



The Ferrers
School

**Delivering Excellence
Through Partnership:**

**Information Pack for
Parents and Carers
Years 7-11**

2026-2027

“Aspire, Achieve, Acclaim”

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Introduction

The Ferrers is a school in which excellence, hard work and success are expected, encouraged and celebrated, and I am committed to providing a high-quality educational experience in a school that places learning and individual achievement at the centre of everything we do. I am privileged to have been appointed as Principal in September 2025 I am committed to providing a high-quality educational experience in a school that places learning and individual achievement at the centre of everything we do.

We are proud to offer a broad and balanced curriculum that inspires creativity, curiosity and ambition. At The Ferrers, learning is not confined to the classroom. We provide many opportunities for Learning Outside the Classroom, recognising the enormous value of real-world experiences in deepening understanding, building confidence and sparking a lifelong love of learning. Whether through outdoor education, curriculum-linked visits, enrichment activities or community engagement, we encourage students to explore, question and connect with the world beyond school.

Our PLEDGES programme further supports this approach by encouraging all students to take part in experiences that develop essential life skills such as leadership, independence, resilience and teamwork. These opportunities broaden students' horizons and help them grow into confident, compassionate and responsible young people.

The Ferrers is a school where diversity is celebrated and inclusion is at the heart of everything we do. Every student thrives in an environment where they feel safe, respected, and valued for the unique contribution they make. Together, we share an unshakeable commitment to achieving excellence in all that we do.

Our mission is simple and vital: to help every student be the very best they can be. This is embodied in our school motto, "Aspire, Achieve, Acclaim."

Our vision is to send students into the world as confident, motivated, aspirational and high-achieving individuals who are ready to make a positive contribution to society as responsible and ambitious citizens. We are incredibly proud of our students and their many successes.

Since joining the Meridian Trust in February 2019, we have benefited from shared values and support that align perfectly with our aims. The Trust's ethos underpins our work:

- Achievement for all
- Valuing People
- A high-quality learning environment
- The pursuit of excellence
- Extending the boundaries of learning

I look forward to welcoming you to our vibrant, inclusive and forward-thinking school community.

Mrs Clare Raku
Principal

Safeguarding

The school fully recognises the contribution it can make to protecting children and supporting students in school. Students' welfare and safety is of paramount importance. We have a safeguarding policy, the aim of which is to safeguard and promote our students' welfare, safety and health by fostering an honest, open caring and supportive climate. The school has a duty to keep parents and carers informed of its responsibilities regarding Child Protection. In line with this, should the school have reason to suspect a child is at risk, it is our duty to inform the relevant agencies of our concerns and work with them as required.

Should you or your child have any concerns about safeguarding, please contact our team:

Miss Kerry York – SLT Designated Safeguarding Lead & Single Point of Contact (SPOC)

Miss Alice Orage – Designated Safeguarding Lead

Mr Matt Jackson – Senior Tutor Brunel House Safeguarding Team

Mrs Giulia Smart – SSA Brunel House Safeguarding Team

Mr Ben Drouet – Senior Tutor Woolf Safeguarding Team

Mr Christopher Sutherland – SSA Woolf House Safeguarding Team

Miss Yvette Guy – Senior Tutor Franklin House Safeguarding Team

Miss Annabelle Parnell – SSA Franklin House Safeguarding Team

Mr Rhys Spavins-Hicks and Miss Tanisha Rae – Lead Senior Tutor Turing

Miss Lauren Cadge – SSA Turing House Safeguarding Team

Mrs Helen Prince – Head of 6th Form Safeguarding Team

Mrs Debra Holland – 6th Form Centre Manager Safeguarding Team

If you have any general worries, you can contact us via the worried@theferrers.org email address.

Timings of the Day

Time	Activity
8.15 am	Breakfast Club
8.33 am	Warning Bell for Registration External gates close
8.35 – 9.00 am	Tutor Time & AM Registration
9.00 - 10.00 am	Lesson 1
10.00 – 11.00 am	Lesson 2
11.00 – 11.20 am	Breaktime
11.20 – 12.20 pm	Lesson 3
12.20 – 1.20 pm	Lesson 4 & PM Registration
1.20 – 2.00 pm	Lunchtime
2.00 – 3.00 pm	Lesson 5
3.00 pm – 3.05pm	House Check In available for students / Escort to gate
3.10 pm – 4.10pm	Session 6

Parents/carers have a legal obligation to ensure that their child arrives at school on time. We will inform you if your child is persistently late and issue sanctions to your child.

Term Dates 2026-2027

Staff Training Days (School closed to students)

Tuesday 1st September 2026
Wednesday 2nd September 2026
Friday 23rd October 2026
Monday 2nd November 2026
Friday 27th November 2026
Monday 4th January 2027
Friday 5th February 2027

Autumn Term 2026

Start of term 1: Thursday 3rd September 2026
End of term 1: Thursday 22nd October 2026
Start of term 2: Tuesday 3rd November 2026
End of term 2: Friday 18th December 2026

Spring Term 2027

Start of term 3: Tuesday 5th January 2027
End of term 3: Friday 12th February 2027
Start of term 4: Monday 22nd February 2027
End of term 4: Thursday 25th March 2027

Summer Term 2026

Start of term 5: Monday 12th April 2027
May Day Bank Holiday: Monday 3rd May 2027
End of term 5: Friday 28th May 2027
Start of term 6: Monday 7th June 2027
Last day of term: Wednesday 21st July 2027

Who to Contact with Queries or Questions

All students belong to a house led by a senior tutor and supported by a student support assistant (SSA) & form tutor. All houses have a member of the senior leadership team attached to it. We know that good links between home and school are a vital factor in ensuring that we work together to ensure that your child continues to grow and develop at secondary school. Should you wish to discuss your child's academic progress or well-being at any time please contact their form tutor in the first instance. From here, the tutor will ensure that the relevant member of staff supports you with your enquiry.

