



The Fernwood School

High Achievement with Care & Discipline for All

BEHAVIOUR FOR LEARNING POLICY

This policy will be monitored regularly and evaluated so that it remains responsive to current issues. This will be co-ordinated by the Deputy Headteacher (Pastoral)

Approved: May 2026

Next review: May 2027

Status: Statutory



Contents

'High Achievement with Care and Discipline for All'	4
The school motto underpins the ethos and structure of The Fernwood School.....	4
Roles and Responsibilities.....	4
The Trustees.....	4
The Headteacher	4
All staff and volunteers	4
Parent/Carers.....	4
Students.....	5
Uniform.....	6
Promoting Good Behaviour to Achieve Success	7
Rewards.....	7
Staff Responsibility Regarding Behaviour Management.....	8
We will.....	9
Lines of Referral.....	9
Walkabout	10
Students with special needs and/or social, mental, emotional needs	10
Reasonable Adjustments.....	10
School Sanctions - Legal responsibilities of Disciplinary Sanctions.....	11
School Detentions	11
Detentions.....	11
Punctuality/Lates	12
Home Learning.....	12
Home Learning Detentions	12
Internal Exclusion Room (IER).....	12
Fixed Term Suspensions.....	13
The school's responsibilities	14
Parents'/Carers' responsibilities	14
Fixed Period Suspension	14
1 – 5 School Days.....	14
5 – 15 School Days.....	14
More than 15 School Days.....	14



Up to 45 School Days in a School Year	15
Supported Transfers.....	15
Reasonable Force.....	15
Use of Reasonable Force	15
Searching, Screening and Confiscation.....	16
Bullying	17
Mobile Phones	17
Behaviour in the Local Community	18
Cyber Bullying.....	19
Abuse or Intimidation of Staff	20
Hate Incidents.....	20
Sexism and Sexual Harassment.....	20



‘High Achievement with Care and Discipline for All’

The school motto underpins the ethos and structure of The Fernwood School

At The Fernwood School we believe each individual child has the right to feel valued and respected so that all children have a real sense of ‘belonging’ in a cohesive caring community. An important part of our ethos is to recognise and celebrate our differences.

All members of the school are expected to help and maintain an atmosphere conducive to learning with mutual respect, consideration, tolerance and understanding for each other. This endorses the agenda that every child has an entitlement to achieve their potential in a safe, secure and inclusive environment.

The school’s ethos supports the premise that the establishment of a good teacher/student relationship is crucial to working effectively with all students. Teaching which incorporates differentiation, trust and effective classroom management is imperative in enabling every child to reach their full potential of academic achievement and personal development.

Our expectations extend to all aspects of curricular and non-curricular time. This will include all supervised and unsupervised time; offsite activities; travelling to and from school and in any situation where a student may be judged to be a representative of The Fernwood School.

Roles and Responsibilities

The Trustees

Will establish, in consultation with the Headteacher, staff and parents/carers, a policy for the promotion of desired behaviour and keep it under review. It will ensure that it is communicated to parents/carers and students, is non-discriminatory and the expectations are clear. Trustees will support the school in maintaining high standards of desired behaviour of all students and staff.

The Headteacher

Will be responsible for the implementation and day to day management of the policy and procedures. The Headteacher in conjunction with the Trustees and teaching staff will also ensure that the concerns of the students and parent/carers are listened to and appropriately addressed.

All staff and volunteers

Will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a significant responsibility, with the Headteacher for creating a high-quality learning environment, teaching positive behaviour for learning, and implementing the agreed policy and procedures consistently.

Parent/Carers

The school will continue to encourage parents/carers to work in partnership with the school to assist it in maintaining the highest standards of behaviour and attendance. Developing and



maintaining positive, supportive relationships with parents/carers to ensure that the correct support and interventions are put into place to support each individual.

Parents/carers are expected and supported to take responsibility for the behaviour of their child both inside and outside of school.

The relationship between home and school is pivotal to the successful development of their child's academic and emotional development. It is therefore essential that parents/carers reinforce the school's Behaviour for Learning Policy and the disciplinary authority of the school by:

- ☛ Reading and supporting the Home School Arrangement
- ☛ Sending their child to school each day punctually, in full uniform, equipped and ready to learn
- ☛ Helping to ensure that their child follows all instructions by school staff and adheres to school policy and rules, and the code of conduct
- ☛ Working with the school to support their child's positive behaviour
- ☛ Liaising with the school regularly to ensure that any additional needs are discussed, understood and taken into consideration

In the event of a parent/carer needing further information regarding their child's behaviour or learning, they should contact the relevant Pastoral Team Leader either by phone, letter or email.

