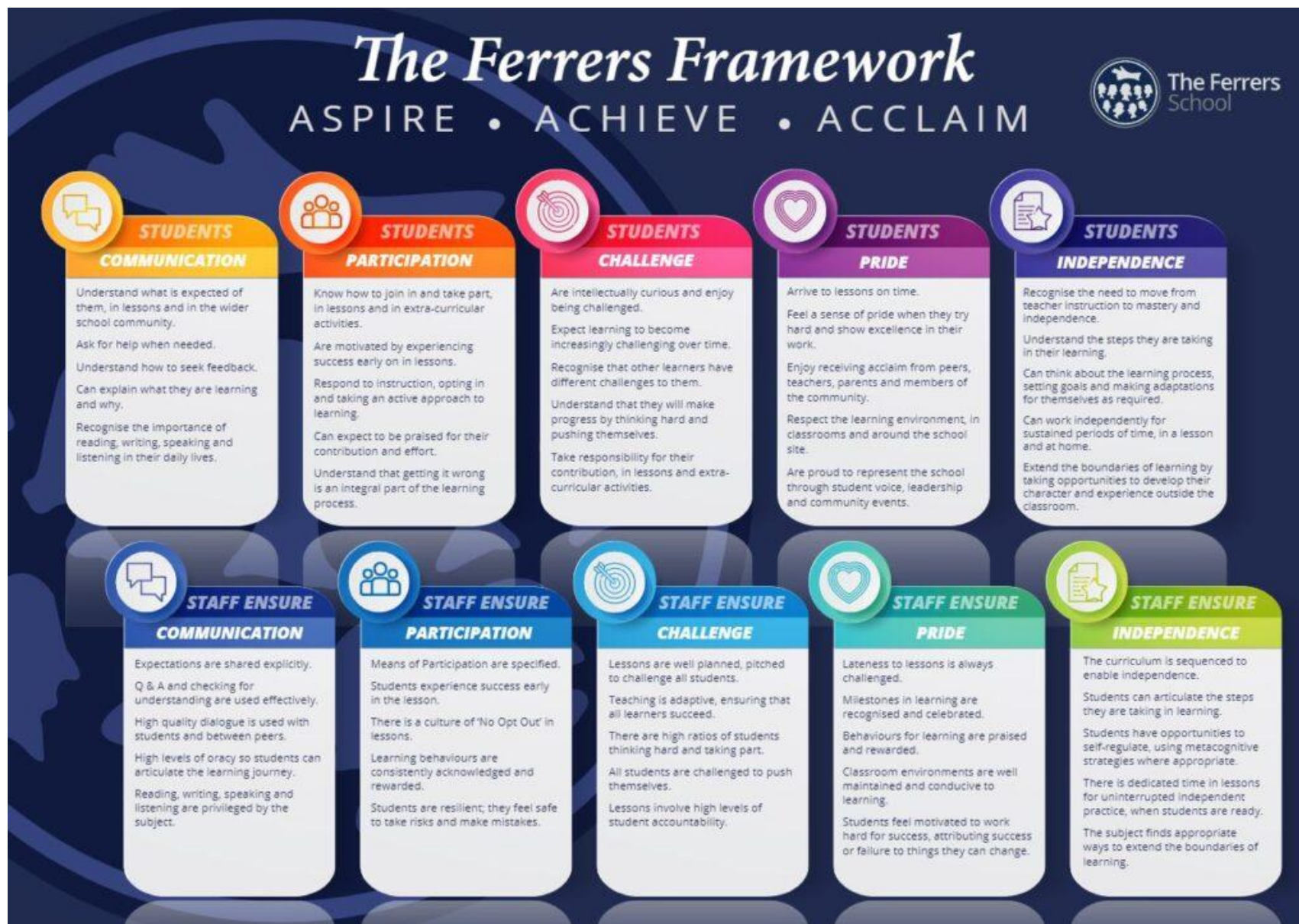
The Academy Council will review this policy annually at a minimum, assessing its implementation and effectiveness and challenge the school to make improvements as required. ('Behaviour' is a standing item for review and discussion at each meeting).