House	Senior Tutor	Student Support Assistant (SSA)	Senior Leadership Link
 Brunel	Mr M Jackson	Mrs G Smart	Miss K York (Assistant Principal)
 Franklin	Miss Y Guy	Miss A Parnell	Mrs M Garrod (Assistant Principal)
 Turing	Mrs K Yates	Miss L Cadge	Mr W Greenwood (Vice Principal)
 Woolf	Mr B Drouet	Mr C Sutherland	Mrs E Bakewell-Voss (Assistant Principal)
 The Ferrers Sixth Form	Mrs H Prince	Mrs D Holland	Mrs C Raku (Principal)

Curriculum Leaders and Subject Leaders will co-ordinate any specific enquires about progress in individual subjects:

Mr D. Marinkovic	Art, Design and Technology
Mr R Downs	English
Mrs C Daniel	Expressive Arts
Mr R Mosdell	Humanities
Mr D Adams	Mathematics
Mrs M Valverde Pascual	Modern Foreign Languages
Mr M Yuill	Physical Education
Dr N Mellor	Science
Mr R Chowdrey & Mrs I Power	Teachers of IT / Business (respectively)

Senior Leadership Team:

Mrs C Raku	Principal
Mr W Greenwood	Vice Principal
Mrs M Garrod	Assistant Principal
Miss K York	Assistant Principal
Mrs E Bakewell-Voss	Assistant Principal
Miss K Avloniti	SENDCo
Mr R Downs	Associate Assistant Principal
Mrs H Prince	Associate Assistant Principal

Reception: 01933 313411	
Matters regarding:	Who to contact:
If my child is absent	Using the MCAS app you can report any absences very easily. Alternatively contact the House Office <u>before 8.30 am</u> via main school reception.
Day to day issues and Pastoral concerns	Make initial contact with Form Tutor or House SSA
Health and Medical issues	House Student Support Assistant (SSA)
Academic Mentoring	Form tutor
Specific subject issues or homework	Subject teacher or Curriculum leader
Delivery or content of the subject	Curriculum leader
MCAS (My Child At School)	Finance office (finance@theferrers.org)
What happens to lost property?	Please ensure that all articles brought to The Ferrers School are named. If property is lost, students should make enquiries at their house office or to the site supervisor as soon as possible. Staff make every effort to return named items to students; at the end of each half term, unnamed items are donated to charity.
Taking a holiday in term time	Holidays taken during term time will not be authorised by the school. If there are exceptional circumstances for requesting leave of absence, a form should be completed, and a request made to the Principal, 14 days prior to the date of the absence. Forms are available from the website .

Emergency appointments with doctors, dentists etc.	Please make medical and any other appointments for your child outside school hours. If you need to take your child out of the school for an appointment urgently, please send a note or preferably the appointment card to their form tutor. Students must sign out at main reception when leaving school and sign in on their return.
Can I get help with school meals?	Parents claiming either Income Support or income-based Jobseekers Allowance may obtain Free School Meals for their child. For more information visit Free school meals and pupil premium North Northamptonshire Council freeschoolmeals.ncc@northnorthants.gov.uk Please check your eligibility.
Trips and visits	Contact the department / lead teacher for the trip for queries and questions.
Cycling to School	All cyclists are expected to cycle with due regards to pedestrians and motorists, particularly on Queensway. Students should walk their bikes offsite at the end of the day due to the high volume of traffic. Students found to be cycling in an unsafe manner, either on site or on the journey to and from school will have their cycle passes revoked in the interest of Health and Safety. We would urge all cyclists to wear helmets.
For any other queries or questions	Reception: 01933 313411

How We Contact You

It is vital that we can contact parents, carers and next of kin during school hours.

Please make sure you keep us up to date with any changes in circumstances, as well as changes to telephone, email and address details.

Not only will we need to contact you with routine communications about parents' evenings, trips, visits, routine vaccinations, etc., but also about other matters concerning your child in particular. In addition to telephone calls from staff, our text messaging and email system is used to bring matters to the attention of parents quickly and alert parents to student absence, detention, approaching deadlines, etc. Our school website – www.theferrers.org – is updated regularly and includes our school calendar, latest news, school policies, curriculum information and other useful reference information.

Access to the Site and Parent Parking

Wherever possible, we ask parents not to park on our school site as it causes congestion and can also cause safety issues. If this is unavoidable, please park with regard for the safety of students in the visitors parking bays. This includes parking directly outside the school gates. A speed limit of 5 mph

is in force on the school site. All parents are asked to respect the disabled bays to the front of the school which are available for use by 'Blue Badge' holders only. The bus bays should not be used for parking as they are required for student transport.

General Data Protection Regulation

In line with General Data Protection Regulation May 2018, our Privacy Notice can be found on our website, [GDPR - Meridian Trust](#)

Curriculum Overview

The curriculum in each Meridian Trust Academy is designed to support our vision and mission, which are framed by the Meridian Trust values:

 The Pursuit of Excellence	An academically rigorous curriculum that stretches and challenges all students and develops aspiration.
 Valuing People	A curriculum that is flexible enough to meet the needs of every individual learner.
 Achievement For All	A curriculum that supports all students to acquire the knowledge and skills necessary to succeed in Modern Britain and to maximise their potential in public examinations.
 High-Quality Learning Environment	Through the curriculum students develop a lifelong love of learning and the necessary skills to be a resilient, confident and independent learner.
 Extends the Boundaries of Learning	Providing a breadth of experience through the curriculum and beyond including an entitlement for all students to educational visits and other activities that enhance and extend the curriculum, including providing a range of opportunities for spiritual, moral, social and cultural (SMSC) education that instil the values of the trust and society more widely.

Our curriculum – Key Stage 3 and Key Stage 4 (Years 7-11)

Our curriculum in key stages three and four is shaped with the aim that every pupil can succeed across a broad and balanced range of subjects. It also aims to offer social, moral, spiritual and cultural education and opportunities both within and beyond the classroom. Work-related learning is an equally important strand, as the school aims to meet all the 'Gatsby Benchmarks' for high quality careers advice, information and guidance.

Our curriculum is designed to provide tailored, flexible routes through the school. These are created through the combination of a range of courses and sensitive, flexible setting and grouping arrangements. The organisation of the curriculum is reviewed and refined annually depending on the size, profile and needs within each individual academy.

Subject Curriculum Overviews

Subject Curriculum Overviews can be found at <https://www.meridiantrust.co.uk/how-we-make-schools-great/curriculum/> We are continuing to work collaboratively on curriculum content that shares some common features but also reflects the local context and opportunities for each

individual academy. This approach enables staff to share expertise and workload across our academies, and for our students to benefit from a curriculum developed with the input of the very best subject experts across our family of academies. These curriculum overviews have been developed by our specialist subject curriculum groups, each of whom include representatives from every Meridian Trust academy.

Post 16 Curriculum

Students study a combination of three courses, with additional qualifications to help them prepare for their next steps. Students will also be expected to study independently, using their time effectively by demonstrating good study habits. Students will be provided with Directed Learning Time (DLT) which is curriculum time designed by subject teachers which students complete in groups without the teacher present during timetabled slots. We will also use a flipped learning approach to ensure that students invest in preparation before lessons, as well as completing additional study afterwards.

We have worked hard on our enrichment and super-curricular offer, which we have called our ACE programme. This includes several pathways linked to specific careers and industry destinations. Students have access to additional courses, curriculum leadership and enrichment (ACE). Students are rewarded and acknowledged for their commitment to their chosen pathway and can reference their experiences in the UCAS application process.