In the case of a serious emergency, telephone contact needs to be made with the school.

Every effort will be made for the relevant member of staff to return a call promptly within 2 working days to resolve any problems/issues. We ask that parents/carers do not arrive unannounced at school asking for a meeting, as it will not be possible to see the relevant member of staff without an appointment.

In the very exceptional and unlikely event of a parent/carer acting unreasonably, for example, being violent, verbally threatening, or abusive when visiting school, they may be banned from the school premises and liable to prosecution.

Students

Students are supported to embrace the ethos of the school. This enables them to work together in developing a safe, cohesive community in which all students strive to reach their full potential academically, socially and in their role as future adult citizens.

All students must adhere to the Behaviour Policy and the "Non-negotiables" to help them develop a sense of shared ownership for good behaviour throughout the school. They take responsibility for their own behaviour and are fully aware of school policy, procedure and expectations. Students are responsible for reporting any incidents of anti-social behaviour immediately to staff.

Students are expected to:

- ☛ Arrive at lessons and school on time, in full uniform and fully equipped for each lesson



- ✚ Follow instructions given by all school staff, adhere to school rules and accept sanctions in the appropriate way
- ✚ Act as ambassadors for the school when off school premises
- ✚ At all times show respect to school staff, fellow students, school property and the school environment
- ✚ Not bring inappropriate or unlawful items into school (for more detailed policy on the management of drug and substance allegations reference should be made to the school Drugs Policy)
- ✚ Cooperate with any arrangements put in place to support their behaviour/ learning such as class teacher support, tutor support, faculty support or being monitored on report, overseen by their Head of Year/Assistant Head of Year or other relevant member of the pastoral team
- ✚ Keep their parent/carer appropriately involved in their life in school
- ✚ Behave respectfully and appropriately on their way to and from school and in the local community

*NB -If a child with an additional need requires an adjustment to their uniform, this will be taken into consideration and communicated to staff

Reasonable adjustments may be made for students with additional needs, following guidance from the Pupil Passport (for students with SEND) and in conjunction with the SEND team and relevant key worker.

Uniform

The Fernwood School insists on school uniform being worn to help promote a strong school identity. This helps to support equality and integration, whilst promoting harmony amongst the different groups represented in school. Other reasons include:

- ✚ Health and Safety – safe clothing in labs or workshops
- ✚ Jewellery also presents safety issues, so it is not worn
- ✚ Security – to maintain good order and identify intruders more easily
- ✚ Protection from peer pressure – ensuring students are not compelled to adopt particular dress codes

In the unlikely event where a student arrives in school in the incorrect uniform (without an exceptional circumstance), they will be out of circulation at break and lunchtime on that same day. Swift discussions with the student and/or parents will aim to resolve the uniform situation on that same day/within 24 hours if possible. If a student has to be persistently reminded about a uniform issue (for example shirt untucked/incorrect shoes/coat) they will be issued with a detention at lunchtime. Regular checks are carried out by Tutors and by Heads of Year/Assistant Heads of Year and senior staff in assemblies.



Promoting Good Behaviour to Achieve Success

We will do this by:

- ✦ Having high expectations of all students through a consistency of approach between teachers, faculty teams and pastoral teams and support staff
- ✦ Recognising that at times, a different approach may be needed to take account of individual needs
- ✦ Being actively committed to the needs of each individual child by meeting their educational, social and behavioural needs. This applies particularly for students with known disabilities or social, mental health, health or emotional needs
- ✦ Contributing to the development of a safe, caring and intellectually stimulating environment where the students can be ambitious to learn and achieve
- ✦ Equipping students with the appropriate personal, social and academic skills in their transition to the next stage of their learning and/or training
- ✦ Developing an understanding and respect for each other's uniqueness, to foster a cohesive school and the wider community
- ✦ Carrying out Student Voice activities- giving opportunity to the students to discuss their life in school to affect positive change where and when necessary

Rewards

Everyone in school works hard to praise students and recognise and appreciate achievement both in and out of the classroom.

Staff use a range of rewards to encourage all achievement and promote good and improving behaviour.