15. Complaints and Appeals

Parents and carers are required to use their best endeavours to support the school in ensuring that their children's behaviour does not prevent their child, or other children, from learning effectively.

Parents and carers are entitled to an explanation of actions taken by the school, particularly the application of sanctions and the treatment of anti-social behaviour. This communication will usually take place through the House teams.

If parents and carers are unhappy with the way a behaviour management or disciplinary situation has been dealt with, they should address their concerns to the Principal, informally in the first instance. Parents and carers whose concerns are unresolved have recourse under the Meridian Trust Complaints Procedure, details of which can be found on The Ferrers School and Meridian trust websites.



The Framework provides a common language for staff and students, helping all of us to contribute to the ethos and culture of the school in a positive way. We use it to benchmark standards of teaching and learning; we use it to remind students about behavioural expectations; we use it to challenge each other as critical friends so that we are always improving.

The Framework was designed by several stakeholders working collaboratively together, from staff and students to Academy Council members and Trust colleagues. It provides us all with a blueprint for excellence and we hope that, as parents and carers, you will also take an interest and reinforce the expectations of The Ferrers Framework.

Appendix 2: TFS Home School Agreement

School Responsibilities

We communicate our belief in the potential of every student through consistently high expectations and standards, celebrating achievement and success at every opportunity. We value each student as an individual, take time to know them well, and demonstrate genuine care, support, and encouragement. Guided by optimism about the future of young people, we promote and uphold British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths, beliefs, and backgrounds. Through these values, we nurture confident, responsible, and respectful young people who are prepared to make a positive contribution to society. The school will:

- provide a warm welcome to all students where they can feel happy and safe during lessons and social times;
- challenge your child to strive for a high standard of personal, social and intellectual development and to aim for excellence in all they do;
- contact you if there is any concern for your child in any respect;
- ensure our 'Ready, Respectful, Safe' approach is promoted to ensure teaching and learning can happen without interruption;
- ensure our Consistent Classrooms approach to teaching and learning is consistently delivered across the school;
- provide opportunities for a wide range of extra-curricular activities;
- listen to student voice, respecting the views and opinions of students in the development and progress of the school and their educational experience;
- provide you with information about your child's progress and involvement in all aspects of school life;
- work in a partnership of mutual respect with parents/carers;
- create suitable and regular opportunities to communicate with teachers and staff about any aspect of school life, including one-to-one consultation sessions and a variety of reports;
- keep you well informed about school policies and activities through parent forums, the website and newsletters;
- notice, reward and celebrate success.

Parent and Carer Responsibilities

As parents and carers, we acknowledge our primary and essential role in our child's education and learning. Helping them to reach their full potential is paramount, both academically and as well-rounded citizens. We recognise the value and importance of working in partnership with the school and in promoting British values, including respect, tolerance, individual liberty, democracy, and the rule of law, to support our child's personal development and future success.

I/we will:

- support the values, ethos and policies of the school, encouraging my child to do his/her best in all aspects of school life;
- ensure that my child attends school every day (aiming for >95% attendance), on time, suitably equipped and 'ready to learn';
- ensure that family holidays are taken out of term time;
- use school procedures to communicate information such as absence from school;
- inform the school of any concerns or issues that may affect my child's learning, progress or behaviour;
- support the school's policies and guidelines for behaviour and school uniform expectations;
- provide a suitable and comfortable space for working at home;
- support my child with home learning and the completion of homework/coursework;
- support safe use & monitor social media
- work in a partnership of mutual respect with school/staff;
- attend parent consultation sessions, personal reviews meetings that provide specific information relevant to my child;
- check the MCAS app & school website regularly for updates about my child's work and progress
- ensure that my child understands the importance of safe travel to and from school and accept that consequences may be necessary if this does not happen.

Student Responsibilities

As a student, I understand that I am responsible for my own learning, behaviour, and personal development. I recognise that I can contribute positively to the life of the school through my actions, attitudes, and participation. I will uphold British values by showing respect and tolerance towards others, valuing diversity, exercising individual liberty responsibly, and supporting the principles of democracy and the rule of law. By doing so, I will help create a safe, inclusive, and supportive school community where everyone can succeed.

