



Mowbray Education Trust

John Ferneley College

Behaviour Policy

September 2026

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1. Ethos and Values

At John Ferneley College, we believe that behaviour is taught, practised and reinforced. Our approach is designed to create a calm, safe and purposeful environment in which every student can learn, belong and thrive.

Hard Work – Success is built on consistent effort and a strong work ethic. We encourage students to be conscientious learners who challenge themselves academically and strive for excellence in and beyond the classroom.

Kindness – Kindness is at the heart of our community. We expect students and staff to treat one another with respect, empathy and compassion, building strong relationships and a safe, positive learning environment.

Resilience – We teach students to persevere, learn from setbacks and respond positively to challenge. Resilience helps young people become confident and capable adults.

Our five priorities are:

- Great Attendance
- Great Belonging
- Great Routines
- Great Teaching and Learning
- Great Community Support

We believe that clear routines reduce unnecessary decision-making, support self-regulation and create more thinking time for learning, creativity and imagination. Behaviour is therefore taught as part of the curriculum and wider personal development of students.

2. Purpose and Scope

This policy sets out the standards of behaviour expected at John Ferneley College and the systems used to teach, reinforce and respond to behaviour. It applies to students while on the school site, during school-organised activities, on journeys organised by the school and, where appropriate, to behaviour outside school that affects the school community or the education and welfare of others.

The policy aims to be predictable, fair, proportionate and consistently implemented. Consequences are considered alongside the circumstances of the incident, the student's behaviour history, safeguarding considerations, SEND and disability-related needs, reasonable adjustments and any relevant contextual factors.

3. Legislation and Statutory Guidance

This policy has regard to and should be read alongside current Department for Education guidance and relevant legislation, including:

- Behaviour in schools: advice for headteachers and school staff.
- Mobile phones in schools – statutory guidance effective from 29 June 2026 and to be followed from 1 September 2026.

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – guidance in force from 26 July 2026.
 - Keeping Children Safe in Education 2026.
 - Searching, screening and confiscation guidance.
 - Working together to improve school attendance.
 - Restrictive interventions, including the use of reasonable force, in schools – effective from 1 April 2026.
 - Equality Act 2010.
 - SEND Code of Practice: 0 to 25 years.
 - Relevant safeguarding, health and safety and data protection legislation and guidance.
- Where statutory guidance is updated after publication of this policy, the school will review and amend the policy as necessary.

4. Behaviour Curriculum

We explicitly teach the behaviours and routines that enable students to learn successfully. Our behaviour curriculum is revisited regularly through tutor time, assemblies, lessons, modelling, practice and feedback.

- **FAST** – Follow the speaker. Ask and answer questions. Sit up straight. Take out equipment.
 - **SHAPE** – Answer in full sentences. Hands away from mouth. Articulate. Project. Eye contact.
 - **PROUD** – Write in black pen. Use ruler for diagrams/tables. Cross out mistakes with a single line. No doodling. Underline titles. Date and titles.
 - **STEP** – Sir or Miss – every time. The John Ferneley Full Stop. Thank you. Excuse me. Please.
- These routines are taught as positive behaviours rather than being used simply as a system of punishment. Staff model the expected behaviours and provide students with opportunities to practise them.

5. Behaviour Expectations

Students are expected to:

- Attend school regularly and arrive on time, equipped and ready to learn.
- Follow staff instructions promptly and respectfully.
- Use respectful language and behaviour towards students, staff and visitors.
- Follow FAST, SHAPE, PROUD and STEP routines.
- Move around the school calmly and safely.
- Respect the school environment and the property of others.
- Follow the mobile-phone and personal-device expectations.
- No bullying, discriminate against, threaten, intimidate, harass or physically harm others.
- Not bring prohibited items onto the school site.
- Follow reasonable requests relating to safeguarding, searching, movement and supervision.

Misbehaviour may include disruption, non-completion of work, poor attitude, incorrect uniform, missing equipment, lateness, disrespect, truancy, defiance or other breaches of school expectations.

Serious misbehaviour may include repeated serious breaches, persistent truancy, bullying, sexual harassment or assault, vandalism, theft, fighting or physical assault, verbal abuse or threats, discriminatory behaviour, malicious or seriously harmful allegations, serious online behaviour, possession of prohibited items, smoking/vaping and other behaviour of equivalent severity.