Our ethos is underpinned by the acronym C.L.A.S.S. which stands for community, leadership, autonomy, service and support. We feel that these values help to provide opportunities for our young people, whilst also being a sixth form provision that sits at the very heart of the community it serves. All our sixth formers are role models and provide support, mentoring and coaching for our main school students as well as working in the community and with other students across Meridian Trust. Students benefit from being housed in their own purpose-built centre, with facilities that include a coffee shop, silent work areas, computer suites and outside social areas.

Academic Mentoring

Tutors will meet with their tutees at least twice a year for an academic mentoring meeting, the main objective is to review academic progress. The meetings coincide with the school's progress reports. The format provides our students with a nurturing experience in which they can speak with their tutor about their progress both academically and emotionally and their wider school wellbeing. The tutor's role is to be the gate keepers to success, enabling all our young people to achieve whilst removing any barriers that might be stalling their progress. Specific, Measurable, Achievable, Relevant and Timely targets are set, and these are shared with the tutee and their parent(s). A record of the meeting is also uploaded to Unifrog an online platform that the school uses. This can be accessed by students, parents and tutors and will show a record of the students' interactions throughout their time at the school. Further information on Unifrog can be found on their website www.unifrog.org.

Ready to Learn: Uniform

At the time of updating this parent/carer information we are undergoing a uniform consultation. More information will be shared before May Half Term.

Jewellery

- A watch
 - Up to two small stud earrings in each ear
 - One discrete nose stud (any deviation from this is not acceptable)
 - One ring permitted on each hand.
- A necklace, worn tucked into the collar. Jewellery may need to be removed for practical subjects, refusal to remove when asked will result in behaviour sanctions being applied and privileges may be removed. Any other jewellery including other facial, body piercings and stretchers, are not permitted on health & safety grounds.

Makeup & Hair Styles

Make-up, if worn, should be applied naturally and subtly without extreme colour. Natural nail colours only. Acrylic & other false nails are not permitted on both health and safety grounds and to ensure compliance with exam board regulations.

If parents are unsure whether a particular hairstyle will be permitted by the school, they should contact us prior to restyling taking place. Long hair must be tied or secured back for practical lessons.

Hats, sweatbands, and bandanas should not be worn unless they are agreed as a reasonable adjustment for SEND or medical reasons. Sunhats and sunglasses may be worn in the summer term during break and lunchtime only during hot and sunny weather.

Religious dress - Religious headwear should be black and no longer than shoulder length and must not obscure the face. Requests for other religious dress not covered in this policy should be made to the Principal in writing for consideration, with reasons given.

Coats and Jackets (optional) – Outdoor coats should be of a dark colour and may be worn to and from school and at break and lunch times. They must be removed upon entry to the classrooms. Please note that suede jackets, denim jackets, leather jackets, hoodies, tracksuit tops and sports jumpers must not be worn and will be confiscated if seen.

Hats, Gloves and Scarves (optional) – These may be worn to and from school in cold weather. All items are to be removed once entering the school premises for morning registration. Hats, gloves and scarves may be worn during break and lunch times when weather appropriate but not in lessons. Head scarves may be worn for religious reasons.

Denim – Not acceptable: Denim, or denim look items of clothing, should not be worn to school at any time. This includes denim jackets and denim trousers.

Maintaining Standards

If students are not in full, correct uniform they can expect one or a combination of the below to be applied:

- On most occasions it may be possible to loan a student an item of clean uniform which must be returned by the following day. If a student refuses this item, they will be subject to isolation from free time and lessons
- A break and lunchtime detention will be sanctioned
- Prohibited items will be subject to confiscation
- On occasions the student may not be able to attend lessons, working in a designated area until the correct uniform is brought to them if possible, or until the uniform is corrected
- The student may be sent home to change with prior consent from parents

PE Information

PE lessons

As you are probably aware, the wearing of jewellery during Physical Education lessons is not permissible for health and safety reasons. It is the policy of The Ferrers School that no jewellery, including ear studs, be worn for any physical education lessons.

We appreciate that many students will still wish to have their ears pierced and suggest that this should be done at the start of the school holidays to enable the ear to heal before the return to school.

As a PE department we expect students to attend and fully participate in practical lessons wearing full correct PE kit. If a student cannot take part in a lesson due to a serious medical condition/injury students should provide a written note from home on the day of the lesson. As a rule, we consider that students who are well enough to be in school should be well enough to participate in lessons.

Missing PE kit

Please make sure all equipment and kit is named so we can return it back to its owner. We do find that it often helps if students have a small draw string bag which they can use exclusively for PE. All kit is the responsibility of the students.

Remember at any one time there could be over 2,000 PE socks in school!

PE practices, fixtures and extra-curricular clubs

One of the biggest changes from primary to secondary school is that responsibility for communicating with parents about PE practices and fixtures will be through your child. The PE department offer a range of extra-curricular clubs. Some fixtures are part of the Wellingborough and East Northants PE Association. You will not necessarily get written information about times/fixtures etc. Students who are selected for teams will travel to away fixtures in the school minibus, a hired minibus or coach (or on the odd occasion in a teacher's car which has business insurance).

Students will be told times and venues and will be expected to know if they are being picked up or are walking home after the fixture. Parents/carers are welcome to come to watch both home and away fixtures and are encouraged to do so. If you have any questions regarding a practice, fixture or club, please contact the PE department.

Ready to Learn: Attendance and Punctuality

Why is good attendance important?

Your child will:

- ✓ Keep up with learning and understand the lessons
- ✓ Achieve better qualifications
- ✓ Develop and maintain strong friendships
- ✓ Expect to get higher paid jobs and careers

What can happen if attendance is poor?

Your child may:

- ✓ Not understand their learning and fall behind with their progress
- ✓ Become isolated from their friendship groups
- ✓ Achieve less than they could and receive poorer qualifications
- ✓ Get a lower paid job
- ✓ Be more likely to get into criminal activities

Why is it important to arrive at school on time?

Your child must arrive at school by 8.33am each morning as:

- ✓ It is a legal requirement to attend school and to be on time
- ✓ Registration and tutor time commences at 8.35am

It prepares them at an early age for punctuality in future employment

Does your child really need to miss a day?

Encourage your child to achieve 100% attendance by:

- ✓ Sending them to school every day unless they are genuinely too ill to participate in lessons
- ✓ Making routine medical and dental appointments after school hours wherever possible
- ✓ Promoting the benefits of good attendance

Did you know...?
Being just 15 minutes late every day is the same as missing
2 whole weeks of school a year?

How Do I Notify the School of an Absence?

If your child is going to be absent, on the first day and each subsequent day you inform us using the MCAS app or call or email the house office. You can leave a message on the answer phone, out of office hours.