We do not underestimate the power of instant positive praise when students respond appropriately and take every opportunity to demonstrate and model respect both in and out of the classroom e.g. working well in a group activity, holding doors open for each other.

- ✦ At both Key Stage 3 and Key Stage 4 all staff use the Arbor Management Information System to log any Behaviour Incidents when needed. Staff will focus on logging Fernwood Award Points for achievement to acknowledge immediate achievement, effort, progress and high standards in a lesson, as well as reward sustained effort, outstanding progress or collaboration over a series of lessons
- ✦ Staff award Fernwood Award Points which will link directly to the Whole School Fernwood Award at Bronze, Silver and Gold levels depending on the year group students are in. Students will collect Award Points under six key areas: My Learning, My Progress, Citizenship, Getting Involved, My Well-being, and Teamwork. Some students may also go on to achieve the Platinum and Headteacher's Award



- 👤 Through Arbor, staff may also reward whole class/whole year group achievements through allocation of a "bulk award". An example of this might be if a group of students have participated well in a workshop with an outside provider, or in a whole class activity.
- 👤 This whole school system is endorsed by all staff across the school and further enhanced by Pastoral Team Leaders as well as Curriculum Team Leaders and Heads of Key Stage 3 and 4 through termly achievement/celebration assemblies with appropriate curriculum and pastoral rewards and accolades
- 👤 Through achievement assemblies, Pastoral Team Leaders regularly acknowledge and celebrate achievement. Information is collated and acted upon from all sources of school life e.g. curriculum success; sport, music, drama, citizenship, extra-curricular and community achievement/success
- 👤 Senior Leaders also regularly visit lessons and assemblies, particularly for their link year group and are invited to lessons to present prizes/certificates and/or watch individuals or groups perform
- 👤 Attendance is regularly monitored and rewarded – initially through instant positive praise from Tutors and Pastoral Team Leaders and also through the Fernwood Award. There is also a Fernwood 'raffle' each half term where students with high attendance or improved attendance are entered into a draw and have the chance to win a prize of their choice
- 👤 Letters/postcards/phone calls home are also used to congratulate students for achievement – therefore keeping parents/carers fully informed
- 👤 At KS4 students are encouraged to become prefects and demonstrate their leadership qualities across the school. Within the school prefect body students are encouraged to make applications for Head Prefect as well as Deputy Head Prefect. These students form the Prefect Leadership Team. All school prefects are rewarded with Award Points towards their Fernwood Award - for example for supporting the smooth running of whole school events such as Parents' Evenings, Open Evenings and Options Evenings

Staff Responsibility Regarding Behaviour Management

- 👤 It is the ultimate responsibility of each individual member of staff (teaching and non-teaching) to make sure students behave respectfully and appropriately both in their classroom and around school
- 👤 We place paramount importance on the development of positive relationships in the classroom in order to foster an engaging environment
- 👤 In promoting good behaviour classroom, staff should apply a wide range of strategies to resolve issues successfully and these include:
 - 👤 Quality First Teaching to engage all students in their learning
 - 👤 Dealing with the student behaviour rather than stigmatising the child
 - 👤 Using professional curiosity and taking into consideration the triggers for behaviour
 - 👤 Using sanctions in a calm, controlled and consistent manner



- ✦ Avoiding early escalation to severe sanctions
- ✦ Making relevant 'reasonable adjustments' for individual students particularly those with SEND
- ✦ Using sanctions to help students rectify harm caused
- ✦ After a behaviour issue and the use of an appropriate sanction/action allow the student a 'fresh start'
- ✦ Educating students to learn from their mistakes and implement strategies to improve behaviour. Restorative work may be used as part of this process.
 - ✦ Contacting parents/carers

Staff will always use a restorative approach following an incident as we recognise the importance of restoring and rebuilding relationships so that students understand how to move forward after a serious issue/sanction

We will

- ✦ Not give whole group sanctions
- ✦ Not use a sanction to humiliate or degrade a child
- ✦ Not send students to stand outside the teaching room for more time than is required to address the behaviour. If longer is needed, the student should be referred to the Faculty Team Leader or the Pastoral Team Leader
- ✦ Consider alternative strategies and/or sanctions when a specific strategy or sanction has been ineffective in terms of correction and/or restoration for a child with known additional needs.
- ✦ Expect leaders responsible for making behaviour decisions to have sought the advice and guidance of our SEND (Study Support) team to discuss the most effective and appropriate strategies and/or reasonable adjustments.