I will:

- make the most of lessons and extra-curricular opportunities to help my learning and personal development;
- allow my teachers to teach and my classmates to learn without disruption
- attend school regularly and be 'Ready, Respectful and Safe' always
- come to school 'Ready to Learn' with the right equipment and attitude
- complete schoolwork and homework, by the deadlines set and to the very best of my ability;
- take responsibility for my actions, behaving in a way that ensures all students and staff feel safe and happy, and accept consequences for inappropriate behaviour;
- wear correct uniform with pride
- take care of all school equipment and respect the school environment;
- share my feelings honestly and in a polite manner, asking for help and advice when needed;
- take responsibility for any personal items brought onto the school premises;
- be a responsible upstanding citizen in our local community
- only use the internet and school digital platforms strictly for learning & never share my passwords
- be an upstander not a bystander
- travel to and from the school safely.

Appendix 3: Behaviour Protocols and Procedures, In and Out of the Classroom

Unstructured Times	
Behaviour	Consequence
Inappropriate behaviour during transition, unstructured times or around school <i>(Defined as behaviours that would not be considered acceptable or in line with our Ferrers Framework that occur outside of lesson time”)</i>	Log on Bromcom/further consequences TBC as required
Inappropriate language <i>(Defined as language that is prejudiced, derogatory, racist, homophobic, biphobic or transphobic, sexist, disablist or would not be considered acceptable or in line with our Ferrers Framework)</i>	Log on Bromcom/further consequences TBC as required
Mobile phone out	Confiscate & take to main reception where it will be logged on Bromcom

Classroom Management	
<ul style="list-style-type: none"> • Lesson Routines to be followed. • Classroom culture to be established in line with Ferrers Framework • Seating plan is implemented. • Behaviour management strategies and reasonable adjustments to be attempted before following the WMR sequence. 	
Behaviour	Consequence
Inappropriate language <i>(Defined as language that is prejudiced, derogatory, racist, homophobic, biphobic or transphobic, sexist, disablist or would not be considered acceptable or in line with our values)</i>	Warn Log on Bromcom/further consequences TBC as required.
Inadequate or poorly presented work <i>(Defined as “Given time and the ability of the student the work produced is not of a reasonable standard” or “Work that has been graffitied, ripped out or skipped.”)</i>	
Mobile phone out	
Incorrect uniform in lesson (Inc. PE)	
Disruption to teaching and learning <i>(Defined as: “A student’s behaviour or actions has prevented/slowed or stopped the learning of students in the classroom.”)</i>	
Continuation of disruption to teaching and learning	Move (within the classroom)
Continuation of disruption to teaching and learning despite ‘Move’	Remove Lunchtime detention issued

Failure of faculty removal because of defiance Truancy Swearing at a member of staff Anti-social use of toilets Other serious behaviour (including allegation whilst investigation)	On-Call / SLT Isolation as required and further consequences TBC as required

Further Consequences	
Teachers/ST/CL	
Behaviour	Consequence
<ul style="list-style-type: none"> Repeated production of inadequate or poorly presented work Repeated failure to complete classwork or homework despite teacher/subject detention 	<p align="center">Subject Catchup / Parent Meeting Arranged by Department</p>
Senior Tutors/Behaviour Manager/SLT	
<ul style="list-style-type: none"> Repeated lack of equipment/uniform (Senior Tutors only) Persistent poor behaviour during unstructured times Anti-social behaviour towards other students or staff Bystander/incitement of others 	<p align="center">Lockdown (loss of all free time)</p>
<ul style="list-style-type: none"> Removed from a lesson Leaving a lesson without permission Truancy 	<p align="center">Lunchtime detention</p>
<ul style="list-style-type: none"> Failure to attend lunchtime detention Repeated lateness Accumulation of BPs 	<p align="center">After school detention</p>
<ul style="list-style-type: none"> Failure of department removal Multiple removals in a day Defiance to intervening member of staff Persistent truancy Anti-social use of toilets Bystander/incitement of others Persistent disruptive behaviour Accumulation of BPs despite support Other serious misbehaviour (including allegation whilst investigation) 	<p align="center">Isolation (suspension considered)</p>
<ul style="list-style-type: none"> Multiple removals over a week Physical assault Sexual harassment or misconduct Swearing at a member of staff Vaping Theft Vandalism Persistent prejudiced or discriminatory behaviour Bullying Child on child abuse Bringing the school into disrepute Possession/use of banned item Other serious misbehaviour 	<p align="center">Suspension or permanent exclusion considered (Principal consulted)</p>