If you do not notify school of your child's absence, our safeguarding procedures require us to contact you via text or phone call to ascertain the reason for absence; if we cannot contact you, we may visit your home address to check that all is well. If your child has persistent absences due to illness, we will require confirmation via a doctor's/medical note/appointment card etc. Common colds or

routine appointments should not prevent attendance at school.

All correspondence about absences should be directed to your child's house SSA in the house offices. Please make sure that the letter contains your child's name, form and the specific dates of absences.

If absences are persistent and reasons for it cannot be substantiated, we will ask parents and carers to come in for a meeting with a view to putting support in place to improve attendance. Ultimately, continued poor attendance can lead to a referral to the Local Authority which may result in the issue of a Penalty Notice or prosecution.

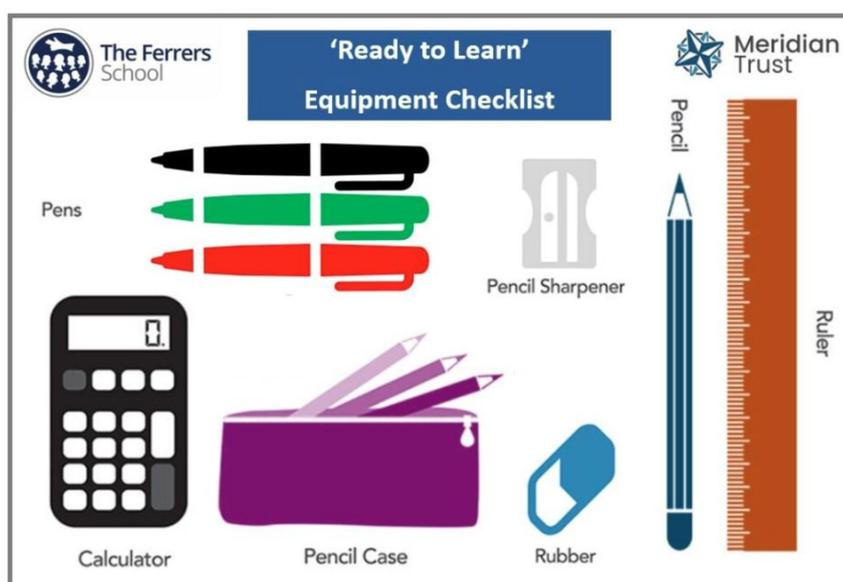
Leave of Absence/Term Time Holidays

It is important that we remind you that, under DfE rules, head teachers may not grant any leave of absence during term time unless there are exceptional circumstances. If a parent believes such circumstances exist, they may apply for permission – a Leave of Absence request form are available from the [website](#)

Parents and carers may be issued with a penalty notice for taking their child on holiday during term time for 5 consecutive days or more without consent from the school. Each parent and carer may be fined for each individual child. Penalties are imposed by North Northamptonshire Council (NNC) and the monies collected do not come to the school.

Ready to Learn: Equipment

All students are expected to come to school every day with the equipment they need to be ready to learn.



This should include:

Pens (Black, Green & Red),
Ruler,
Pencil,
Eraser,
Calculator,

Reading book

Appropriate school bag, large enough to carry everything needed.

In addition, for specific subjects:

Geometry set,

PE / Dance kit,

Ingredients for Food Technology lessons.

Please can you ensure that your child has these items available to them.

If students are punctual, organised and properly equipped, lessons can start on time and a fast pace of learning can be maintained. We would ask that you support your child to ensure that they are ready to learn. To maintain high standards in this area, students who are not ready to learn will be given a sanction.

Ready to Learn: Calm Corridors

The school's behaviour and discipline procedures are based on our duty to ensure that students are safe, happy and able to learn. We also have a duty to ensure that staff can teach and promote learning without interruption or harassment.

We are guided by our Values:

- Pursuit of excellence
- Valuing People
- Achievement for all
- High-quality learning environment
- Extending the boundaries of learning

Calm Corridors	
Ready	<ul style="list-style-type: none">• Right place, right time, right thing• Ready to learn - pencil cases, books, equipment• Dressed for the occasion – uniform/PE/dance kit• Mobile phones and headphones off and away all day
Respectful	<ul style="list-style-type: none">• Follow adult instructions first time, every time• Positive interactions• Respectful language and volume• Care for our environment• Use toilet facilities appropriately, at the right time
Safe	<ul style="list-style-type: none">• Follow one-way systems during transitions• Use correct entrances and exits• Walk with pace and purpose• Hands to ourselves• Report concerns or issues to an adult• Right place, right time, right thing
<p>Feeling anxious or unsafe? Speak to your House team, any adult or email: worried@theferrers.org</p>	

Ready to Learn: Consistent Classrooms

Teachers will plan to teach within the Ferrers 5 to ensure consistency of delivery in subjects across the school. This helps students know what to expect in lessons and learning.

Consistent Classrooms – The Ferrers Five	
Beginning	Threshold <ul style="list-style-type: none"> • Meet and greet warmly • Scan the classroom/"Calm Corridors" reminders • Ready to learn – pencil cases, books, equipment • Narrate the positive
	Do Now <ul style="list-style-type: none"> • Learning intentions are clear and shared • Engage students immediately • Low stakes retrieval or prerequisite knowledge • Whole class checks for understanding – questioning, MWBs, no opt out etc.
Middle	Instructional Countdown <ul style="list-style-type: none"> • Explain to students that you are starting your countdown and what you expect by 0 – one voice/track the speaker and learning material • 3, 2, 1 voice • Give instructions/positive reinforcement between each step
	I – We – You <ul style="list-style-type: none"> • I Do - Explain new information • We Do - Model and work through examples • You Do - Independent practice – scaffold to ensure that every student is supported/challenged to achieve excellence
	Feedback & Recognition <ul style="list-style-type: none"> • 'Be seen looking' • Whole class checks for understanding – questioning, MWBs, no opt out etc. • Purposeful circulation to check engagement/standards of work • Live feedback • Showcase excellence • Feed forward
End	Threshold <ul style="list-style-type: none"> • Ready to leave – pack up, chairs under, silent dismissal • Check the learning environment is clean and tidy • Commend and send

Rewards

Our rewards system is based on awarding students with achievement points for consistently good effort, focusing on learning and doing everything that is required of them in lessons. Many students also receive additional achievement points for such things as excellent work and a high level of engagement. There is an achievement pyramid in operation which is based on rewarding students who have reached a certain number of achievement points. Students can be rewarded in the following ways – certificates, well done cards, texts and phone calls home, VIP lunches, celebration evening and trips to name but a few. We celebrate achievement weekly in assemblies and through the House Cup Competitions.

Equality

The school aims to be fair in the way that it applies the behaviour and discipline policy. Behaviour will be regulated in a way that is fair and consistent whilst taking into account the needs of our vulnerable students. We act in accordance with relevant equality and human rights legislation.

