



BEHAVIOUR POLICY

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1. Introduction

At The Ferry Centre, we believe that a safe, calm, and purposeful environment is a prerequisite for effective learning and emotional growth. Our behaviour strategy is rooted in the understanding that for pupils with Social, Emotional, and Mental Health (SEMH) needs, behaviour is often a form of communication.

We are committed to a culture of high expectations and high support, moving beyond simple compliance to foster self-regulation, resilience, and social responsibility. Our goal is to equip pupils with the emotional toolkit necessary for success in life beyond the classroom.

This policy is a cornerstone of our safeguarding culture and must be read in conjunction with the Safeguarding & Child Protection Policy, the SEND Policy, and Keeping Children Safe in Education (KCSIE). We fulfil our duties under the Equality Act 2010 by ensuring reasonable adjustments are made for the individual needs of our pupils.

2. Aims and Objectives

By setting high standards of behaviour, The Ferry Centre aims to:

- Promote positive relationships that safeguard and promote pupil welfare;
- Maximise the quality of learning for all;
- Help students understand the implications of their behaviour, learn strategies for self-management, and take responsibility;
- Ensure every member of the school community is treated with respect, fairness, and dignity;
- Provide a safe, inclusive environment where all feel secure;
- Foster mutual respect among pupils and between staff and pupils;
- Raise awareness among pupils about managing emotions and reactions;
- Support pupils for whom behaviour in the educational environment is challenging.

3. Application

- This policy applies to all pupils at The Ferry Centre all times while on premises, and to conduct outside of school where reasonably connected (e.g. during supervised trips or travel).
- Staff will apply the policy fairly and consistently.
- Consideration will be given to the individual needs of pupils in relation to their special educational needs and/or disabilities (SEND), or other vulnerabilities.

4. Roles and Responsibilities

-Senior Leadership: Set ethos and core values; approve this policy; monitor and evaluate its effectiveness; receive training as needed.

-Head of Education: Ensure policy is consistently applied; monitor staff implementation; support staff in behaviour management; oversee training and development; listen to pupil voice

-All Staff: Communicate expectations clearly; apply rewards and sanctions fairly and proportionately; model positive behaviour; identify pupils needing help; record incidents properly; use preventative strategies.

-Parents / Carers: Support the school in enforcing behaviour expectations; inform school about changes or issues that might affect behaviour; engage with school when behavioural issues arise; attend meetings as needed.

-Pupils: Understand and follow the behaviour standards; take responsibility for actions; respect others and property; engage in learning; adhere to the school rules. This may require pupils to be supported and coached to acquire the necessary skills.

5. Behaviour Expectations & Principles

- Respect for self, others, and the learning environment.
- Kindness, courtesy and cooperation.
- Punctuality and readiness for learning (being prepared, with equipment, etc.).
- Listening and following instructions.
- Taking responsibility for actions.
- Maintaining integrity, honesty, and fairness in interactions.

Children will have individual behaviour targets where necessary.

6. Rewards

To promote and reinforce positive behaviour, The Ferry Centre will:

- Provide verbal praise and recognition in class;
- Use certificates, awards, or buttons for outstanding behaviour, consistent good conduct; or achieving an individual target;
- Celebrate achievements in assemblies or via newsletters;
- Offer additional privileges or responsibilities as recognition;
- Use positive reinforcement to encourage students to maintain good behaviour.

7. Sanctions

Sanctions are differentiated. For example, a pupil with ADHD may not be sanctioned for fidgeting or out of seat behaviour, as these are manifestations of their SEND. Instead, these are met with targeted sensory interventions.

7.1 Principles of Response

Our approach to behavioural incidents is rooted in trauma-informed practice. We distinguish between planned sanctions for deliberate conduct and therapeutic interventions for emotional dysregulation. All responses will be:

- **Proportionate:** Measured against the severity of the incident.
- **Reasonable:** Accounting for the pupil's age and developmental stage.
- **Individualised:** Specifically considering the pupil's Education, Health and Care Plan (EHCP) and specific SEMH needs.

7.2 Graduated Response Framework

Where behaviour falls below the expected standard, staff will follow a graduated pathway, prioritising de-escalation to minimize the need for formal sanctions.

Level	Action / Sanction	Intent
1. Low Level	Verbal reminder, check-in, or tactical ignoring.	To redirect and maintain engagement.
2. Internal Shift	Supervised 'Time Out' or 'Thinking Space' in a designated quiet area, such as the Moonbeam room.	To allow for self-regulation and emotional cooling.
3. Restorative	Loss of specific privileges (e.g., restricted iPad time) or reparation tasks.	To understand the impact of actions on the community.
4. Formal	Internal suspension, restricted timetable, or external suspension (fixed-term).	To maintain the safety and integrity of the learning environment.

