



**The Ferrers
School**



**Meridian
Trust**

Behaviour and Recognition Policy

The Ferrers School

Document Control

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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://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101321/behaviour-in-schools-advice-for-principals-and-school-staff.pdf)

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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 pro-social 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 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 families to 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.

To support this, we have developed The Ferrers Framework, (Appendix 1) which sets out our non-negotiables for life at our school. Rather than seeing behaviour and learning as separate entities, we feel that they go hand in hand. The Ferrers Framework specifies five key pillars: Communication, Participation, Challenge, Pride and Independence. We ask our staff and students to model these, using the language and the principles that underpin them in our everyday interactions. As a framework, these key pillars drive our work and our decision-making; they help staff and students contribute to learning. We ask students to learn from their mistakes and be confident to ask for help. Learning is a human endeavour and we all need support to be the best versions of ourselves.

Our House System creates a strong team and community identity within the school. The Ferrers School is split into four houses in the main school – Brunel, Franklin, Turing and Woolf – with a separate 6th form.

It reflects and delivers our commitment to **'know, value and support every student to achieve.'**

We strive to promote a real sense of pride in all we do, through our learning journey.

We challenge our students and staff to achieve their best to prepare them for success in the future.

We attempt to resolve issues restoratively to promote and protect healthy relationships amongst members of our community and to ensure that those responsible for any harm accept responsibility for the impact of their actions.

Consultation

The Behaviour principals of this policy were produced in consultation with our staff, Academy Council, Students and parents and Carers during the 2025 academic year.

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 values of respect, responsibility, community, aspiration, determination and pride 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.

Roles and Responsibilities

Academy Councillors (governing body)

The Academy Council will establish, in consultation with the Principal, staff and parents, a statement for the promotion of desired behaviour and keep it under review. The Academy Council, Principal and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic, culture, religion, gender, disability or sexuality. Trustees will support The Ferrers School in maintaining high standards of desired behaviour of students and staff. The Academy Council will support the Principal should it become necessary to update this policy to reflect emerging needs during the course of an academic year.

Principal

The Principal and the Senior Leadership Team will be responsible for the implementation and day-to-day management of the policy and procedures. They have overall responsibility for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the behaviour policy is essential. They have a responsibility, with the support of the Middle Leaders, for creating a high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently. All leaders have a responsibility for proactively and systematically, monitoring appropriate behaviour data to identify and respond to issues and evaluate the impact of the policy and its implementation.

Support Staff

Support staff play a vital role in the implementation of our behaviour policy. All support staff are supported to challenge behaviour that does not meet the expectations outlined in this policy as well as acknowledging and positively reinforcing good behaviour.

All Ferrers School staff should display high expectations of both academic and social achievement and, as adults, provide positive models of behaviour to our students. Our Pastoral team including Attendance, Behaviour, Safeguarding and Welfare, SEND and Student Support Assistant teams all play a pivotal role in reinforcing our expectations, identifying trends or specific needs, and supporting individual students. These teams also play a critical role in monitoring behaviour records logged on the MIS System and My Concern, working with Senior and Middle Leaders to identify recurring issues and any trends.

Teaching Staff

The role of the classroom teacher is pivotal in achieving and maintaining good behaviour. The Ferrers School staff should display high expectations of both academic and social achievement and, as adults, provide positive models of behaviour to our students.

The focus of our behaviour policy is to help teachers manage the more frequently occurring types of behavioural problems which can inhibit effective learning for all students. We build on existing good practices ensuring that teachers know 'The Ferrers Framework' and can explain and teach this to our students.

We expect teachers to adopt a range of strategies when responding to instances of poor behaviour. Interventions need to be carefully judged by teachers based on their knowledge of individual students or class groups.

