



Behaviour for Learning Policy



Joyce
Frankland
Academy
Newport

Established 1588 free Grammar Schole of Newport

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Member of staff with responsibility for review	Mrs T Page (Deputy Principal) in consultation with the Academy Leadership Team	

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1. Vision and values

At Joyce Frankland Academy, Newport, we want our Academy to be an excellent place to work and learn at all times. We want all of our students to strive to make the world a better place, to fulfil their potential and flourish in whatever they choose to do. Whilst they are at academy, we want them to be independent, insightful, inquisitive and imaginative as we believe that developing these qualities are key to their success. These values reflect what we believe in as an Academy and the pro-social behaviour we expect to see demonstrated by our whole community.

- **Independence** – The ability to be self-reliant, self-confident, resilient and show initiative.
- **Imagination** – The ability to be creative and inventive.
- **Inquisitiveness** – The desire to be curious and interested.
- **Insight** – The ability to look beyond the obvious and treat others with empathy and understanding.

2. Aims

The Academy approach to behaviour management strategy is based on the Steps model which is a therapeutic, restorative approach. This recognises the key role for all staff to 'teach' pro-social behaviour and requires that all staff are responsible for growing 'internal discipline' in the pupils we teach.

This runs alongside the JFAN Code of Conduct, the purpose of which is to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be anti-social behaviour, including child-on-child abuse
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the Academy community with regards to behaviour management
- Outline our system of **rewards and consequences**

It is important for children to know that all members of staff follow the same codes of acceptable and unacceptable behaviour so that children are treated fairly and consistently.

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in academies: advice for headteachers and academy staff, 2016](#)
- [Behaviour in academies: advice for headteachers and academy staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for academies 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at academy](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent Academy Standards\) Regulations 2014](#); paragraph 7 outlines a academy's duty to safeguard and promote the welfare of children, paragraph 9 requires the academy to have a written behaviour policy and paragraph 10 requires the academy to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

4. Definitions

At Joyce Frankland Academy, Newport we have high expectations of behaviour. We aim to create and maintain an environment which encourages and reinforces pro-social behaviour and fosters positive attitudes; the vast majority of our pupils demonstrate this on a daily basis. All members of the Academy are expected to

maintain an atmosphere conducive to learning, with courtesy and consideration for others as basic requirements, allowing teachers to teach and pupils to learn.

There are occasions when we will need to respond to difficult behaviour and this policy sets out the consequences for that. Both rewards and consequences will be used by staff to promote a positive ethos in the Academy, and every lesson should aim to incorporate praise and encouragement of pupils where appropriate.

This policy should be read in conjunction with: Safeguarding and child Protection policy and home-academy agreement document (Appendix C).

Difficult behaviour is defined as:

- Disruption in lessons, in transition between lessons, at break and lunchtimes, and when representing the Academy
- Non-completion of classwork or homework to an acceptable standard
- Poor attitude
- Incorrect uniform
- Persistent lateness
- Breach of the mobile phone policy

Dangerous behaviour is defined as:

- Repeated breaches of the Academy rules (Appendix D)
- Any form of child-on-child abuse
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Truancy
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco cigarette papers and vaping paraphernalia
 - Fireworks
 - Any type of aerosol including deodorant or fragrance
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. Child-on-Child Abuse

Child on child abuse is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Child on child abuse is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Child on child abuse can include:

TYPE OF CHILD ON CHILD ABUSE	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our Academy's approach to preventing and addressing child-on-child abuse are set out in our anti-child-on-child abuse strategy which can be found in the Safeguarding and Child Protection policy.

6. Roles and responsibilities

6.1 The governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

6.2 The Academy Leadership Team

ALT is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the academy environment encourages pro-social behaviour
- Ensuring that staff deal effectively with anti-social behaviour
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13)

6.3 Teachers and staff

Staff are responsible for:

- Implementing the Academy's BfL policy and systems consistently
- › Creating and maintaining a calm, purposeful and safe environment for pupils, built on positive rapport
- Establishing and maintaining clear boundaries, structures and limits of acceptable pupil behaviour
- Communicating the academy's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive rapport
- › Providing a personalised approach to the specific behavioural needs of identified pupils with reasonable adjustments considered where appropriate
- Considering their own behaviour on the academy culture and how they can uphold academy rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the Academy's expectations

The Academy Leadership team will support staff in responding to incidents of difficult and dangerous behaviour.