Legislation

Key points from the Education and Inspections Act 2006:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

What the law allows

- a) Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."
- b) Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity
 - travelling to or from school
 - wearing school uniform
 - in some other way identifiable as a pupil at the school
 - misbehaviour at any time, whether the conditions above apply, that:
 - could have repercussions for the orderly running of the school.
 - poses a threat to another pupil or member of the public.
 - could adversely affect the reputation of the school.
- c) Teachers have a legal power to put pupils aged under 18 in detention. The times outside normal school hours when detention can be given include:
 - any school day where the pupil does not have permission to be absent
 - weekends - except the weekend preceding or following the half term break
 - non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'

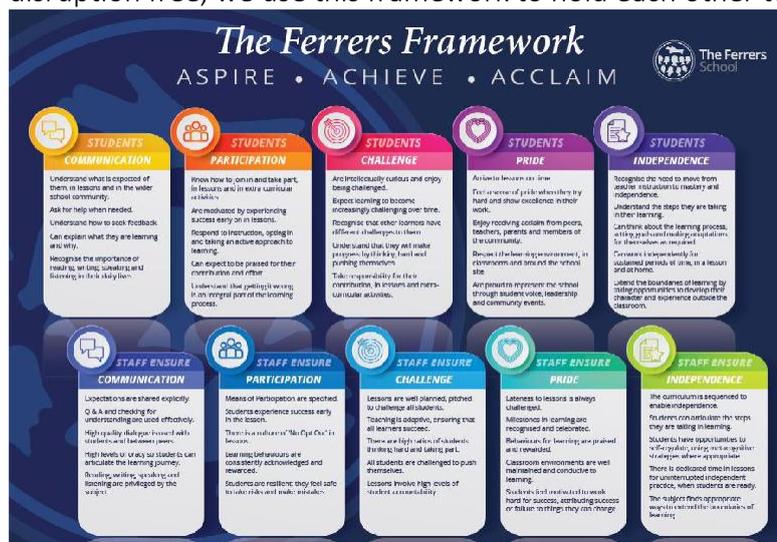
Parental consent is not required for detentions.

- d) Teachers have the power to search without consent for prohibited items including:
 - alcohol
 - knives and weapons
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Behaviour Management

The Ferrers Framework has been designed to codify and make explicit our expectations of staff and

students, whether in classrooms or in social areas. To ensure that lessons are focused, and disruption free, we use this framework to hold each other to account.



By embedding the framework, we aim to achieve the following:

- A calm and productive learning environment
- A relentless focus on learning and personal development
- A culture where respect and good relationships prevail

When students are thriving, these are the behaviours we tend to see:

Learning: active engagement and participation in lessons; pride in the work they produce; students volunteering to showcase and share their work; trying hard even when learning gets challenging.

Environment: moving through the school campus in a respectful way; students tidying up after themselves; leaving classrooms ready for the next group to learn in; behaving well at break and lunch.

Uniform: Wearing uniform with pride; keeping shirt tucked in; always presenting themselves as ambassadors for The Ferrers School, including on the way to school and on the way home.

Suspension

Suspension is seen as a last resort and students are given many chances to make positive choices and improve their behaviour before suspension is used. However, there are certain types of behaviour that will result directly in exclusion, because they infringe the rights of all members of the school community to work and learn in safety. Further details are available on the website.

The 2006 Act changed the duty for managing fixed term exclusions. From day 1 to day 5, parents have a responsibility to ensure that their child is not found in a public place during the school day. From day 6 of fixed term exclusion, the school is responsible for arranging an alternative provision.

Policies

The policies in relation to behaviour in school are available on our website.

Involvement of the Police

We work closely with the police, in order to create a safe and orderly environment. The school now has a duty to give the Police any evidence where offensive weapons are involved under the Violent Crime Reduction Act 2006. The same applies to any issues of illegal drugs being found on site. The school will also liaise with the police in cases of "cyber-bullying" where criminal harassment is an issue.

Ready to Learn: MCAS – My Child At School



What is MCAS?

MCAS is a parent portal and communication app that keeps your child's school information in one place, meaning you are more informed and involved in their learning journey.

How do I access MCAS?

It's simple to use and can be accessed via an Android or iOS app or any web browser. Your child's school will send you login details to sign up. You can download the MCAS app on Google Play or App Store. Alternatively go to www.mychildatschool.com/MCAS/MCSParentLogin to use in the browser format.

What information will I see about my child?

You'll be able view your contact data and keep it up to date easily by submitting any changes via the MCAS App. If you have more than one child at the same school, you'll only need to put in contact details once and you'll be able to switch between children to view their information.

Messaging

MCAS's messaging system allows the school to send emails and in-app messages to your school account, keeping you up to date on important whole-school messages as well as individual messages relating to your children.

Access more information here: [My Child at School \(MCAS\) - Meridian Trust](#)

Ready to Learn: Inclusion

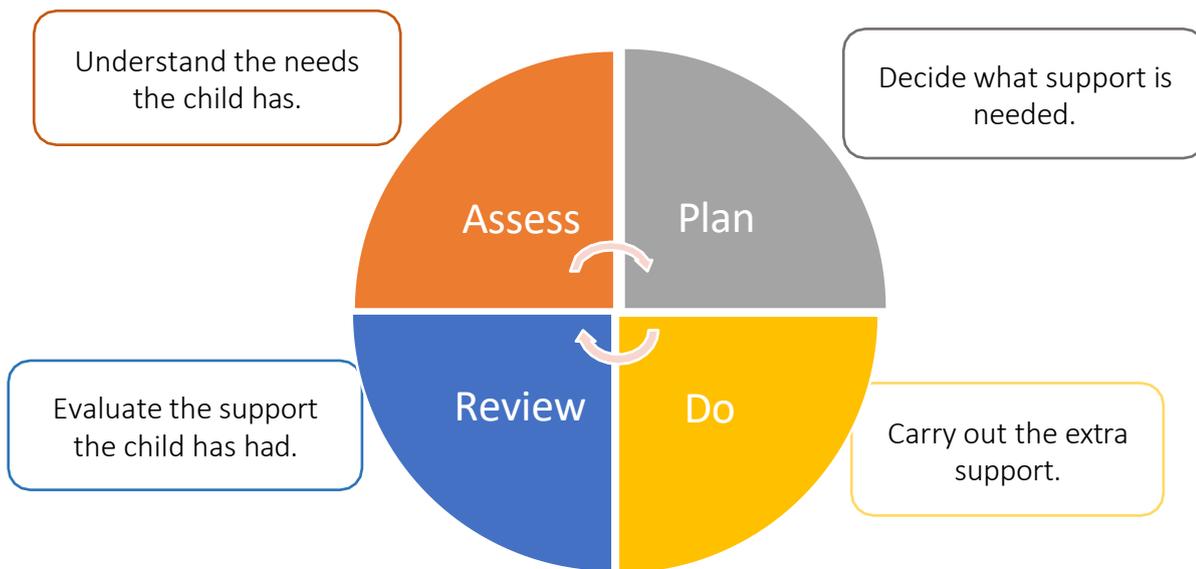
The Graduated Approach

At The Ferrers School, we adopt The Graduated Response (GR) which is described in the Code of Practice 2015 and expects schools to make full use of all their resources and expertise before accessing increasingly personalised support. By continually monitoring all children, which we do via a variety of methods from both an academic and pastoral perspective, we can then decide on the most appropriate support for all children, including those with SEND.