All our teachers:

- Carefully plan lessons and homework to ensure that we have a relevant and engaging curriculum
- Assess accurately and adapt teaching to ensure an appropriate level of challenge for every individual
- Acknowledge and reinforce personal achievement and good behaviour to build positive relationships
- Show flexibility in determining provision for each child, understanding the context of the child and responding to their behaviour, whilst always maintaining high expectations
- Log both positive and negative behaviour events on the MIS System and record any incidents that reach a safeguarding threshold on My Concern
- As Tutors, monitor the behaviour of students in the tutor group, positively reinforcing good behaviour, teaching and communicating our expectations of behaviour and supporting those who do not consistently meet these
- Promote extra-curricular opportunities through PLEDGES and help students to prepare for life beyond school.

Families

Families know the values and standards of the school when they apply for admission for their children. They will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents to work in partnership with it to assist in maintaining high standards of desired behaviour; they are encouraged to raise with the school any issues arising from the operation of the policy.

Reinforcement of our values will be communicated in all publications and in meetings of both large and small gatherings between staff parents and carers. We work towards a shared understanding with parents and carers of what is acceptable behaviour and expect parents and carers to support us in this. We ask families to ensure their children are punctual, attend regularly, bring the necessary equipment to school and ensure that their homework is completed on time.

If a student behaves in such a manner that criminal damage is committed to school property, the school considers it reasonable for compensation to be paid by families to cover the loss or damage to the school. This standpoint applies to any damage that may be caused to any transport provided for the students.

If a student behaves in such a manner that a criminal offence may have been committed e.g., assault on another student or circulating inappropriate material about another student, the school will take advice from the Police. Should the Police choose to take additional action, school staff will support this process.

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 'The Ferrers Framework' around the school by demonstrating excellence in the following areas of:

- Communication
- Participation
- Challenge
- Pride

- Independence

Students are expected:

- To take responsibility for their own behaviour and will be made fully aware of 'The Ferrers Framework', procedure and expectations.
- To take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.
- To attend school regularly, on time, ready equipped to learn and take part in school life.
- To do as instructed by all members of staff throughout the school day.
- To be tolerant of, and engage with others irrespective of age, gender, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex, sexual orientation or any other protected characteristic.

The School's Role Outside the Gate

In accordance with DfE (2024) Guidance (Behaviour in Schools) the school acknowledges the powers to discipline students for misbehaving outside of the school premises. This may take place when the student is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school, including the use of social media.

The school may look to act when any misbehaviour:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school

Learning to Behave

It is the responsibility of staff at all levels to help and encourage students' understanding of socially acceptable and appropriate behaviour, this is achieved through a focus on the key areas of The Ferrers Framework; Communication, Participation, Challenge, Pride and Independence. We also have a focus on We believe that the emphasis should be focussing on the positive behaviour of the vast majority of students.

To encourage this, staff will:

- Follow 'The Ferrers Framework'
- Model the attendance, punctuality, standard of dress and behaviour expected from students
- Treat all children and adults with respect
- Speak politely to each other
- Use consistent Therapeutic Thinking Language that describes behaviour as values or detrimental, feelings as helpful or unhelpful and experiences as positive or negative
- Build student confidence, resilience and self-esteem through positive reinforcement
- Adopt an attitude of unconditional positive regard for all students and recognise student effort and achievements.
- Celebrate success

- Keep families informed about success, efforts and achievements
- Challenge unacceptable behaviour positively and assertively
- Work in partnership with parents and carers through regular contact to help improve behaviour
- Use restorative approaches, both in lessons and following any breakdown in relationship as a form of reparation
- Use agreed school systems for monitoring, supporting and reporting students including curriculum and house reporting structures, FAQs and the Intervention Steps

Partnership for Learning

We believe staff, parents, carers, and students are all 'partners in learning' and should work together to promote outstanding progress, achievement and positive behaviour. Our vertical House system ensures that every individual student is known, valued, and supported. All parents, carers, tutors and students are expected to agree to and sign our Partnership for Learning (Appendix 2) agreement.

Recognition

Recognition & 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 6th 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 and The Ferrers Framework.

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
- 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.