6.4 Parents and carers

Parents and carers are responsible for:

- › Reinforcing the academy's behaviour policy at home where appropriate
- Supporting their child in adhering to the academy's behaviour policy
- Informing the academy of any changes in circumstances that may affect their child's behaviour
- Discussing any behavioural concerns regarding their child, with the form tutor and/or the relevant subject teacher promptly
- Taking part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raising any concerns about the management of behaviour with the academy directly, whilst continuing to work in partnership with the academy
- Taking part in the life of the academy and its culture

The academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the academy's policy and working in collaboration with them to tackle behavioural issues.

6.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The JFAN Code of Conduct (Rewards, Rights, Responsibilities)
- That they have a duty to follow the behaviour policy
- The academy's key rules and routines
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the academy's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

7. Pupil code of conduct

JFAN Code of Conduct

There are three strands to the Code of Conduct

1. REWARDS – pupils will be regularly rewarded for doing the right things
2. RIGHTS – pupils have the right to learn, to be respected, to be safe
3. RESPONSIBILITIES – pupils have a responsibility to respect all others, to follow instructions, to take accountability for their actions, to contribute to a positive academy community

Further detail is provided in Appendix B

7.1 Mobile phones and prohibited electronic devices

Electronic devices, such as mobile phones and headphones, increase levels of distraction, increase disruption to lessons, and can lead to bullying and abuse when not used appropriately. Therefore, **during the academy day (08:35-15:15), mobile phones/headphones and prohibited electronic devices should not be used or seen at all.** When not in use, phones or other devices should be switched off and safely stowed in bags.

In line with the JFAN Code of Conduct, pupils have a responsibility to not use electronic devices and, if seen, must take responsibility for not following academy rules by giving it to a member of staff without question.

Pupils must never use phones at academy to contact home, unless they have the permission of a member of academy staff. Mobile phones and other smart devices may be used on public and academy transport, but videos, recordings and photographs of other pupils must not be taken.

There may be rare occasion in lessons where a teacher may allow use of a mobile phone to enhance learning. This will be for specific, time limited tasks that are linked to the curriculum. Pupils will not be directed to use their phone, unless a member of staff is able to monitor the use. We recognise that it is unlikely that a pupil's mobile phone will contain the same internet filters and controls as the Academy network.

If a pupil is found to be using a mobile phone/electronic device without permission, the device will be confiscated and the device will be stored securely in Student Reception. Staff in Student Reception will log the incident in SIMS.

Mobile phone (and other device) confiscation will be in line with the below:

- First confiscation: the pupil will be able to collect the item at the end of the academy day
- Second confiscation: the pupil will be able to collect the item at the end of the academy week
- Third confiscation: parents/carers will be able to collect the item at the end of the academy week

Where children refuse to hand a phone to a member of staff, the pupil will receive Pastoral Impact Time (30 minutes, Monday to Thursday). The phone/air pods will also be confiscated.

On this third occasion, parents/carers will be invited to a meeting to discuss the continued misuse of the device. The Academy reserves the right to prevent pupils from having electronic devices on their person, to and from academy, if there is persistent misuse.

All pupils and parents/carers have a responsibility to adhere to the above.

8. Responding to pro-social and anti-social behaviour

Strong rapport connects us to our pupils and without that connection our ability to influence and lead is diminished. Most pupils tend to respond better to staff who provide structure and have limits but remain supportive and caring – a **firm but fair** approach. We strive for consistency though acknowledge there can

and should be exceptions if they are exceptional, logical, and themselves consistent. There is no equality in treating everyone equally.