Lines of Referral

It is important that each individual member of staff follows the correct and appropriate system of referral.

When all classroom and faculty strategies have been exhausted, ongoing difficulties need to be discussed with the appropriate Tutor, Pastoral Team Leader, and relevant Senior Leaders.

Discussion with Faculty Team Leader and/or liaison with Pastoral Team Leader/Tutor may result in one or more of the following strategies being put into operation:

- ✦ Faculty/class teacher detention/sanction
- ✦ Faculty/class teacher report
- ✦ C3 Detention-must be sanctioned by Faculty Team Leaders/ Pastoral Team Leaders/Senior Leaders
- ✦ Report card issued – monitored by Tutor/Pastoral Team Leader/Faculty Team Leader/Senior Leader/Behaviour support from the Assistant Head of Year/student taken off timetable



- ☛ Parent/carer meeting
- ☛ Discussion re. the possibility of a student moving group or class (temporarily/permanently)
- ☛ Sanction in the Internal Exclusion Room
- ☛ Suspension from school
- ☛ Alternative Curriculum Provision placement - explored and put into place
- ☛ Meeting with Trustees when a Disciplinary Panel is required
- ☛ Supported Transfer to another school, managed by the City's Fair Access Panel – see *page 15 for further detail*
- ☛ Permanent Exclusion

At any of the above stages parents and carers will be kept fully informed.

Walkabout

The school operates a 'walkabout system' where a member of staff from the middle or senior team walks the school each lesson. The purpose is predominately to drop into lessons and witness the hard work and engagement of our students in lessons. However, this may also be used as a support for teachers in *extreme* circumstances, where a behaviour 'causes significant risk to the physical safety or mental well-being of other children or staff'.

Such incidents are extremely rare at the Fernwood School.

Students with special needs and/or social, mental, emotional needs

Staff have a responsibility to read the school's SEND policy and individual Pupil Passports for the children they teach who have SEND. They are fully aware of students' learning and/or social, mental health, emotional needs and will plan their lessons accordingly.

In dealing with behaviour issues which need sanctions to be applied, reasonable adjustments will need to be considered for SEND students.

In some situations, staff may feel that some apparent poor behaviour may be due to an undiagnosed special need or learning difficulty. Staff then seek advice from the SEND team.

Reasonable Adjustments

When sanctions are put into place following a breach of the school's behaviour policy, staff and the pastoral team may consider reasonable adjustments for some students. This would be the case if a child has additional needs or if they have not received a particular diagnosis, but parents and staff have previously reported concerns in line with SEND.



Adjustments may be made at any point of the escalating C system, from the issuing of a C1 through to a C5 suspension. Where a child has a known additional need, the Pupil Passport will be taken into account and advice/opinion will be sought from the most relevant staff in the SEND team.

School Sanctions - Legal responsibilities of Disciplinary Sanctions

The Education and Inspections Act (2006) gives teachers and other staff in charge of students the right to deal with students' misbehaviour and to impose sanctions. This power extends to students outside of school, for example on a school trip at home or abroad where poor behaviour may result in the student being sent home at his or her parents'/carers' expense. Where reasonable, poor behaviour by students on the way to or from school, or that is likely to affect the safety of other members of the school community will be dealt with by the school.

At The Fernwood School the purpose of sanctions is to promote positive behaviour and where necessary modify unsatisfactory behaviour.

Staff will apply sanctions fairly, consistently, proportionately, and reasonably taking account of special needs, disability and the needs of vulnerable children and offering support as appropriate.

School Detentions

The Education and Inspections Act (2006) gives statutory powers to put students under the age of 18 years in detention without parental consent in after school sessions, and some weekends and non-teaching days. There is no obligation to give parents notice of the detention, but the school will always make every effort to inform parents/carers. This can be communicated done via a phone call, text message or email.

Detentions

Detentions must be discussed with the appropriate Faculty Team Leader/Pastoral Team Leader/Senior Leader.

- ☛ **C1-15** Minutes detention served with class teacher or form tutor/or 30-minute Home Learning Detention
- ☛ **C2** 1 hour Faculty Leaders/Pastoral Leaders Detentions. These will be discussed/sanctioned with the appropriate Faculty Team Leader/Pastoral Team Leader
- ☛ **C3** 2 hours Senior Leader Detention. Will be discussed/sanctioned with the appropriate Faculty Team Leader/Pastoral Team Leader/member of the Senior Leadership Team.