Community Values and Consequences

We expect all students to meet our expectations, following The Ferrers Framework. Sanctions provide a deterrent, show students that a behaviour is unacceptable and help them to develop a sense of right and wrong. They should be applied fairly, consistently and proportionately.

The Ferrers School has a legal right to detain students after school. Students may be asked to repair a mistake during lunchtime detention or at the end of a school day. Although not a legal requirement, we believe in trying to give parents one day's notice of after-school detention of more than 10 minutes remains good practice. Legally, parents do not need to give consent and do not have the right to withdraw their child from school detentions. Whole school lunchtime detentions are set for behaviours that are not in line with our values. If a student is referred for this sanction, they will complete it on the day it is set, or the following day if the behaviour occurs after period 4.

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip, on the way to or from school or via cyberbullying. Cyberbullying, or online bullying, can be defined as the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else. Cyberbullying is often linked to discrimination, including on the basis of gender, race, faith, sexual orientation, gender identity or special educational needs and disabilities. All school staff are required to undertake regularly updated safeguarding and child protection training, which includes understanding, preventing and responding to cyberbullying.

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.

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 recognize our legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

We will use a wide range of appropriate support and intervention plans to support the needs of the individual. This support is offered through our House system and curriculum areas. Parents will be kept fully informed of any additional support provided to their children.

Examples of such interventions and support are:

- Support from the Attendance and Pastoral House Teams
- Access, Plan, Do and Review (APDR Paperwork uploaded on MIS)
- Stepped Behaviour Reports: Tutor, Senior Tutor, Senior Link, Individual Behaviour Contract (IBCs) and

Pastoral Support Plans (PSPs)

- Mentoring
- Personalised Timetable / Curriculum Changes
- Targeted Work Placements
- Alternative provision within another provider
- SEMH / Therapeutic interventions
- Referrals (APDR) for in school support (behaviour, SEND Wave, counselling)
- EHA – Early Help Assessment

This list provides examples of interventions used to support the progress of identified students. It is not exhaustive, and all interventions will be designed to support the individual.

Student Transition

The Ferrers School is clear about its expectations from before induction with these outlined clearly at our Open evening with Year 6 in Term 1 of the academic year before they join us. Year 7 students join vertical tutor groups and have an induction day where expectations are shared, and they inducted into the routines and systems at The Ferrers School.

Bullying and Child-on-child Abuse

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.

Peer on peer 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 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 all incidents of bullying and discriminatory behaviour under the following categories: bullying incidents, incidents of physical assault, racist incidents, homophobic/biphobic/transphobic incidents, sexist incidents, disablist incidents and incidents of derogatory language. Careful analysis of these incidents takes place termly to notice and respond accordingly to any trends at both cohort and student level. Records are also shared with the Local Authority.

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

Race Relations & Discrimination

The Ferrers School has a duty to promote good race relations and will deal appropriately with racial incidents and record these. Racism and other forms of discrimination are dealt with as part of the school's curriculum and the application of sanctions for discriminatory behaviour is seen as an integral part of the school's duty to educate young people. Racism and other forms of discrimination are recorded on Racist Incident Forms and the MIS system.

Equality Act 2010

The policy acknowledges the school's legal duties under the [Equality Act 2010](#), in respect of safeguarding and in respect of students with special educational needs/disabilities (SEN/D).