Appendix 4 Student Code of Conduct for Online Learning

This Code of Conduct exists in addition to our usual expectations to provide additional rules as to how students should conduct themselves during live Teams lessons if there is a need for learning from home.

In keeping with our high standards of behaviour during classroom lessons, all students are expected to be polite and fully focused on their work if they participate in a live lesson using online platforms such as Microsoft Teams.

All students must use headphones to access their online lessons and microphones must be muted.

Video cameras are currently enabled for Teams for both staff and students to support learning; we will keep this under continual review. If a member of staff asks you to turn off your camera, you must follow their instructions immediately. Sessions may be recorded by teachers. However, students and parents/carers must not take screenshots or record any part of the lesson via a photograph or video. No other member of the household should be present in the Teams call or engage in the online classroom. Serious consequences may result if this rule is broken.

All users must:

- Sit against a neutral background
- Dress appropriately like they would for school non-uniform days
- Double check that any other tabs they have open in their browser are appropriate
- Use standard English and appropriate language for the online class room

Students are expected to always demonstrate our The Ferrers School values. This value must be shown in the following ways:

- 1) Punctuality is important as it supports learning and the learning of others in classes. Students should aim to be ready to learn at the start of each lesson, so that all students and teachers can make the most of each live online lesson, and ensure the technology is working. Profile pictures, where students have them, must be sensible and acceptable to staff. Students must join lessons using their school email address (either from the Outlook calendar of the email, or from the 'Posts' area of their class Team.)
- 2) Students should endeavour to be in a quiet location with no music or background noise (if this is going to be difficult, please let the teacher know as soon as you can).
- 3) Students should reply to the teacher when asked – even if it is only to say they don't know an answer. If the teacher has everyone's microphones muted, students can reply through the 'Meeting Chat' in Teams.
- 4) Students should only comment on the learning at hand – no other subjects should be commented on.
- 5) Students may only share work documents at the request of the teacher – no other material must be shared.
- 6) Students should be respectful in how they word their comments throughout the lesson.
- 7) Students should be paying full attention throughout the teacher's explanations so that they can then go on to work independently afterwards.
- 8) No communicating between students should be happening during the online lesson (or on any other messaging services outside Teams). If students are put in a group to discuss a task, they must keep their discussion focused on the task. Students must not message each other on Teams outside of lessons or try to create their own meetings on Teams.
- 9) Outside of lesson time, home learning tasks should still be completed and submitted as normal.
- 10) It is essential that everyone attends their live online lessons as scheduled, and then submits work for the deadlines that are set.

If any unkind behaviour stems from students commenting on any aspect of the online lesson afterwards (including classmates' contributions to the lesson), parents/carers will be contacted to discuss the appropriate sanction.

If any students' online behaviour is unacceptable, the teacher may mute or remove them from the session. If this happens, students should not unmute themselves or re-join the session unless the teacher has invited them to do so.

Any muted/removed student who undoes these restrictions may then be removed from the Team by the teacher so that they cannot re-join until the teacher or Head of Year has discussed the matter with their parents/carers and, if necessary, appropriate sanctions have been put in place. **The full range of sanctions outlined in the behaviour policy will be used as required to ensure that all students are kept safe and the learning of others is not disrupted.**

Appendix 5 Bullying Procedure

Start

Student(s) report incident. Details logged on My Concern. Senior tutor/SSA/Behaviour team alerted by safeguarding team to investigate.

Statement and supporting statements gathered from reporting student, victim (if not reporting student), student that is alleged perpetrator and supporting witnesses. Reassure victim and ascertain wishes.