8.1 Classroom management

Teachers and staff are responsible for setting the tone and context for pro-social behaviour within the academy.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil Code of Conduct in their own classroom
- Develop a positive relationship with pupils, which will include:
 - Greeting pupils at the start of lessons
 - Establishing clear routines
 - Communicating expectations of pro-social behaviour using positive non-verbal communication
 - Highlighting and promoting pro-social behaviour
 - Concluding a lesson positively and starting the next day afresh
 - Addressing low-level disruption by following the Academy Code of Conduct: Responsibilities procedures
 - Using positive reinforcement

8.2 Safeguarding

The academy recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our safeguarding and child protection policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to the Academy safeguarding and child protection policy for more information.

8.3 Reinforcing pro-social behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward, as per the Rewards section of the Code of Conduct (Appendix B). This provides an opportunity for all staff to reinforce the academy's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the academy's behaviour culture.

Pro-social behaviour will be rewarded with:

- Verbal praise
- Rewards marked in SIMS (Appendix B)
 - Subject Recognition
 - Community, subject or co-curricular recognition
 - Leadership commendation
- Letters or phone calls home to parents
- Special responsibilities
- Representing the Academy
- Trips and visits

8.4 Managing difficult and dangerous behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of anti-social behaviour.

Therefore, staff will endeavour to create a **predictable environment** by always challenging behaviour that falls short of these standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that anti-social behaviour will always be addressed.

Undesirable behaviours (anti-social behaviours) are limited by disempowering the behaviour that is to be discouraged. Using positive phrasing, limiting choice and applying consequences will help a pupil to learn the more appropriate pro-social behaviours over time.

It is important that staff manage anti-social behaviour in a way that will not further disrupt a lesson or deteriorate rapport with the pupil or class. If the poor behaviour of a pupil impacts the potential for other pupils to learn, the pupil must understand and be held to account, taking responsibility for their actions in an age-appropriate way. Staff must always manage pupils in a fair, firm and consistent manner.

All staff will use the following principles when dealing with any anti-social behaviour:

1. Use positive phrases that will disempower the behaviour. (See below).
2. Offer choice. Inform the pupil that their behaviour is disruptive and follow this with a clear choice for the pupil to select. (See below)
3. Public praise, private sanction. Conversations about anti-social behaviours need to happen with the individual concerned and not the whole class.
4. Staff regulate their own emotions. Target the behaviour and not the pupil. Don't lose sight of the outcome: 'The behaviour of the pupil needs to change'.
5. Staff should never get into an argument with a pupil.
6. Demonstrate consistency and fairness. Always follow up pro-social and anti-social behaviour in a consistent and fair manner.

Adults' responses to behaviour must aim to de-escalate the behaviour through one of, or a combination of, the following strategies:

Positive Phrasing

Positive phrases are clear, uncomplicated, unambiguous instructions delivered with clarity. It is often beneficial to support a positive phrase with a 'please' or 'thank you'.

Using 'please' will suggest an element of choice so should be reserved for low-level behaviours.

Using 'thank you' suggests you expect the pupil to comply.

Neither please nor thank you would be used in a high-level situation. The positive phrase should be delivered assertively but without aggression.

Positive phrasing	Negative Phrasing
<p>Prefacing or ending with please/thank you</p> <ul style="list-style-type: none"> • Stand next to me • Put the pen on the table • Walk in the corridor • Walk with me to the meeting room • Come and sit with me 	<ul style="list-style-type: none"> • Stop being silly • Be good • Don't throw that • Stop running • Don't talk to me like that • Calm down

Offering Choices

No choice – is where a positive phrase is given as a demand or with anger and aggression. This can trigger defensive, confrontational or oppositional responses.

Open choice can lead to misinterpretation and work against staff expectations. For example; the phrase 'what do you want to do?' could be answered by the child with 'go home' – when this can't happen, it can cause defensive or confrontational responses.

Limited choice often follows on from positive phrasing. "Sam, we are going to the **Positive Impact Room**, do you want to walk beside me or in front of me, beside or in front of me, Sam?"

Children making a positive choice should be given time to make and follow their decision – an opportunity to think, process and consider.

- Talk to me here or in the Positive Impact Room?
- I am making a drink, orange or lemon?
- When we are inside, Lego, your toolbox, or drawing?
- Are you going to sit on your own or with the group?
- Will you start your work with words or the picture?