All pupils at The Ferrers School will be taught using 'Quality First Teaching' (QFT). All children and young people make progress at different rates and learn in different ways, QFT means thinking about this and teaching appropriately. Focused lessons, with high levels of interaction with pupils and appropriate use of teacher questioning, modelling and explaining means QFT should meet the needs of most pupils. The image below gives examples of the reasonable adjustments (wave 1) we can and may make use of to support our learners appropriately.

The Ferrers School acknowledges that students that make slow progress and/or have low attainment do not necessarily have SEND. There are many factors that impact on progress and therefore it will not automatically lead to a student being recorded as such.

In understanding and supporting students who have identified needs or barriers, we utilise a process called The Four Wave Graduated Approach (wave 2). It involves a process using the following cycle:



A wide range of staff at The Ferrers School may complete the Assess, Plan, Do, Review (APDR) cycle including Heads of House, Student Support Advisors, Tutors, Curriculum Leaders, Teachers and the SENDCo. All staff work collaboratively to support the APDR cycle to support the desired outcomes.

For a small number of children, we may have to go through a number of cycles of Assess, plan, do and review and find that a young person either needs the support to be maintained over a long period of time (wave 3) or that a higher level of support is required using outside agencies possibly resulting in an education, health and care needs assessment (wave 4).

The Four Wave Graduated Approach is depicted on the next page for your reference.

To ensure all staff are able to support the needs of our students, it is imperative any assessments or reports from professionals completed prior to your son or daughters time at The Ferrers School are shared with us either electronically using sendco@theferrers.org. or in hard copy marked for the attention of the SENDCo. This will ensure we can implement advice and guidance as part of our quality first teaching, as soon as students join us at The Ferrers School.

The Graduated Approach to

APDR Cycle = maximum of a half term
 Dependent on area of need, there is likely to be mini reviews within that half term period.

Teacher assessment
 Progress reports
 Formative and summative assessment
 Contact with parents
 Curriculum leader tracking
 Marking and feedback
 Awareness of data and student

Refer to inclusion team with an overview of strategies used and the impact they have had.

Inclusion team discussion with parent when more specialised involvement is required.

SENCO makes a request for EHCP if applicable.

Wave 1
 Quality first teaching and reasonable adjustments

Wave 2
 Focused support
 Key worker assigned

Wave 3
 Longer term intervention
 Additional to or different from peers
 SEND register (K)

Wave 4
 EHCP

Students can move up and down based on the provision they are receiving

- What every child receives
- All staff responsible for Wave 1 support
- Teachers standards
- Quality First Teach strategies
- Reasonable adjustments are in place**
- Covers: academic, social emotional, attendance, behaviour, safeguarding.

- Not making expected progress despite QFT
- Short term, specific support required academic or pastoral.
- Baseline assessment used pre and post support.
- Will incorporate more than one 'round' of focused support.
- Use QFT toolkit to support ideas
- Seek advice from STs/SSA and/or SENCO if needed

- In-depth assessments to establish area of need: Ed psych/ EHA/ etc.
- Intervention monitored by inclusion team
- Individualised learning plan with measurable targets – passport in place
- Specialist support from agencies.
- Close liaison between STS/SSAs and SEND

- Long term support that is over and above, additional and different.
- Highly personalised and closely monitored specialist provision.
- Specialist support delivered from external agencies

Learning outside the Classroom

Throughout your child's time at the Ferrers School they will have the opportunity to experience activities beyond the academic curriculum. By developing learning outside of the classroom, it allows young people to improve resilience, creativity, resourcefulness and reflection. We are very committed to this philosophy, which is why we are particularly proud of gaining our silver status award in our most recent review for Learning Outside the Classroom. By supporting our students wider learning, it underpins the learning in the classroom and contributes to their whole school experience. The school offers a wide range of experiences for our young people over a seven-year journey from year 7 through to year 13. We plan and offer a plethora of trips, visits and inspirational speakers who are mapped out on our Learning outside the Classroom plan. This is available to view on our website. We also offer a wide range of extra-curricular clubs from the traditional sporting activities through to STEAM, language, manga, gardening and film clubs. We strongly encourage students to attend at least one. Extra-curricular activities are displayed on our website and in newsletters for students, parents and carers. They are also promoted to students regularly through the school's TV screens, notices during form time and house boards.



Combined Cadet Force

Combined Cadet Force

We have a well-established combined cadet force which is now in its third year. Students are invited to join when they are in year 8. At CCF, your child will learn life skills, first aid and map reading, they will also learn soft skills such as leadership, discipline and confidence, all done in a military environment with a military ethos. They will wear a military uniform and attend weekend camps and annual camps all over the United Kingdom, where they will use their newly acquired skills on exercises, rifle ranges and adventure training. The Adult Volunteers (AVs) in the schools CCF receive professional courses from the British Army, so they will be current and competent in all that they do. It is also compulsory for all AVs to have a disclosure and Barring Service (DBS) check, and to attend a safeguarding lecture every year, so the welfare of your child is first and foremost in all CCF activities.



THE DUKE OF EDINBURGH'S AWARD

www.DofE.org

Duke of Edinburgh's Award

In year 9 students can sign up to the Duke of Edinburgh award to start the bronze award, we also offer silver and gold which students can complete. The DofE Award reflects The Ferrers School's ethos and vision for its students. It is a major challenge which requires commitment and perseverance, and a significant amount of personal responsibility. It will involve the students finding themselves out of their comfort zone and requires them to be active members of a wider community and to work as part of a team.