Use of Reasonable Force

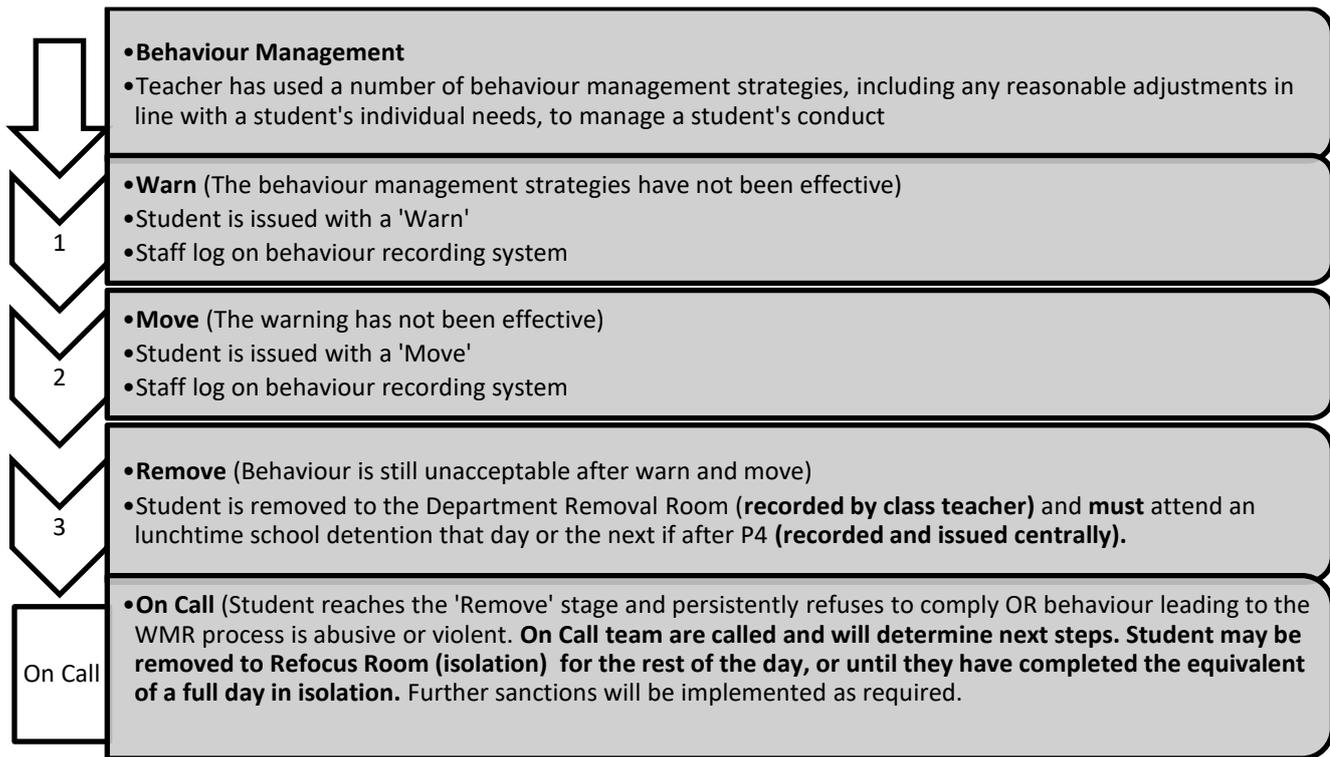
All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This is based on the current DfE advice on [Use of reasonable force in schools](#)

Incidents of reasonable force must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

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 (with parental cooperation)
- 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, 2016). 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.

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 to the Refocus room will result in a 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 will 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 and is subject to confirmation by the Academy Council.

Behaviours that could lead to suspension are:

- Premeditated violence
- Actions which put the student or others in danger
- Use of abusive or offensive language to staff or other students
- Vandalism of the school or an individual's property including the school bus
- Incidents relating to protective characteristics – e.g., racism, sexism, homophobia
- Bullying
- Bullying and harassment of students or staff using electronic devices
- Exam malpractice
- Arson
- Theft
- Possession of illegal substances
- 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. In most instances, fixed-term suspensions will increase in length for repetitive behaviours.