C2s/C3s – All staff will keep parents/carers fully informed.

In the unlikely event that a student fails to attend a C3 SLT detention they will spend time in the Internal Exclusion Room the following day. If it is determined that a child missed a C3 detention as a result of their known additional needs (e.g. processing, memory, executive function, rigidity etc) then reasonable adjustments may be made which could include giving them another opportunity to complete the missed detention.



Punctuality/Lates

The Fernwood School places great emphasis on encouraging students to make sure they are punctual and arrive on time to school and to lessons.

Students who arrive late to tutor time are required to attend an immediate C1 Lates Detention at break on the same day. Failure to attend the Lates Detention at break results in a reminder for a Lates Detention for 30 minutes after school on the same day. Failure to attend the 30-minute Lates Detention (despite the reminder) at the end of the school day will result in a C3 Detention.

If it is determined that a child's lateness is a direct result of their known additional needs (e.g. processing, memory, executive function, rigidity etc) then reasonable adjustments may be made which could include an alternative response instead of a detention.

Home Learning

In order to achieve their very best students are expected to get into good habits and routines in order to complete home learning. Extensive provision exists across the school to provide support to enable students to complete home learning. These include specialist help from subject staff and departments at break and lunchtime/voluntary home learning clubs as well as SEND and Literacy support. Staff will also use Microsoft Teams to communicate with students about home learning set.

Home Learning Detentions

If home learning is not completed this will be followed up by individual tutors and class teachers and through Faculty Team Leaders and Pastoral Team Leaders. Class teachers will use the C system to follow up homework issues (they will issue a warning/30-minute home learning detention in the first instance). If issues are more persistent staff may use a C2/C3 detention where necessary to follow up home learning issues. Wider discussions with Faculty Team Leaders and Pastoral Team Leaders may be needed to look at home learning support and intervention if the issue becomes more serious. All staff are committed to supporting students to achieve their full potential supported by being successful home learners.

If it is determined that a child's failure to complete home learning is a direct result of their known additional needs (e.g. processing, memory, executive function, rigidity etc) then reasonable adjustments may be made which could include additional support/intervention to help them complete the home learning instead of a detention.

Internal Exclusion Room (IER)

The Internal Exclusion Room will be used to support students requiring a more serious sanction beyond a C3 detention. In this case, students will be issued with an Internal Exclusion. Parents and carers are kept fully informed and may be requested to attend a meeting in school.



Students in IER finish the school day 15 minutes later than their normal finish time, so 3.15pm for KS3 students and 3.25pm for KS4 students, unless a 4pm finish has been arranged with parents/carers.

Fixed Term Suspensions

FURTHER or more SEVERE behaviour breaches both on and off the school site may bring formal suspension procedures; the school follows government guidelines.

Suspensions are given by the Headteacher. In the Headteacher's absence, this will be delegated to a Deputy Headteacher.

Certain kinds of behaviour are so serious that they carry a risk of fixed term suspension or permanent exclusion. These are usually matters which threaten the health and safety, security, and/or well-being of all or part of the whole school community.

- ❧ The following would be some examples:
 - ❧ Serious actual or threatened violence against another student or member of staff, or against the school as a whole
 - ❧ Carrying a weapon, potential weapon or imitation weapon
 - ❧ Serious damage to school property
 - ❧ The use of threatening or abusive language
 - ❧ Sexual, racial, homophobic or religious abuse or assault of a student or member of staff
 - ❧ Involvement with all drugs or substances alleged to be drugs (see Drugs, Alcohol and Tobacco Policy for definition of drugs), which include for example:
 - ❧ Bringing a substance onto the premises
 - ❧ Using a substance on the premises
 - ❧ Being under the influence of a substance on the premises
 - ❧ Supplying or offering or arranging to supply a substance for another student
 - ❧ One student asking another to procure a substance for another student, for example: vape pens/vape oils
 - ❧ Bringing alcohol, vapes, cigarettes, matches, fire lighters or fireworks onto school premises (smoking/vaping in any part of the school building/premises is against the law)
- ❧ Other kinds of behaviour which, if confined to an **isolated incident**, might merit a lesser sanction will be regarded as far more serious if repeated after previous action/warnings have been taken. As such, they could lead to further fixed term suspensions or permanent exclusion.
 - ❧ Examples:
 - ❧ Disruption of classes
 - ❧ Rudeness to or intimidation of staff or fellow students



- ✿ Bullying
- ✿ Refusal to wear correct school uniform

In the event of a serious incident occurring in school it may be necessary to remove a student from class. They would be placed in the Internal Exclusion Room whilst the incident was fully investigated. This also allows for all parties to give an account of their part in the incident.