Dealing with very difficult behaviour

There are a number of reasons why a pupil may be displaying difficult behaviour, and it is important we try and understand why the pupil is behaving in a certain way. Attachment difficulties (ACE's), neglect or trauma may interfere with the child's capacity to regulate emotions and reactions. Among other things, such dysregulation leads to problems with controlling anger and impulses, as well as maintaining attention and connection.

Less effective strategies focus on how to manage harmful or disruptive behaviour. More effective strategies focus on planning to develop and encourage the pro-social behaviour that the individual is capable of displaying, and to recognise, plan and respond to escalating behaviours in order to prevent dangerous behaviour.

De-escalation

A de-escalation script is an extremely effective tool as a planned response to high-level verbally aggressive, confrontational or non-cooperative language. It is designed to give a neutral yet supportive response at a time of high anxiety where staff may react with negative phrases, demands or threats driven by their anxiety or own emotional state. It specifically avoids questions and judgements by using planned positive phrases.

The principles of de-escalation

1. Use the pupil's name
2. Acknowledge their right to their feelings
3. Tell them why you are there
4. Offer help
5. Offer a 'get out' (positive phrasing)

De-escalation script – to remove heat from a situation and create space and time

1. Pupil's name
2. I can see something has happened
3. I am here to help
4. Talk and I will listen
5. Come with me and.....

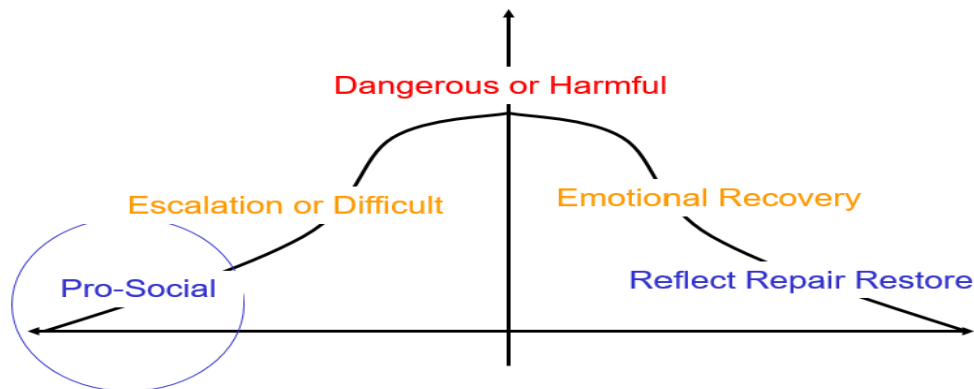
The specific de-escalation script should be used like a menu. Any element can be chosen in response to challenge presented by a pupil.

Staff are expected at all times to use words, actions and body language that will de-escalate a situation and enable a pupil to change direction to more positive behaviour.

Escalating body language	De-escalating body language
<ul style="list-style-type: none">• Inside of an outstretched arm• Too close• Toe to toe, eye to eye• Blocking the path• Aggressive gestures• Overbearing	<ul style="list-style-type: none">• Outside of an outstretched arm• Good distance• Sideways stance• Leaving an open door• Relaxed hands• Managing height

If a pupil is overwhelmed and in a very heightened state of anxiety, they may not be able to engage with or hear spoken language. In these instances, staff will give them time to calm and to feel safe in an appropriate space. Strategies will be in place to support the child with pictures or tasks.

Where a pupils' behaviour becomes dangerous or harmful, staff must continue to follow the Steps approach. This avoids exacerbating the behaviour by limiting confrontation and allowing children time to cool down before an incident is discussed. Pupils must be given time to recover emotionally from the experience that led to the heightened behaviour.



Following this recovery, which may need to be supported by an additional member of staff, pupils must be helped to reflect on their behaviour and be given the chance to repair any damage they have caused and to restore relationships.

Any follow up with a pupil will involve a relevant consequence implemented as a direct response to the behaviour and the analysis undertaken. Where appropriate, parents/carers will be involved in understanding the consequence and, at times, supporting their child to fulfil it.