Upon return from suspension, student will spend one day completing their education in isolation 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:

Suspension Number	Number of days suspended	Pastoral Care Stage	Possible Interventions (In line with Reintegration Paperwork)
1	1-2	Senior Tutor	Preventative Strategies
2	2-4	Senior Tutor/Senior Link	Pastoral Support Plan (PSP)
3	4-5	Senior Link/Vice Principal	Academic support consideration
4+	1-5+	Vice Principal /Principal /Academy Council Member	Final stage strategies

Should the incident be serious or severe, the number of days will reflect this and could deviate from the table above. 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](#)

Off-Site Direction

Off-site direction may be considered at the Principal's discretion. This term refers to when a pupil attends another education setting to improve their behaviour. Where interventions or targeted support have not been successful in improving a pupil'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, pupils 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 pupil 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 permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only 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 such as staff or pupils in the school

A permanent exclusion may be necessary as a means of maintaining high standards of behaviour and discipline within the school. We feel that it is important to uphold the principles of natural justice. i) the right to present a case (the defense) ii) the right to be represented and iii) the right of appeal. Our permanent exclusion procedures are as follows:

- i. Parents are phoned and informed of the decision.
- ii. Letter home within 24 hours giving parents the opportunity to discuss.
- iii. Permanent Exclusion Report compiled. Copies to parents, Chair of Disciplinary Hearing Committee, Local Authority (if necessary, to support potential re-provision of education) and Academy Councilor representatives.
- iv. Permanent exclusion hearing within 15 school days of decision with notification to Chair of Disciplinary Hearing Committee, Academy Council representatives, student, parents (and parent representative if requested), and relevant school staff.
- v. Academy Council make decision to uphold or reinstate the permanent exclusion.
- vi. Parents given 15 school days from the date of the Disciplinary Hearing Committee meeting in which to lodge an Independent Hearing
- vii. The Hearing outcome and any appeal outcome must be copied to the Chair of Governors, the parents, and the Local Authority.

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
- Stolen items
- Tobacco and other related smoking items
- 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).

Confiscation

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

Mobile devices and phones should not be seen or heard in school. Staff will confiscate the mobile devices, and they will be named and taken to the House Office or main reception, where the SSA /receptionist will place them in a secure place until they are collected. 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. 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. 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.

The school and school staff will not be liable for any damage or loss during the period of confiscation. Hoodies and other inappropriate articles of clothing that are not part of the uniform will also be confiscated and stored in the house office with alternative appropriate articles of uniform being provided by the school.

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.

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.

Our commitment to working with parent 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.

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
- Number of achievement reward points issued