6. Rewards

Students are recognised for good work, attitude and behaviour. JFC uses R1, R2 and R3 rewards through ClassCharts.

- R1 – awarded by a tutor or teacher when students meet basic expectations.
- R2 – awarded by Student Managers or Heads of Faculty for consistently meeting expectations.
- R3 – awarded for exceptional behaviour, attitude or contribution.

Other recognition may include praise, reward points, positive contact home, letters, responsibilities or privileges, gift cards and other school reward events.

7. Sanctions and Graduated Response

The school uses a graduated approach. The response will depend on the seriousness and context of the behaviour, the student's behaviour history and any relevant individual needs.

1. Teach and model the expected behaviour.
2. Remind and redirect the student.
3. Provide a clear opportunity to correct the behaviour.
4. Use a proportionate classroom or departmental sanction where appropriate.
5. Escalate to a central sanction where the behaviour warrants it.
6. Use additional support, intervention or pastoral planning where patterns emerge.
7. Use internal exclusion, suspension or permanent exclusion where appropriate and lawful.

Sanctions are not automatic solely because a student has accumulated a particular number of behaviour points. The school may apply a more serious sanction immediately where the behaviour warrants it.

Students with SEND or other relevant needs will be considered in accordance with section 22 of this policy.

8. Detention

Detentions are a lawful and important part of the school's behaviour system. Parent/carer consent is not required for a detention, although the school will consider safety, transport and individual circumstances when arranging after-school detention.

Departmental detentions may be used where students have not completed work or have failed to meet expectations after appropriate reminders. These may range from 15 to 30 minutes.

An after-school detention may be issued following removal from a lesson, repeated lateness, incorrect uniform or other significant breaches of expectations. Failure to attend a detention without an accepted reason will result in escalation.

The school will communicate after-school detention arrangements with home and expects parents/carers to support safe collection or travel arrangements.

9. Mobile Phones and Personal Electronic Devices

JFC operates a mobile-phone-free environment throughout the school day. The school's approach reflects the Department for Education statutory guidance, which requires a policy prohibiting the use of mobile phones throughout the school day, including lessons, movement between lessons, breaktime and lunchtime. The policy also applies to other communications and smart technology that the school decides to include.

Students must not have access to mobile phones during the school day. At JFC, mobile phones must be switched off and stored securely in a student's bag or locker for the entire school day. They must not be visible, heard, handled or used.

The same expectation applies to smartwatches and other smart devices with comparable communication, recording or notification functions where the school has determined that they fall within this policy, including relevant wireless earbuds/headphones.

9.1 Breaches

- First occasion: the device will be confiscated and retained securely until the end of the school day. The student will collect it from the school office in accordance with the school's procedure.
- Second occasion: the device will be confiscated and a parent/carer will be required to collect it.
- If a parent/carer cannot collect the device on the day, it will remain securely in the school office and the student may collect it on the following school day in accordance with the school's procedure.
- Repeated or serious breaches may result in an enhanced sanction, parent/carer meeting or other appropriate intervention.
- Refusal to hand over a device is treated as a failure to follow a reasonable instruction and may result in escalation through the behaviour system.

9.2 Exceptions and reasonable adjustments

Exceptions will be limited to circumstances authorised by the school, including where a pupil has an identified medical, safeguarding, SEND or other legitimate need. Any exception will be clearly defined and managed by the school. Students must not use a permitted device outside the agreed arrangements.

Staff will follow the school's mobile-phone procedure when confiscating, recording and storing devices.

10. Attendance, Punctuality and Truancy

Good attendance and punctuality are essential to learning and belonging. Students are expected to attend every day, arrive on time and attend all timetabled lessons.

- Persistent lateness may result in detention and further intervention.
- Truancy or leaving an allocated area without permission may result in a sanction and pastoral intervention.

- Patterns of non-attendance, lesson avoidance or lateness will be considered alongside attendance procedures and any underlying barriers.
- The school will work with students, parents/carers and relevant services to address barriers to attendance and behaviour.