Disempowering Behaviour

Pupils may attempt to reclaim the familiar, comfortable response they gain from adults through the way they behave. When this is ineffective, they may escalate the difficult behaviour to try and reclaim the comfortable, familiar response.

Staff will work to understand a pupil's internalised limit, then can decide if the behaviour will escalate to a difficult or dangerous level. If it remains difficult, staff can allow the behaviour (as long as it is safe and non-disruptive) to continue without confrontation until a pupil changes direction. Staff then give a known, comfortable response to pro-social behaviour.

If a pupil's internalised limit is unsafe behaviour, staff must use protective consequences to prevent the familiar behaviour.

Reflect, repair and restore (after a crisis)

Procedures are in place for supporting and debriefing a pupil after any significant incident, it is essential to safeguard their emotional well-being and help them reflect and progress.

Once the child is calm, relaxed and reflective, the experience must be re-visited with an adult. The adult will re-visit what has happened by re-telling and exploring the incident. The adult may ask the child questions to aid understanding:

- Explore what happened?
- Explore what you and other people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore what the pupil thinks and feels now?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

Where staff are frequently supporting children to improve their behaviour, leaders will implement a meeting at which a behaviour support plan or a support and risk management plan will be agreed between the child, parents/carers and the staff working with the child.

This plan will include guidance to staff on the appropriate scripts and responses to use and will make clear to pupils and parents the support they will receive along with any relevant consequences of poor behaviour.

After a serious incident, staff involved should complete a report in SIMS or MyConcern if necessary. The information gathered will be used to review the pupils' support and risk management plan – or to implement one where there is none in place.

8.5 Reasonable force and physical restraint

Reasonable force covers a range of interventions that involve physical contact with a pupil. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

8.6 Searching, screening and confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

The Academy will also confiscate any item which is harmful or detrimental to academy discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). A search of a pupil's bag or possessions will always be conducted by two adults, one of which must be a member of the Academy leadership team. If a search has taken place, it will be recorded with the rationale in MyConcern by the member of staff conducting the search.

8.7 Off-site anti-social behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the academy. This means misbehaviour when the pupil is:

- Taking part in any academy-organised or academy-related activity (e.g. academy trips or sports events)
- Travelling to or from academy
- Wearing academy uniform
- In any other way identifiable as a pupil of our academy

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the academy
- Poses a threat to another pupil
- Could adversely affect the reputation of the academy

Consequences will only be issued on academy premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on an academy-organised trip).

8.8 Online anti-social behaviour

The Academy can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the academy
- It adversely affects the reputation of the academy
- The pupil is identifiable as a member of the academy

Consequences will only be given out on academy premises or elsewhere when the pupil is under the lawful control of a staff member.

8.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the Academy leadership team will make the report.

The academy will not interfere with any police action taken. However, the academy may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a report to children's social care, if appropriate, and report the details in MyConcern.

8.10 Zero-tolerance approach to sexual harassment and sexual violence

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable to a member of staff directly or via Whisper, no matter how 'small' they feel it might be.

The academy's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police
 - Report all details in MyConcern

Please refer to our safeguarding and child protection policy for more information

8.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to issue a consequence to the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to issue a consequence to the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The academy will also consider the pastoral needs of staff and pupils accused of misconduct.

9. Addressing anti-social behaviour

9.1 IMPACT time

Where pupils do not meet reasonable expectations, staff will issue consequences for that behaviour. The purpose of such consequences is to have a positive impact on future behaviour. We have labelled this **IMPACT time**. The purpose of this time is to:

- Act as a deterrent
- Provide a response to present anti-social behaviours
- Attempt to direct future behaviour
- Act as a break on the frequency of misbehaviour
- Enable the community to see that misbehaviour has boundaries

IMPACT time will provide an opportunity for a pupil to consider:

- What has happened?
- What is the impact on relationships with peers and staff?
- What needs to be different moving forwards?

The amount of IMPACT time must be proportionate. The procedure as outlined on the Code of Conduct illustrates that the certainty of the consequence is more important than the severity (length of time)

IMPACT time can occur at break time, lunch time, and after academy, during term time.