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

Complaints and Appeals

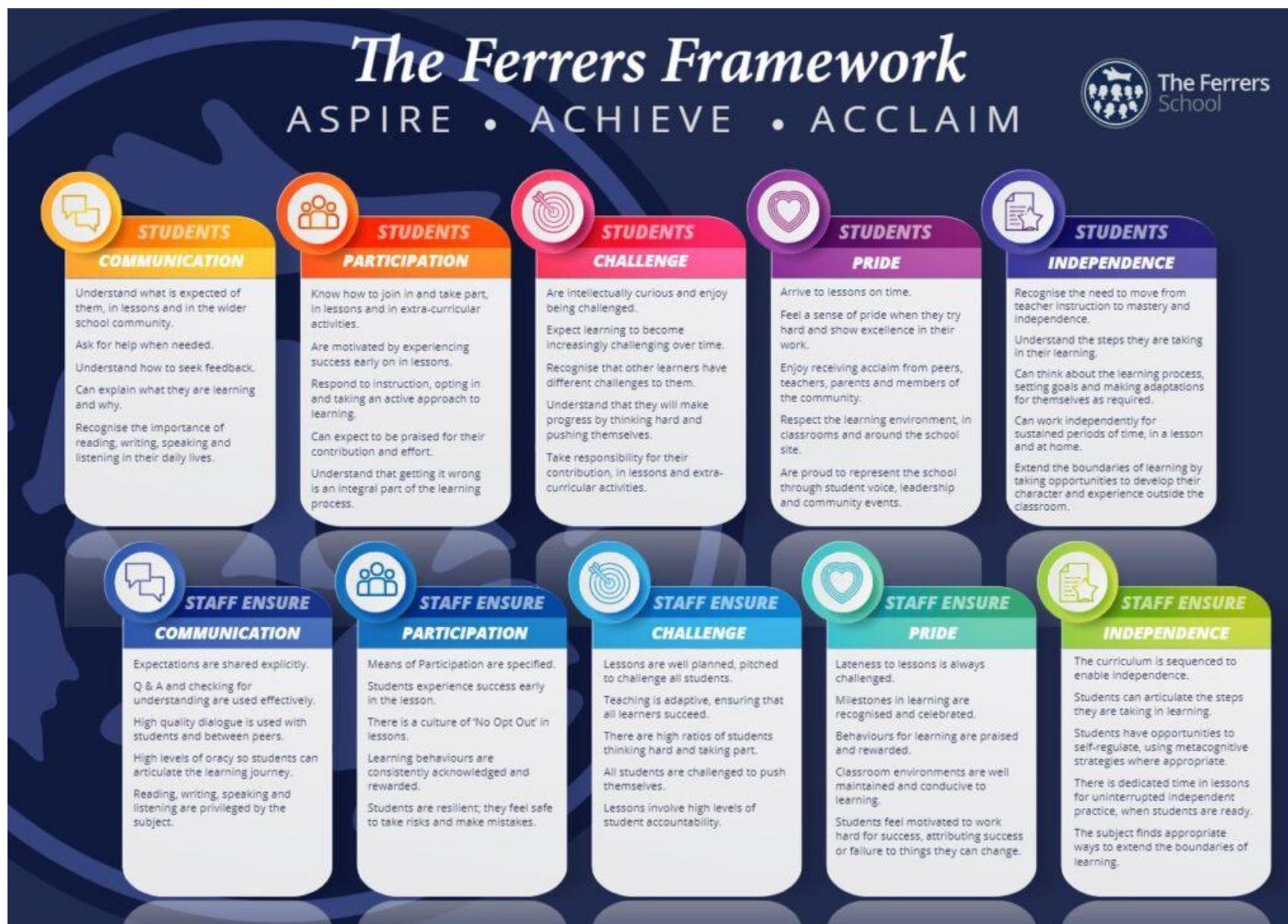
Families are required to use their best endeavours to support the school in ensuring that their children's behaviour does not prevent others from learning effectively.

Families are entitled to an explanation of actions taken by the school, particularly the application of sanctions and the treatment of anti-social behaviour.

If families 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. Families whose concerns are unresolved have recourse to the Meridian Trust Complaints Procedure, details of which can be found on The Ferrers School and Meridian trust website.

Appendix 1: 'The Ferrers Framework'



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 choose to reinforce the expectations of The Ferrers Framework.

Appendix 2: The Ferrers School Partnership for Learning

Parents/Guardians - I/We will:

- Support the values and ethos of The Ferrers School
- Communicate with all The Ferrers School Staff with respect and politeness.
- Ensure my child attends school every day, on time and properly equipped.
- Support the school's behaviour, recognition and sanctions policies.
- Ensure my child meets the school's uniform expectations.
- Attend meetings with my child's tutor and teachers, scheduled and on request.
- Support my child in completing any learning outside the classroom to the best of his/her ability.
- Encourage my child to take part in clubs and Session 6 activities.
- Let the school know of any significant concerns that may affect my child's work or behaviour.
- Supply and keep always updated current contact details.
- Read and agree support The Ferrers School's policies

Signed

The Ferrers school will:

- Provide a healthy, safe and caring learning environment.
- Establish clear and consistent expectations of teaching and learning.
- Recognise your child's individual needs as a learner.
- Provide an appropriate curriculum & make reasonable adjustment to meet the needs of students.
- Do our utmost to ensure your child achieves his/her full potential as a learner.
- Celebrate the individual and collective achievements of students.
- Apply the school's behaviour and uniform policies consistently and fairly.
- Provide regular feedback on your child's attendance, behaviour and attainment.
- Regularly review your child's academic performance and provide support and guidance to help them achieve.
- Regularly seek the views of students and parents.