Discussion would take place with relevant senior staff. The final decision regarding sanctions of fixed term suspension or permanent exclusion is made by the Headteacher and Trustees. Parents/carers are kept fully informed of all proceedings.

The school's responsibilities

- ✿ During the first 5 days of any suspension, the school will set work for the student
- ✿ From day 6, a suspended student must receive full-time education provided by the school or by the Local Authority if the exclusion is permanent

Parents'/Carers' responsibilities

- ✿ During the first 5 days of a suspension, parents/carers must ensure their child is not in a public place during school hours without good cause. Parents/carers could be prosecuted or issued with a fixed penalty notice if they do not comply with this requirement
- ✿ From day 6, parents/carers must ensure that their child attends full time education; this will be arranged by a senior member of staff, taking into account the child's address and accessibility to the designated provider

At the end of a suspension the parent/carer will be asked to join a Senior Leader and their child at a post-suspension meeting to discuss a re-integration package, including any strategies that may need to be put in place both by the parent and the school to help the student avoid getting into similar difficulties in the future. For children with additional needs who have a key worker, the key worker may also join the post-suspension meeting and may be part of the conversation to agree an individual bespoke reintegration plan.

Fixed Period Suspension

1 – 5 School Days

- ✿ For a first fixed period suspension and for the majority of the school's suspension, 1-5 days will often be appropriate

5 – 15 School Days

- ✿ A single exclusion which exceeds 5 school days reflects very serious concern

More than 15 School Days

- ✿ Fixed period suspension of this duration would be used rarely
- ✿ There would be a clear plan for reintegration



Up to 45 School Days in a School Year

- ☛ This is the total aggregated maximum number of days a student can be out of school and is NOT issued for one suspension

Any student who receives a number of suspensions is at risk of being permanently excluded.

Supported Transfers

Supported Transfers are used in the city as a strategy to enable a 'fresh start' in another school. Guidance from the Local Authority states that a supported transfer can be considered for

- ☛ Children who are at risk of permanent exclusion where a change in school is felt will have a positive impact on the child, and where the behaviours would be responsive to the usual range of interventions available to schools in Nottingham City.
- ☛ Children with a history of internal/external support as an early intervention to avoid further exclusions with the full support of parents and child.
- ☛ Children who have significant attendance concerns (less than 70% over a 12 month period), and it is felt that attendance will improve with the opportunity to attend a new school; and services such as educational welfare have been involved to address their attendance concerns.
- ☛ Children for whom a change of school is necessary because of significant safeguarding concern, supported by relevant professions.

Reasonable Force

Use of Reasonable Force

Staff at The Fernwood School will always try, in the first instance, to de-escalate a situation and will always try to avoid acting in a way that might cause injury. This means using force that is "reasonable in the circumstances" and using no more force than is needed.

We adhere to the latest DfE Guidance document 'Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026' and staff receive face to face training about this guidance.

Staff will always use de-escalation techniques to calm a situation down verbally in the first instance.

If a member of staff witnesses a physical altercation or fight, they may:

- ☛ Approach the students and tell them clearly and firmly to stop



- ☞ Guide one or both of the students involved away from the situation to a safe calm space (calm space outside/empty classroom/pastoral office/ Senior Leader's Office) to allow time for the students to calm down
- ☞ If necessary, enlist the help of other staff nearby to help guide and split up the students involved taking them to a safe calm space to calm down
- ☞ If students refuse to separate staff may restrain/hold a student back to bring them under control and guide the student(s) to a calm safe space
- ☞ Ensure medical attention is sought if needed
- ☞ Once both/all students and staff are calm and safe, alongside key pastoral staff, staff will ensure that all parties give a written account of what happened in order to look into the incident fully, following the usual procedures and the Behaviour Feedback Loop - including planning for any sanctions, restorative conversations and contact with home
- ☞ PTLs will be responsible for recording a serious fight or assault on CPOMs, recording the sanction and follow up in each case
- ☞ If reasonable force has been used, staff will record the incident on the school's recording form; this data will be shared with Trustees as part of the safeguarding report

Searching, Screening and Confiscation

We adhere to the latest DfE Guidance Document '**Searching, Screening and Confiscation: Advice for schools July 2022**'.

Headteachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

Please note this list is not exhaustive but includes items such as

- ☞ Knives and weapons
- ☞ Alcohol
- ☞ Illegal drugs
- ☞ Stolen items
- ☞ Any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the student)
- ☞ Tobacco and cigarette papers
- ☞ Fireworks
- ☞ Pornographic images

At The Fernwood School, a search may also be carried out if we have reason to believe that a child is in possession of a vape.



A search would only be carried out by the Headteacher or a member of the Senior Leadership Team/Pastoral Team at his/her request.

A record will be kept of any search, detailing the following information:

- The date, time and location of the search
- Which student was searched
- Who conducted the search and any other adults or students present
- What was being searched for
- The reason for searching
- What items, if any, were found; and
- What follow-up action was taken as a consequence of the search

Screening, which is the use of a hand-held metal detector (wand) may also be used. *Schools 'have a statutory power to make rules on pupil behaviour and their duties as employers in relation to the safety of staff, pupils or visitors enables them to impose a requirement that pupils undergo screening.'* (DfE Guidance Document 'Searching, Screening and Confiscation: Advice for schools July 2022'). If this is deemed necessary by the Headteacher, the guidance will be followed.

The Designated Safeguarding Lead (DSL) or a Deputy DSL will be informed of any search where the member of staff had reasonable grounds to suspect a child was in possession of a prohibited item.

Bullying

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated at The Fernwood School.

If bullying is suspected or reported, the incident will be dealt with immediately following the school's referral system. Sanctions will be applied dependent on the severity of the incident – this may include suspension and in very extreme situations permanent exclusion.

Victims will be supported in school to help restore self-esteem and confidence. This may mean continuous support being offered.

Those responsible for any bullying behaviour will receive support in changing their behaviour. Parent/carers of both the bully/bullies and victim will always be informed and kept updated with events and actions to resolve the situation.

Mobile Phones

In February 2024, the Department for Education published guidance for schools around mobile phones. Some key points raised in this guidance are as follows:

- 'One of the greatest challenges facing schools is the presence of mobile phones'



- ☛ 'Mobile phones risk unnecessary distraction, disruption and diversion'.
- ☛ 'We owe it to our children to do what we can to remove distractions and enable them to be fully present and engaged in the classroom'.
- ☛ 'Without their mobile phone at school, pupils have the headspace and calm to focus on their lessons'.
- ☛ 'By removing mobile phones, children can spend more time staying active and socialising face to face with their peers, activities which have a positive impact on wellbeing'.

The Government has since issued updated guidance to schools (February 2026), making it clear that 'All schools should be mobile phone-free environments by default; anything other than this should be by exception only'.

The Fernwood School has **always prohibited phones in school** and will therefore continue to uphold this.

If a parent/carer has a need for information/communication to be made regarding their child in the course of a normal school day, they should contact the school office. However, there may be some exceptional circumstances where a student may need a mobile phone e.g. off-site visit. In this instance parents/carers will provide a written note to the Pastoral Team Leader. If students are found to have a mobile phone without consent, the phone will be confiscated and put in a secure area, and the student will receive a C3 detention. The parent/carer will be contacted to arrange collection.

In very extreme situations, where a member of staff reasonably suspects that a student may be involved in cyber bullying, the Headteacher or a senior member of staff can ask a student to reveal a message or show the content of the phone for the purpose of establishing if bullying has occurred. Where a student refuses to comply with this reasonable instruction a disciplinary sanction may follow.

The school will not intervene with issues which arise on social media or online or on web spaces unless this causes a direct problem in school or has a direct impact on the reputation of the school. The prevalence and far-reaching impact of the misuse of social media cannot be underestimated.

If a direct problem has arisen in school in relation to social media/the use of a mobile phone the school will seek information from parents/carers regarding their strategy for ensuring this is not repeated, and reassurance of ongoing monitoring and vigilance. This will prevent any further upset of students and their families. Equally, it will ensure staff time and resources are not diverted away from their daily pastoral care and teaching and learning.