11. Off-Site and Community Behaviour

Students are expected to represent JFC positively when travelling to and from school, attending school-organised activities or at any time. The school may apply sanctions for behaviour outside school where the behaviour affects the orderly running of the school, threatens or harms another student or member of staff, or brings the school community into disrepute.

The school's behaviour expectations also apply to online behaviour where it affects students, staff or the school environment. This includes cyberbullying, threats, harassment, discriminatory content, sharing harmful recordings or images and using online platforms or group chats to target or intimidate others.

Recording incidents in or outside of school and sharing them online may constitute serious misbehaviour, particularly where it causes harm, humiliation, intimidation or disruption.

12. Corridor and Social-Time Behaviour

- Students should walk calmly and safely and should not run.
- Students should keep to the expected side of corridors and avoid blocking routes.
- Students should not form large groups that obstruct movement.
- Students should be courteous to other students, staff and visitors.
- Students should follow staff instructions promptly.
- CCTV may be reviewed where necessary to establish facts and support appropriate action.

13. Toilets

Students are encouraged to use toilets during break and lunchtime to minimise disruption to learning. Students must use toilet facilities appropriately, respect privacy and leave the area promptly. Being in an unauthorised area or misusing facilities may result in a proportionate sanction and will be recorded where appropriate.

Students with medical or SEND-related needs will be supported through appropriate arrangements and reasonable adjustments.

14. Smoking and Vaping

Smoking, vaping and possession or use of associated paraphernalia are prohibited on the school site and when travelling to or from school.

Vapes, cigarettes, tobacco, and associated paraphernalia will be confiscated and managed in accordance with the school's confiscation procedures. Serious or repeated incidents may result in internal exclusion, suspension or other appropriate sanctions. The school may also make safeguarding, health or police referrals where required.

Smoking or vaping may also affect eligibility for school reward events or trips where this forms part of the published criteria and the decision is proportionate and lawful.

15. Removal Room / Internal Exclusion (IE)

The IE is used as a place of reflection, regulation and learning when students are removed from lessons. Students are expected to meet school behaviour expectations while in IE and complete appropriate learning.

IE may also be used as an internal suspension for serious or repeated breaches of the Behaviour Policy, including failure to complete detention expectations or truancy, where the school considers this an appropriate response.

Internal exclusion is distinct from a suspension from school. Students remain on the school site and continue to receive education. The provision will be supervised and students will not leave the designated provision without permission, except for appropriate supervised movement such as toilet breaks

Where internal suspension is used, the school will consider the purpose of the placement, the students' needs, the work to be completed and the support required to prevent recurrence.

In addition, IE may be used while an incident is being investigated, where it is necessary to provide a calm, supervised environment while information is gathered and accounts are obtained. Placement in IE during an investigation does not, in itself, indicate that a student has been found responsible for the incident. Students will remain in the IE provision throughout the allocated period and will not be permitted to leave, except for appropriate toilet breaks. Following the investigation, the school may communicate with parents/carers on the outcome of the investigation and any action or sanction considered appropriate. Where further information comes to light following an initial decision, the school reserves the right to review and, where appropriate, amend the sanction or action taken to ensure that the response remains proportionate and reflects the information available.

16. Extended Internal Support

Where behaviour is persistent or complex, a pastoral support plan or equivalent intervention may be put in place. This may involve a meeting with the student and parent/carers, agreed targets, monitoring, adjustments, mentoring and support from relevant professionals.

Any reduced timetable or time out of lessons will only be used where appropriate, planned, reviewed and consistent with the school's statutory duties. It will not be used as an informal exclusion.

Where repeated suspensions or serious behaviour indicate a need for a wider review, the school may convene an executive review panel involving senior school leaders and trust representatives, the student and parents/carers. The purpose will be to review the chronology, interventions and support already in place and agree a plan to improve future behaviour and reduce the risk of further suspension or permanent exclusion.

17. Wider Support, Hosting, Off-Site Direction and Managed Moves

JFC works with relevant local and trust partners to provide additional support for students whose behaviour or circumstances require intervention beyond the school's universal systems.

Hosting may be used as a short-term intervention and circuit breaker where a different environment can help a student reflect, continue learning and reset behaviour. Arrangements will be planned with the relevant schools and families.