Signed

Student: I shall:

- Attend school each day, properly dressed and equipped, ready to learn.
- Be punctual, arriving at school and lessons on time.
- Meet the behaviour expectations of The Ferrers School by always following The Ferrers Framework.
- Treat others with respect and politeness always, showing respect for others' ideas and beliefs.
- Treat the environment with respect and keep it free from litter.
- Become an independent learner with a positive attitude to study.
- Regularly discuss my progress with my tutor and teachers; agree personal targets for improvement.
- Complete all homework set to the best of my ability, to deadlines.
- Take part in form, House and school events and extra-curricular activities to achieve my Pledges.
- Behave safely, responsibly and politely when travelling to and from school.
- Read and agree to the school's expectations on ICT and e-safety.
- Will not make disrespectful or negative comments about the school or any of The Ferrers School staff on social media

Signed

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 Ferrers Framework)</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>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>Lockdown (loss of all free time)</p>
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<ul style="list-style-type: none"> Repeated lateness Failure to attend lunchtime detention Accumulation of BPs Truancy 	<p>Isolation (suspension considered)</p>
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<ul style="list-style-type: none"> Failure of department removal 2 x 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>Isolation (suspension considered)</p>
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<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 (including allegation whilst investigation) 	<p>Suspension or permanent exclusion considered (Principal consulted)</p>
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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.**

THE FERRERS SCHOOL: ROUTINES

While staff have defined their own routines based on the space and position in the building, the following routines are non-negotiable. They create **a safe and predictable environment** for our students and staff.

ENTRY TO LESSONS

- A greeting from the teacher with 'I see you' moments.
- Walking in
- Collecting work for the 'Do Now'
- **Checking uniform**
- Taking coats off
- Putting bags down
- Getting equipment out
- Sitting in the chair in a seating plan which is saved on Edulink

Staff should **narrate the positive** and thank students who enter well and challenge those that fail to meet expectation. Students need to rehearse until they get this right.

Please ensure the **Means of Participation** are clear for the '**Do Now**' activity. When you are ready to start the lesson after the 3 – 5 minutes of the 'Do Now', ask all students to '**track the speaker**'. Expect 100% opt in.

DURING LESSONS

- Use the language of **The Ferrers Framework** to acknowledge students' communication, participation, challenge, pride and independence.
- Use the **achievement** system to award praise when students demonstrate positive behaviours.
- Use THRIVE and therapeutic approaches to **de-escalate** behaviour issues as they arise. If needed, use the B system to issue consequences for poor behaviours and choices, ensuring the students are clear about what they have done.
- A student should only be removed from lesson as a **last resort**. They should understand how they got to a B3 situation. Please email the Refocus Room remove@theferrers.org so that the student can be collected and make sure they **have work to complete** to minimise gaps in content and understanding.
- If students need to leave or request to visit the toilet, please issue them with the your **movement pass**. Only one student should be out of your lesson at a time.

If students are asked to wait outside of the lesson to calm down or 'take a moment', they should never be out of the lesson for more than 5 minutes.

END OF LESSONS

- Students **pack things away**
- Students **stand behind the chair** they were sitting in and **wait**
- Teacher complete a **uniform check** and issue B points if required.
- **Formal dismissal** at the end of the lesson

BREAK TIMES, TRANSITION TIMES AND CORRIDOR BEHAVIOURS

- Use these times to **talk to students** in a warm and friendly way.
- **Arrive to duty on time** wearing your hi-vis jacket. Move around your duty area.
- **Challenge** uniform breaches and ask students to address these if possible. Use the B system and **follow up** with form tutors and senior tutors if students do not cooperate.
- **Be vigilant** for poor choices: pushing, shoving, inappropriate language, etc. Report and follow up, as required.

AT THE END OF PERIOD 5 Please **escort students to the gate** for a calm and positive end of the school day.