7.3 Restorative Practice and Reparation

In line with our SEMH ethos, sanctions are most effective when paired with Restorative Justice. Following an incident, once a pupil is regulated, staff will facilitate a restorative conversation to:

1. Identify what happened and the feelings involved.
2. Identify who was affected.
3. Agree on a natural consequence or act of reparation to 'make it right.'
4. Ensure a structured 'Return to Learn' process that allows the pupil to start fresh without the carry-over of stigma or resentment.

7.4 Legal Protections and SEND

In accordance with the Equality Act 2010, staff must ensure that no sanction is applied where the behaviour is a direct manifestation of a pupil's disability or SEND, unless such a sanction is a proportionate means of achieving a legitimate aim (safety).

Note on Safeguarding: All formal sanctions are recorded on the safeguarding area to monitor patterns and ensure that sanctions are not being used disproportionately against specific cohorts.

8. SEND, Vulnerability, and Differentiation

- The Ferry Centre recognises that continuous disruptive behaviour can be a sign of unmet needs and behaviour is a form of communication.
- For students with SEND, reasonable adjustments will be made to avoid putting them at a disadvantage.
- Use of Individual Behaviour Plans, SEMH (Social, Emotional, Mental Health) interventions, mentoring, or external support where needed.
- Anticipate triggers for misbehaviour and plan to prevent or minimise them (e.g. movement breaks, seating arrangements, tailored support).

9. Investigating Incidents

- Minor incidents may be dealt with by staff on their own; serious incidents may need joint investigation.
- Witnesses may be asked to provide account.
- Keep records of all incidents and outcomes (including sanctions, support provided).
- In cases of serious behaviour (bullying, harassment, violence), follow safeguarding procedures and involve appropriate designated leads.

10. Search, Confiscation & Use of Reasonable Force

- The Ferry Centre follows the April 2026 updated Guidance for schools regarding Restrictive interventions, including use of reasonable force.

The Head of School or any staff they authorise may search students and confiscate legally prohibited items.

- Prohibited items (e.g. weapons, illegal substances, etc.) will not be tolerated.
- Reasonable force may be necessary in exceptional circumstances to protect safety or prevent harm. This will always be used as a last resort, in proportion to the risk, and with dignity and minimal force. - if reasonable, proportionate and necessary. Incidents will be recorded and parents/carers informed.

11. Seclusion

Seclusion is a non-disciplinary intervention where a pupil is confined alone in a safe space and prevented from leaving. In an SEMH context, it is recognised that during such episodes, the pupil is experiencing high levels of emotional dysregulation and is not acting with intent.

Strict Criteria for Use

- **Safety Only:** Seclusion must only be used as a reactive safety measure to protect others from immediate harm.
- **Non-Punitive:** It must never be used as a disciplinary sanction, a threat, or a response to deliberate "wilful" misbehaviour.
- **Environmental Standards:** The confinement area must be safe, non-threatening, and non-intimidating.
- **Constant Supervision:** Staff must maintain visual supervision of the pupil at all times.
- **Duration:** The intervention must cease the moment the immediate risk of harm has subsided.
- **Reporting:** Every instance of seclusion must be formally recorded and reported under the school's statutory 'Recording and Reporting' duties.

Distinction from Disciplinary Measures

Seclusion is distinct from disciplinary "removal from the classroom." For incidents involving deliberate misbehaviour, staff should refer to the standard disciplinary protocols outlined in the *Behaviour in Schools* guidance.

12. Bullying, Harassment, Child-on-Child Abuse

- Bullying (including cyber, verbal, physical, emotional) will not be tolerated.
- All incidents are taken seriously, investigated, recorded, and followed up.
- Support will be provided to victims, and appropriate consequences to perpetrators.
- The Ferry Centre's policies on safeguarding and online safety apply.
- Child-on-child abuse (including sexual harassment or violence) will be treated with gravity; risk assessments and support will be put in place.

13. Mobile Devices / Electronic Devices

- Rules regarding mobile phones / electronic devices will be clearly set out. Children should hand their mobile phones into the office on arrival.
- Confiscation rules for misuse or breach of policy.
- Sanctions for repeated or serious misuse.

14. Complaints

- Parents / carers with concerns about behaviour management should contact the Head of Education / CEO.
- Formal complaints follow the school's Complaints Procedure.
- If the issue relates to a suspension or exclusion, statutory guidelines are followed.

Appendix A: Written Statement of Behaviour Principles

The Ferry Centre believes that:

- Every student has the right to learn in a safe and respectful environment;
- No one should disrupt the learning of others;
- Expectations of behaviour are clear, consistent, and fair;
- Rewards and sanctions are transparent, proportionate, and consistently applied;
- Behaviour incidents provide an opportunity for learning and improvement;
- Students, staff, parents/caregivers share responsibility for maintaining high standards.

We recognise that secure, positive relationships between staff and pupils are the primary vehicle for behavioural change.