PLEDGES

One of the ways we provide a diversity of experience is through the PLEDGES scheme. This is unique to Meridian Trust and The Ferrers School and it is the expectation that every pupil will achieve their Bronze Award by the end of year 9 and their Silver Award by the end of year 11. The PLEDGES scheme is designed to encourage pupils to develop their character through completing a series of activities in school and reward pupils who may also challenge themselves in activities and clubs out of school time. It is an award where pupils are expected to advance by initially 'taking part' and then through 'organising' and through 'leading' on activities and tasks. We want our young people to be able to adapt to a changing world. 85% of jobs that will exist in 2030 have not yet been invented. The PLEDGES scheme is designed along the lines of the Duke of Edinburgh Award in that there is a bronze, silver and gold pledge and at each stage the pupil must undertake a series of tasks to ensure they have achieved that pledge. The PLEDGES scheme is split into seven key areas:



To gain a bronze award, one task from each pledge needs to be achieved. To gain a silver PLEDGES award, a further task from each pledge has to be completed. To gain gold PLEDGE award - for those who really want to excel - pupils will have to complete one task from each pledge grouped in the gold section (see hyperlinked pages above for all the criteria). Bronze and silver awards will be presented in a formal setting and normally through House and/or school assemblies. Pupils who achieve the gold PLEDGES award will be invited to attend an awards ceremony where a member of the school senior leadership team and Meridian Trust will present them with their award in recognition of this significant achievement. As part of the reporting system, parents will be made aware of the progress of their children towards each of the PLEDGES on a regular basis. It will also be an important element of tutorial activities and will be a featured part of the regular conversation with form tutors. Many of the PLEDGES have at their core the 'British Values' of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect.
- Tolerance of those of different faiths and beliefs.



A number of the PLEDGES live out these values and pupils participating will subscribe to these core 'British Values' so important in British society today.

Working in Partnership to Secure Outstanding Progress

At the end of Key Stage 4, students' GCSE Grades will be measured on a 9 – 1 numerical scale. Currently all schools are measured on:

- progress across 8 qualifications,
- attainment across the same 8 qualifications
- percentage of pupils achieving the threshold in English and mathematics (grade 5)
- percentage of pupils entering the English Baccaulaureate
- percentage of pupils achieving the English Baccaulaureate
- percentage of students staying in education or employment after Key Stage 4 (destinations)

All students are measured on how much progress they make from when they start in Year 7 to when they complete their exams at the end of Year 11. This is known as Progress 8.

Ways in which we can achieve this together: Aiming High

One of the keys to success with this is raising aspirations. We ask you to encourage your child to aim high, to have a 'can do' attitude and to commit to meeting or exceeding their target grades in all subjects.

Target grades will be established based on national expectations of student progress. We always aim to set aspirational targets so that our students can compete with others nationally.

In all year groups, baseline testing and assessments take place routinely throughout the year to monitor progress, to establish where gaps might be and to put in place activities and interventions to close these gaps as rapidly as possible.

Reporting Progress & Academic Mentoring

We assess students' learning continually throughout the year through classwork and homework, as well as formal and informal tests. Parents and students will receive two reports per year and have a minimum of two academic mentoring sessions with their tutor.

'Continuous effort - not strength or intelligence - is the key to unlocking potential'

Homework and Independent Learning

At The Ferrers School, we firmly believe that homework and learning that is completed beyond the classroom is an integral part of developing life-long learning skills. It also gives our students opportunities to develop a deeper understanding of key personal skills that are required in order to be successful later in life; for example, time management, personal organisation and the requirement to meet deadlines.

With the advent of AI, and Large Language Models like ChatGPT, we know that we must think more carefully about the homework we set for students. More than anything we are looking for participation, effort and independence – all skills that will serve students well in their future endeavours.

Homework is set to:

- Be relevant and part of the scheme that students are studying to help either consolidate prior learning or develop new learning
- Help students make good progress
- Be challenging and stimulating whilst recognising that individuals learn at different rates
- Be set when appropriate and needed to enhance or embed learning
- Be acknowledged and rewarded by self, peer or teacher feedback
- Encourage the development of independent study skills
- Be a partnership between home and school; teacher, parent and student each having responsibilities

In addition to paper-based activities, reading and research, we also use several online learning platforms, as outlined below.

Online learning platforms

A list of our online learning platforms is detailed below.

We are aware that the sheer number of online platforms can be difficult to navigate at home. As parents/carers you might receive weekly updates directly from the e-platform about student engagement. If you have any questions about a specific platform, please contact your child's form tutor or the curriculum leader for the subject with your query.

Subject	Platform and link	Year Group	Key information
English	Sparx Reader: https://sparxreader.com/n	Year 7 and 8	Use Microsoft login button
English	Tassomai https://www.tassomai.com/	Year 10 and 11	Same logins as science - should be able to login via Microsoft login button, too
IT	Know It All Ninja: https://www.knowitallninja.com/	Year 10 and 11	Students have login details
Maths	Sparx https://www.sparxmaths.uk/student/	All year groups	Use Microsoft login button

Science	Tassomai https://www.tassomai.com/	ALL	Use Microsoft login button
History	Seneca Learning https://senecalearning.com/en-GB/	Year 7-12	Students will need to use their school email address and create a password to login
Geography	Seneca Learning https://senecalearning.com/en-GB/	Year 7-11	Students will need to use their school email address and create a password to login
Art / Photography	pinterest https://www.pinterest.co.uk/	Year 7 -13	Students can use this for inspiration
MFL	Languagenut www.languagenut.com	Year 7-12	Weekly homework set from here, students can access range of other exam skills practise, separate login which they have been issued
MFL	Kerboodle www.kerboodle.com	Yr 12	A level subject content and homework

Reading

At The Ferrers School we show our commitment to reading through The Meridian Trust Reading Charter. This outlines every student's entitlement to access reading support during their time with us.



We would love you to encourage your child to read for pleasure every day. All the research tells us that students who read have higher levels of achievement and attainment overall so this will be a big push for us this coming year at The Ferrers School.

At school, all students will engage in literacy activities within the tutor group programme.

We have a brilliant, well stocked library and a librarian who is passionate about books and reading so please encourage your child to get involved.

Use of Mobile Phones

Please note that if mobile phones or other electronic devices, and the associated headphones, are brought into school, these should be switched off and placed in bags at the start of the day, once a student arrives at the school gates.

For some year groups, electronic devices are permitted in lessons for learning activities and should be replaced in bags, switched off, once the activity is completed. If electronic devices and headphones are seen at other times, these will be confiscated, and students will receive behaviour points. Should a student have these items confiscated more than twice they will only be returned once a parent/carer comes to school to collect them.

Medical Conditions, Illness / Injury During the School Day

First Aid

PLEASE NOTE:

- We offer emergency first aid only and this cannot treat old injuries which have been sustained during evenings/weekends.
- On occasions, students call or text home on their personal mobile phones to report feeling unwell. Please encourage your child to follow the correct procedure and report their illness/injury to their class teacher or another member of staff. This will enable us to contact you to ensure the safety and wellbeing of your child.
- Please do not come to school to collect your child unless our first aiders are aware of an issue and have contacted you directly.