Off-site direction may be used as a short-term behavioural intervention where appropriate and lawful. A pupil remains on the school roll while attending the directed provision. The school will ensure the arrangement is properly authorised, planned, monitored and reviewed.

A managed move may be considered as an alternative to permanent exclusion where it is appropriate, voluntary and agreed by the relevant parties. It will not be used to remove a student from the roll without following the required statutory processes.

18. Suspension

Suspension is a serious behaviour management tool. A student may be suspended for one or more fixed periods where the Headteacher, or person with the appropriate delegated authority, determines that this is a lawful, reasonable, fair and proportionate response to the circumstances.

Suspension may follow repeated breaches of the Behaviour Policy or a serious incident where a suspension is considered necessary. The school does not need to apply every lesser sanction before considering suspension.

When making a suspension decision, the school will consider the seriousness and circumstances of the incident, the student's behaviour history, safeguarding, SEND and disability-related needs, reasonable adjustments, relevant contextual factors and the effectiveness of previous support or interventions.

A suspension is for a defined period and may total no more than 45 school days in a single academic year. The school will follow all statutory notification, education and review requirements.

During suspension, the school will take reasonable steps to set work for the first five school days and will consider reasonable adjustments for pupils with SEND or disabilities.

Where suspensions become frequent, the school will consider whether additional strategies, assessment or support are needed. The governing body and trustees will monitor suspension data and patterns in accordance with statutory guidance.

19. Permanent Exclusion

Permanent exclusion is a last resort. A permanent exclusion may only be used in response to a serious breach or persistent breaches of the school's Behaviour Policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others, such as staff or students.

Examples of behaviour that may warrant suspension or permanent exclusion include physical assault, serious verbal abuse or threats, use or threat of use of an offensive weapon or prohibited item, bullying, racist abuse, abuse relating to sexual orientation or gender reassignment, serious discriminatory behaviour and other incidents of equivalent severity.

The examples above are not an automatic list of offences requiring permanent exclusion. The Headteacher will consider the individual circumstances and apply the statutory guidance and relevant law.

20. Reintegration

Following suspension, the school will support the student's return to school. A reintegration or behaviour planning meeting may involve the student, parent/carer, Student Manager and other relevant staff or professionals.

The purpose is to review what happened, reinforce expectations, identify support or reasonable adjustments where needed and agree actions that reduce the likelihood of recurrence. Restorative approaches may be used where appropriate and safe.

21. Searching, Screening and Confiscation

The school will operate searching, screening and confiscation arrangements in line with current DfE guidance and the school's relevant procedures.

Authorised staff may search students or their possessions where the legal conditions for a search are met. Searches will be conducted respectfully, proportionately and in accordance with statutory requirements.

Where a student refuses a lawful search, the school will manage the situation in accordance with the statutory guidance and may apply an appropriate sanction for refusal to follow a reasonable instruction.

Prohibited items include weapons or knives, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vapes/e-cigarettes, fireworks, pornographic images and any article reasonably suspected to have been used or to be likely to be used to commit an offence, cause personal injury or damage property.

Other items may be restricted by the school where they cause significant disruption or are incompatible with a safe learning environment. Confiscated items will be handled, stored, returned or disposed of in accordance with the relevant procedure.

22. SEND, Equality and Reasonable Adjustments

High expectations apply to all students. The school recognises, however, that some students may require reasonable adjustments, additional support or a different approach to help them meet those expectations.

- Staff will consider whether behaviour may be connected to SEND, disability, communication needs or other identified barriers.
- Where appropriate, the school will review provision, reasonable adjustments, risk assessments and support plans.
- Parents/carers and relevant professionals will be involved where appropriate.
- Reasonable adjustments will not remove the expectation of safe and respectful behaviour, but may change how expectations are taught, communicated or reinforced.
- Where suspension or permanent exclusion is being considered, the school will have regard to relevant SEND, equality and safeguarding duties and consider whether unmet needs or a failure to make reasonable adjustments contributed to the behaviour.

The school will monitor behaviour and suspension data to identify any disproportionate patterns and consider whether changes to provision or support are required.

23. Classroom Management and Staff Responsibilities

All staff share responsibility for establishing a calm, purposeful and respectful culture. Consistent implementation of the policy is essential.