Is this a one off incident (including prejudiced or discriminatory incidents) or is it bullying - part of a pattern, or repeated behaviours? Determine the behaviour accordingly.

If the incident qualifies as a bullying incident:

1. Contact home for the reporting student(s), victim (if not reporting student) and the student(s) that has bullied and inform them of the incident and actions (being mindful of victim's wishes around confidentiality)
2. Consider a Risk Management Plan (RMP)
3. Consider a Learning Plan for both the victim and the bullying student if required
4. Victim to be reminded to report any further incidents. A logbook may be issued to monitor interactions with regular review dates set to ensure that the bullying has stopped.

Review & respond to victim

If this is a one-off incident:

1. Proportionate behaviour sanctions will be applied
2. Incident will be recorded correctly on Bromcom by House Team (if related to prejudice or discrimination, ensure correct category is applied)
3. Outcome and actions will be recorded on My Concern by House Team
4. Contact home will be made with all parents. All statements will be kept on file in My Concern. Victim to be reminded to report any further incidents.

Review & respond to victim. END OF PROCESS.

If this is the bullying student's first incident of bullying:

1. Sanctions will be applied as required.
2. The incident and outcome will be recorded correctly on Bromcom, by House Team (if related to prejudice or discrimination, ensure correct category is applied). Outcome and actions will also be recorded on My Concern by House Team.

If the bullying student has already had an incident of bullying:

1. Any additional bullying that takes place will require the application of more serious sanctions in line with the behaviour policy
2. The incident and outcome will be recorded correctly on Bromcom, by House Team (if related to prejudice or discrimination, ensure correct category is applied). Outcome and actions will also be recorded on My Concern by House Team
3. A Learning Plan must be initiated for the student that has bullied more than once
4. A Risk Management Plan (RMP) must be strongly considered
5. A review date for both the victim and student who has bullied must be set to review the situation.

Review & respond to victim & perpetrator

Anti-bullying, Equality, Diversity & Inclusion Commitment

Definitions

Derogatory language – words expressing a negative or a disrespectful connotation, a low opinion, or a lack of respect toward someone.

Bullying – the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Conflict - happens between two people who are equal in the relationship but have two different points of view about what's going on. This is a natural part of human relationships. Both sides usually want the issue to be resolved.

Equality – the right of every individual to equal treatment and opportunities.

Telling school – a Telling School means that anyone who knows or suspects that bullying is taking place is expected to TELL member of staff.

Upstander - someone who stands up when they see something that isn't right by reporting it.

As a member of The Ferrers School:

- I will take personal responsibility for all my actions
- I understand what constitutes bullying
- I will not tolerate bullying of any description
- I will be an upstander, not a bystander, taking a stand against bullying by reporting it
- I will report bullying, rather than resort to violence
- At all times, I will conduct myself appropriately, responsibly and safely in and out of school
- I will champion and celebrate our similarities and differences
- I will show respect to all, regardless of age, gender, race, religion, disability, and sexual orientation
- I commit to talk to someone if they are lonely
- I commit to be kind to my peers and not use derogatory language.

I understand that if I am involved in bullying, the school will respond in the following way:

- In the first instance, where a student has bullied another/others, sanctions will be applied and the matter will be recorded appropriately. It will be made clear that this behaviour is not tolerated.
- If this approach were to persist, it would be recorded on my behaviour log that I had bullied. I understand that this will be defined by the type of bullying that has taken place and a suitable sanction will be provided.
- I understand that persistent incidents of bullying will result in further sanctions, in accordance with our behaviour procedures.
- In reading and signing this commitment, I understand and will follow our co-constructed commitments as a school to not bully or tolerate behaviours that intimidate others.

Signed _____

Date _____

Appendix 7 – Behaviour Contract

Name _____ Date _____

Aims:

- 1) To outline the expectations and provide clarity of standards of behaviour to avoid harm to _____ education.
- 2) To outline the expectations and provide clarity of standards of behaviour to avoid the harm to others education.
- 3) To provide common understanding of expectations to avoid further persistent breaches to the school's behaviour policy.