Behaviour in the Local Community

The Fernwood School insists on high standards of behaviour to develop students' sense of responsibility, integrity, and sense of belonging to the school. This enhances and preserves the positive ethos and reputation of The Fernwood School built up over many years. This includes



behaviour in the local community and travel to and from school. Students are expected to adhere to the school rules and be polite and respectful to all in our local community as this has a direct impact on students and their families, and the reputation of the school.

Any anti-social behaviour such as:

- ✿ Swearing
- ✿ Graffiti
- ✿ Lack of respect when talking to or responding to local residents
- ✿ Loud, unruly, or disrespectful behaviour
- ✿ Lack of respect for property or intrusion on property
- ✿ Any physical contact

Any behaviour which causes upset, disturbs the peace, or purposely causes offence to our local residents will be dealt with very severely. This anti-social behaviour brings the school into disrepute and will not be tolerated.

Cyber Bullying

This is defined as 'the use of Information and Communications Technology (ICT) particularly mobile phones and the internet to deliberately upset someone else'.

This can include harassment, threats, and insults. Like face-to-face bullying, cyberbullying is designed to cause distress and harm.

The inappropriate use of the internet both inside and outside of school will not be tolerated. If a child uses ICT facilities in school in an inappropriate manner sanctions will be used. This may include the child no longer being given access to school computers possibly for a fixed period of time and the issuing of a sanction (C2/C3/IER time depending on the severity of the issue). (This could have a negative effect on their ability to access the curriculum).

In very serious situations the Police would be contacted. Parents/carers will always be informed.

The Education and Inspections Act 2006 (EIA 2006) states – 'Headteachers have the power to such extent as is reasonable to regulate the conduct of students when they are off site or not under the control or charge of a member of staff.'

Internet use outside of school should be monitored carefully by parents/carers.

Parents should be aware of some of the following problems arising:

- ✿ That children are at risk of `internet grooming` through inappropriate use of social chat rooms
- ✿ In the confines of their own home students can feel more able to send messages of an intimidating or inflammatory nature. These can then be shared with many other students adding to harassment and bullying escalating. If this occurs the school will respond and take very serious action including the use of sanctions to prevent this continuing



Abuse or Intimidation of Staff

Any misuse of ICT with regards to the intimidation or abuse of staff will also be dealt with very seriously and sanctions applied - particularly the use of social media. The Police may be informed.

Victims will be fully supported. Parent/carers of both the victim and perpetrator/s will be kept fully informed about the events and the actions taken to resolve the situation.

Hate Incidents

Any form of derogatory language or inappropriate behaviour that references an individual person's identity is considered unacceptable.

All hate incidents will be dealt with immediately, following the school's referral system. Sanctions will be applied depending on the severity of the incident - these can include suspensions and in very extreme situations permanent exclusion.

Assistant Headteachers with oversight of Key Stage 3 and 4 keep a log of each incident and follow-up actions.

Sexism and Sexual Harassment

At The Fernwood School we are fully committed to challenging sexism in all its forms and responding swiftly to reports of sexual harassment or assault. There is an on-going programme of staff training and an action plan that underpins this work; this is central to the school's commitment to supporting young people and educating them about the consequences of unacceptable behaviour.

We actively talk to young people via Tutor Time, assemblies or through the Personal Development curriculum about how to report any incident of this nature to ensure **that all feel safe in school**. The list of behaviours referenced in KCSIE around child-on-child abuse is also shared with students so that all are very clear about the nature of behaviour which will not be tolerated:

- ☛ Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- ☛ Abuse in intimate personal relationships between peers
- ☛ Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- ☛ Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- ☛ Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- ☛ Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- ☛ Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)



- ✿ Up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- ✿ Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Each case that is reported or that comes to light by whatever means will be responded to in a sensitive manner and the wishes of the victim will be taken into account. We will always seek to involve the support of parents/carers and offer the necessary support to both the victim and the perpetrator. The ethos at The Fernwood School is underpinned by the notion of mutual respect and so will be reported via the school's C system as a behaviour issue, recorded as an incident of a sexual nature; discussion will be extended to the DSL and her team as deemed appropriate. We are committed to following up on *all* incidents, however small they are perceived to be, as we acknowledge that so called 'lower level' incidents can underpin the problematic 'normalised' culture, where young people become to accept inappropriate behaviour instead of challenging it **at all times**. Incidents will be followed up by Pastoral Team Leaders in liaison with senior staff.

The school adheres to the guidance in Part 5 of KCSIE 'Child-on-child sexual violence and sexual harassment'.