The Ferrers School has a medical room for emergency first aid only. In cases of a more serious injury, when a visit to the medical centre or hospital is advisable, we will contact parents in the first instance on the emergency contact number provided to us. We ask that a parent, relative or other adult recommended by you, accompany the child to the medical centre or hospital. Sometimes, if we feel the child would be better at home, we will ring to ask you to collect him/her from the school. We cannot allow students to go home without parental permission.

Medicines in school/Medical conditions

Any medicines to be taken in school must be in their original packaging, clearly labelled with the child's name and will be secured in the medical room or secure cabinet in the house office. **All medication kept in school will require a consent form and provision form completed by parent or carer.**

It is the responsibility of parents to ensure that medication to be taken in school is up to date.

The house team must be advised and kept up to date about any ongoing or newly diagnosed medical conditions in relation to your child.

For students who have complex medical needs (e.g. diabetes), it will be necessary to make an appointment to meet with a health care professional and a member of the house team to draw up an Individual Health Care Plan so that we can ensure the wellbeing of your child in school. Please ask if you think your child may require this.

School Nurse

The Ferrers School has qualified First Aiders on site to deal with emergencies. The School Nurses are also available if you would like to discuss any matters concerning your child: they are not based at school on a daily basis. The School Nurses may be contacted by calling the Rectory Road Clinic (01933 410192) during surgery hours; there is also a confidential answerphone on the line. Alternatively, you may leave a message at Reception to ask them to contact you.

Use of Video and Photography at The Ferrers School

There are occasions when the school uses video or photography as part of its activities, including, for example:

- Photographs of sports teams and performances for display
- Photographs of the students at work/on school trips for the school prospectus, website, social media sites and other advertising platforms / materials
- Video analysis of performances, for example in sport and expressive arts
- Video for examination purposes, for example in sport and expressive arts, media studies activities such as film making
- The local press may take photographs of the school's achievements e.g.: school trips, sports teams or successful community initiatives.

We will always act responsibly with photographs and video. We do understand that there may be reasons why parents/carers do not wish their children to appear in the local press.

ICT Resources – Acceptable Use Agreement

We are constantly investing in and improving our ICT resources and have excellent computer facilities to support students' learning across the school curriculum. Our network has a high-speed connection to the internet to enable students and teachers to access the vast resources available for research and learning.

You will no doubt be aware of some the concerns regarding inappropriate material available via the internet and we would reassure you that we take every precaution to restrict students' access to such material. Our broadband service provider filters out many offensive and unsuitable sites making it virtually impossible for students to access them via the school network. In addition, we also have our own filtering capability, and we block the use of social networks and chat rooms and regularly update our own list of banned sites. However, we do feel that it is appropriate to have a clear set of rules for the use of the internet and other computer resources within the school to ensure that the best possible value is gained from them and that students know what is and is not acceptable.

Sanctions for misuse:

Violations of these rules will result in withdrawal of access to ICT resources. Where damage has been incurred, students will be billed for repairs. Additional action may be taken by the school in line with existing practice regarding inappropriate behaviour. For serious violations, exclusion may be imposed. Where deemed appropriate, the police may be involved, or other legal action taken.

Social Media, Internet & Parental Responsibility

Whilst during the school day we restrict the use of mobile phones we know that during evenings and weekends the impact social media can have on young people can be detrimental to their mental health and wellbeing.

If your child regularly uses social media or gaming consoles, please make sure that you track and monitor the sites and people they connect with. All too often, they do not realise the risks they pose unless they are keeping themselves safe online.

We recommend that parents/carers use the digital parenting tools that is supported by Vodafone <https://www.vodafone.co.uk/mobile/digital-parenting> to help get the most up to date advice and guidance.

The reality.....

77% of children in Northamptonshire have no limits on the internet at home

Social media is having a massive impact on children's friendships and mental health.

A third of parents would like more information

More than a third of 13-14 year olds who have seen online porn want to copy some of the behaviour they have seen.

70% of parents don't have a say in the apps their son or daughter download.

88% of young people in this county do not feel at risk online

1 in 5 primary aged children say someone has been rude or horrible to them online.

1 in 2 children aged 5 - 11 in every classroom in Northamptonshire would go and meet someone they met on the internet.



Northamptonshire
County Council

We encourage parents to use the 3Ds

1. DIGITAL SUNSET

Set a Digital Sunset – make sure that phones/tablets are not used at least 45 minutes before bedtime. Sleep plays a crucial role in learning and development, and not just for children. Sleep serves as the downtime our brains need to sort and file the day's sensory and emotional experiences into the various storage systems around the brain.

2. DIGITAL ROLE MODEL

Your child is likely to copy your online behaviours. So, if you are always on your phone then they are likely to be too. Set some Digital free zones (e.g. at the dinner table) which means you will have to follow the rules too!

3. DIGITAL RESILIENCE

“Children and young people need to be empowered to keep themselves safe –we cannot make the internet completely safe. Because of this, we must build children’s resilience to the material to which they may be exposed so that they have the confidence and skills to navigate these new media waters more safely.” (Quote taken from the Safer Children in a Digital World Report of the Byron Review).

Talk to your child about the issues surrounding online safety. We cannot protect them from everything but need to help them become safe users of technology.

You can use this checklist to help:

- Have you checked their Privacy Settings? These need to be regularly maintained as any updates to a social media app will wipe any Privacy Settings you have put in place.
- Do you use any Filtering Software?
- Have you created ground rules? (e.g. no phones over the dinner table/while doing homework/enforced a digital sunset)
- Do you know what your child’s online habits are? (Who are they talking to/ what apps do they have access to on their phone?)
- Do you keep the home computer in a central location to save your child being in their room all of the time?
- If your child is a ‘gamer’ do you know what chat rooms they are members of? (Do *they* know who they are talking to)
- Do you monitor the pictures your child posts online?

- Are you a good digital role model?
- Do you limit the use of social media?
- Do you talk about the risks associated with using social media?

Social Media Platforms Age Restrictions

At TFS we teach online safety through our comprehensive Core Studies programme & through our IT curriculum. We celebrate national awareness days and weeks and have a programme of assemblies which covers all aspects of safeguarding. It is vital that we work together with school and home as lots of use (and misuse) happens during the evenings and weekends and then issues can be transferred to school. Different platforms have different age restrictions which are worth noting.

If you would like to discuss a concern about online safety or get some more information on how to help your child stay safe online, then contact a member of the safeguarding team. You can also email worried@theferrers.org to discuss any concerns you might have.



Catering Arrangements

At The Ferrers School students are welcome in the Lancaster Suite for Breakfast from 8.15am, at break and at lunch time. All food from Caterlink complies with the nutritional guidelines set out by the Foods Standards Agency. Working from a varied menu, a hot or cold main course and dessert is available for £2.80. A variety of sandwiches, salads, soup, fruit, cookies, desserts and drinks are also available.