Expectations and standards:

1. To show safe and positive behaviours at all times, in and around the school.
2. To embody our school values and motto of 'aspire, achieve, acclaim'

I, _____, will abide by the responsibilities outlined in this contract.

Parent/carer signature _____ DATE _____

School representatives _____ DATE _____

Appendix 8 – Rewards

Regularity	Event	Criteria	Points	Lead
Daily/every lesson	TFF Praise Points	Effort in line with our TFF values	1	All staff – every lesson
	Excellent Work	Excellent classwork or homework, above or beyond expectation – max. one student per lesson	3	All staff – every lesson
	Team Ferrers	Effort in line with our TFF values	3	All staff – every day
Weekly	Student of the Week – Golden Tickets	Senior Tutors & SSA selected star students	1	STs and SSAs
	Proud Table	Excellent Work – identified by staff or self-nominated by students	1	All staff & students
Half Termly	'Ready to Learn' Award	Consistently equipped at every form check over a half term	TBC	STs SLT
	Zero Heroes	No behaviour points during a half term	TBC	
	Punctuality Award	No late minutes during a half term	TBC	

	Attendance Award	>95% attendance over a half term	TBC	
	PLEDGES breakfasts	PLEDGES award achieved during the previous half term	TBC	
	Progress & House breakfasts	Excellent progress towards MTGs at PR point	TBC	
Termly	Praise assembly and celebration events	Students at the top of the praise leaderboards	N/A	VP
Yearly	Awards Evening	Student of the year awards for subjects, houses, & Gold PLEDGES	N/A	VP

Points	Rewards Communication
1000	Students of the Year Award (Awards Evening) Level 7
750	Message from Chair of Academy Council Level 6
500	Message home from Principal Level 5
400	Message home from Senior Leadership Link for your House Level 4
300	House Achievement Certificate from Senior Tutor Level 3
250	Telephone call from form tutor Level 2
100	Email sent home from form tutor Level 1

Appendix 9 – Equality Impact Assessment

We have a duty to consider the impact of changes on groups with Protected Characteristics.

An EIA needs to consider:

- Would the change impact differentially on students/ staff with protected characteristics? Positively or negatively?
- How do I know that?
- What could I do to mitigate any differential or negative impact?
- Is this still the right thing to do?

WHAT ARE THE OVERALL AIMS OF THE CHANGE? WHY ARE YOU PROPOSING IT?	The purpose of our Behaviour & Recognition Policy is to ensure that all members of our community have knowledge of the systems in place and follow them to bring about consistency of practice throughout the school. The policy also outlines the recognition and rewards that help make the system effective as we recognise that rewards play as vital a role in the process of ensuring excellent behaviour.
GIVEN THE AIMS OF YOUR PROPOSAL WHAT ISSUES DOES YOUR DATA/ INFORMATION HIGHLIGHT?	Everybody is included within this policy. To support students to be successful and not receive sanctions, we understand that students with both identified and undiagnosed SEND may require adapted support plans put in place alongside reasonable adjustments outlined on their Pupil Passport, to be agreed with the parent/carer and student and shared with staff.
HOW COULD THE PROPOSED CHANGE IMPACT POSITIVELY/ NEGATIVELY ON GROUPS WITH PROTECTED CHARACTERISTICS?	This has a positive impact on all groups with protected characteristics as they are ensured equal treatment and provision based on their needs. Behaviour and recognition data is frequently and robustly analysed and reviewed within the school to ensure that no groups are negatively impacted by this policy.
WHAT ACTIONS WILL YOU TAKE TO MITIGATE ANY NEGATIVE IMPACT?	All staff are trained on implementation of the policy and all students are inducted into the systems and regularly reminded of them. Reasonable adjustments for students are already included as part of Pupil Passports and any support plans.
IS ANY POTENTIAL NEGATIVE IMPACT JUSTIFIED IN LIGHT OF THE WIDER BENEFITS OF THE PROPOSAL?	No negative impact to having this policy.
RECORDING FINAL DECISION	The behaviour policy is ratified after any changes by the Academy Council.