Senior and middle leaders

- Communicate clear expectations and routines.
- Monitor consistency and address variation in practice.
- Provide training, coaching and support.
- Use behaviour data to identify patterns and evaluate the impact of interventions.

Teachers and support staff

- Teach, model and practise routines.
- Meet and greet students where appropriate.
- Use clear seating plans and purposeful lesson starts.
- Recognise positive behaviour and use the agreed sanction system.
- Record significant behaviour accurately.
- Seek support when behaviour escalates.
- Maintain professional relationships and allow students to start afresh.

Students

Students are expected to follow the behaviour curriculum, respond to reasonable instructions and take responsibility for their conduct.

Parents and carers

Parents/carers are expected to support the school's behaviour expectations, attend meetings where requested, support attendance and punctuality and work with the school to address patterns of behaviour.

24. Restrictive Interventions and Reasonable Force

Staff may use restrictive intervention, including reasonable force, where permitted by law and where necessary to prevent harm, protect people or property, or maintain safety. Any intervention must be necessary, proportionate and for the shortest reasonable duration.

- Staff will use de-escalation and preventative strategies wherever reasonably possible.
- Force will not be used as punishment.
- Interventions will be carried out with regard to the student's dignity, safety, age, understanding and any relevant SEND or medical needs.
- Incidents will be recorded and reported in accordance with the school's safeguarding and restrictive-intervention procedures.
- Parents/carers will be informed in accordance with the school's procedures and statutory guidance.
- Where an incident indicates an ongoing risk, the school will review risk assessments and support arrangements.

25. Safeguarding

Behaviour management is undertaken within the school's safeguarding framework. Behaviour may be an indicator of vulnerability, exploitation, abuse, unmet need or other safeguarding concerns.

Staff must report safeguarding concerns through the school's established safeguarding procedures. Behaviour sanctions do not replace safeguarding action. Where a student's behaviour raises safeguarding concerns, the school will consider appropriate referrals and multi-agency support.

26. Training

All staff receive training on the school's behaviour systems as part of induction and ongoing professional development. Training may include routines, de-escalation, classroom management, SEND and reasonable adjustments, safeguarding, searching and confiscation, mobile-phone procedures and restrictive interventions.

Staff who may use restrictive interventions will receive appropriate training in line with school and trust requirements.

27. Related Documents and Policies

- Anti-Bullying Policy
- Staff Code of Conduct
- Child Protection and Safeguarding Policy
- Attendance Policy
- SEND Policy
- Searching, Screening and Confiscation Procedure
- Mobile Phone Policy / Procedure
- Student Rule Booklet
- Exclusion / Suspension Procedures
- Online Safety Policy
- Complaints Policy

- Positive Handling policy

28. Monitoring Arrangements

The Headteacher and Deputy Headteacher/Behaviour Lead will monitor implementation of this policy through behaviour records, ClassCharts data, detentions, internal exclusion, suspensions, attendance, punctuality, student voice, parent/carers feedback, staff feedback and safeguarding information.

Governors/trust leaders will review behaviour and suspension data, including repeat suspensions, pupil characteristics, pupil movement, off-site provision and the effectiveness of interventions, and will challenge leaders where patterns indicate that further action is required.

This policy will be reviewed annually and sooner where statutory guidance or legislation changes.

29. Policy Change Log

Version	Date	Change	Approver
1.1	September 2024	Whole document	LO
1.2	September 2025	Rewards and Sanctions – updated practice noted Detention section updated Change of terminology from fixed term exclusions to suspensions Update to reintegration process	LO
1.3	May 2026	Changed font for readability purposes Added page numbers for readability Added paragraph to external internal support for clarity	CF
1.4	September 2026	Full annual review. Updated statutory references; mobile-phone requirements; suspension and permanent exclusion; restrictive interventions; KCSIE; SEND and reasonable adjustments; behaviour curriculum; online/off-site behaviour; internal exclusion; monitoring and governance.	LO

External guidance checked for this draft: DfE Behaviour in schools; DfE Mobile phones in schools; DfE Suspension and permanent exclusion guidance in force from 26 July 2026; Keeping Children Safe in Education 2026; and DfE Restrictive interventions, including use of reasonable force, effective from 1 April 2026.