The academy will decide whether it is necessary to inform the pupil's parents beyond recording information on SIMS.

When issuing IMPACT time, the academy will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

In addition to IMPACT time, one or more of the following consequences may be used in response to anti-social behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Sending the pupil out of the class for a short period of time (use of a faculty time out/"buddy" timetable)
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Use of a Pupil Passport to monitor ongoing conduct

If a pupil is removed from a classroom by a member of staff, this automatically leads to 30 minutes of IMPACT time.

If a pupil displays persistent or serious difficult/anti-social behaviours in more than one place, or dangerous behaviours, the Academy may withdraw the child from circulation to the Positive Impact Room for a period of a five lesson cycle.

Please see procedures as displayed on Code of Conduct: Responsibilities (Appendix B).

The Academy may also utilise:

- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be considered when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

9.2 Removal from classrooms

Removal from the classroom is a serious consequence and will only be used in response to repeated difficult or dangerous behaviour. **Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the dangerous behaviour is so extreme as to warrant immediate removal.**

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

In response to serious or persistent breaches of this policy, the academy may withdraw a pupil from the classroom. For repeatedly “difficult” behaviour, teachers will remove pupils to a “buddy” classroom (another colleague, typically though not always within the same department). If difficult behaviour continues, the pupil will be placed in the Positive Impact Room (PIR) for a period of five lessons following the use of the TSR (Teacher Support Rota) system. Instances of “dangerous” behaviour will see colleagues use the TSR system and pupils be placed in the Positive Impact Room while investigation takes place.

Pupils who have been removed to the PIR will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Pupils who have been removed from the classroom for an extended period of time will be supervised by a member of staff in the Positive Impact Room, typically for a five lesson cycle, though this may be abbreviated or extended depending on circumstances. 30 minutes of additional IMPACT time will also be issued.

Pupils will be reintegrated into the classroom when appropriate, and when it is safe to do so. The Academy will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

The Academy will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with a behaviour mentor
- Use of teaching assistants
- Short term pupil passports, coordinated by the form tutor
- Long term pupil passports, coordinated by the head of year
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in SIMS.

9.3 Pupil support

The academy recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The academy’s special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

In order to support students’ misbehaviour a structured approach to intervention is in place.

- Stage 1: Form tutor – Calls home, report, notifies HOY of pupil concern, letter home (see Appendix H for an exemplar letter)

- Stage 2: HoY – Face-to-face with parent (HOY and form tutor), report, notifies SLT lead, pupil can be placed in IMPACT time, letter home
- Stage 3: ALT Assistant Principal – Face-to-face with parent (form tutor, HOY and AP), report, notify Vice Principal/Principal of issues, pupil can be placed in IMPACT time, letter home
- Stage 4: Principal: suspension or off-site direction

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Investigations

Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences must be carried out by two staff together. Secondary age pupils who have witnessed the behaviour will be asked to provide written, signed and dated statements. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the academy will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.

[The Academy uses Close Circuit Television (“CCTV”) within its premises. One reason why the Academy uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see the Academy’s CCTV policy and privacy notices for more information.]

When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities. In exceptional circumstances, pupils may receive a fixed term suspension pending an investigation, as a neutral act, if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the academy.

9.5 Suspension and permanent exclusions

The academy in exceptional circumstances may decide that a suspension is the most appropriate course of action.

The following are examples of incidents that could be followed by a fixed term suspension:

- dealing in banned substances or items
- bringing knives or other weapons to academy
- aggression displayed towards members of staff
- swearing at a member of staff
- targeted behaviour designed to bully or intimidate, which may be of a physical nature
- Extreme defiance, where we cannot control the child
- Prolonged and persistent disruptive behaviour, including truancy from lesson
- Illegal behaviour, including smoking, vaping and consuming alcohol or drugs

Only the Principal or in the absence of the Principal the Vice Principal may take a decision to suspend a child. Joyce Frankland Academy uses the Anglian Learning Exclusion guidance and the Essex County Council Exclusion Guidance when making decisions regarding suspending a student. A copy of this can be found on the County Council Website:

[google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwis_-eJz9-EAxVp7bsIHVY3CZUQFnoECA4QAw&url=https%3A%2F%2Facademys.essex.gov.uk%2Fpupils%2FEducation%2FDocuments%2FEducation%2520Access%2520Exclusion%2520guidance%2520Sept%252023%2520v2.docx%23%3A~%3Atext%3DA%2520Headteacher%2520may%2520decide%2520that%2Cindepe](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwis_-eJz9-EAxVp7bsIHVY3CZUQFnoECA4QAw&url=https%3A%2F%2Facademys.essex.gov.uk%2Fpupils%2FEducation%2FDocuments%2FEducation%2520Access%2520Exclusion%2520guidance%2520Sept%252023%2520v2.docx%23%3A~%3Atext%3DA%2520Headteacher%2520may%2520decide%2520that%2Cindepe)

In line with government guidance on exclusions, judgements about what occurred in incidents and the role played by individuals in them should be on the balance of probabilities rather than beyond reasonable doubt.

Following a suspension, the academy will plan strategies to help students understand how to improve their behaviour and meet expectations of the academy. This will always include a reintegration meetings which will consider the reasons for suspension and put in place other strategies to avoid further instances such as:

- Pastoral Support
- Monitoring report with personalised behaviour goals
- Referrals to outside agencies for further support and guidance

10. Responding to difficult and dangerous behaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

The academy recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of anti-social behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of anti-social behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of anti-social behaviour will be made on a case-by-case basis.

When dealing with anti-social behaviour from pupils with SEND, especially where their SEND affects their behaviour, the academy will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the academy's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the academy must co-operate with the local authority and other bodies.
- The academy must ensure that the contents of the plan have been followed before any decisions are reached.

As part of meeting these duties, the academy will anticipate, as far as possible, all likely triggers of anti-social behaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

The Academy will use the Steps therapeutic principles when considering any preventative measures (Appendix A) which may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting requirements for a pupil with sensory needs
- Training staff in understanding neuro-diversity
- Use of separation spaces (e.g. the sensory room) where pupils can regulate their emotions during a moment of sensory overload

10.2 Adapting consequences for pupils with SEND

When considering a behaviour consequence for a pupil with SEND, the academy will consider:

- Whether the pupil was able to understand the rule or instruction?
- Whether the pupil was able to act differently at the time as a result of their SEND?

› Whether the pupil is likely to behave aggressively due to their particular SEND?

The academy will assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The academy's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, the Academy will liaise with external agencies and plan support programmes for that child. We will work with parents and carers to create the plan and review it on a regular basis.

10.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the academy will co-operate with the local authority and other bodies.

If the academy has a concern about the behaviour of a pupil with an EHC plan, it may contact the local authority to discuss the issue. If appropriate, the academy may request an emergency review of the EHC plan.

11. Supporting pupils following a consequence

Following a consequence, the academy will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the academy.

This could include:

- A reintegration meeting with a parent/carers
- Regular contact with a Head of Year or behaviour mentor
- A report card with personalised behaviour targets
- Issuing a time out card to support and encourage self-regulation

12. Pupil transition

12.1 Inducting incoming pupils

To ensure a smooth transition between key stages, pupils have support, guidance and in some situations, transition sessions with their new teacher(s). In addition, staff members hold transition meetings at key times of the year.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to and from other academies

The academy will support incoming pupils to meet pro-social behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider academy culture.

13. Staff training

As part of their induction process, staff are provided with regular training on managing behaviour, including training on:

- The Steps therapeutic principles and actions
- The needs of the pupils at the academy
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

14. Monitoring arrangements

14.1 Monitoring and evaluating academy behaviour

The academy will collect data on the following:

- Behavioural incidents
- Attendance, suspension and permanent exclusion
- Use of pupil support units, off-site alternative provision and managed moves
- Incidents of searching
- Surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the academy behaviour culture

14.2 Monitoring this policy

This behaviour policy will be reviewed by the Principal at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13).

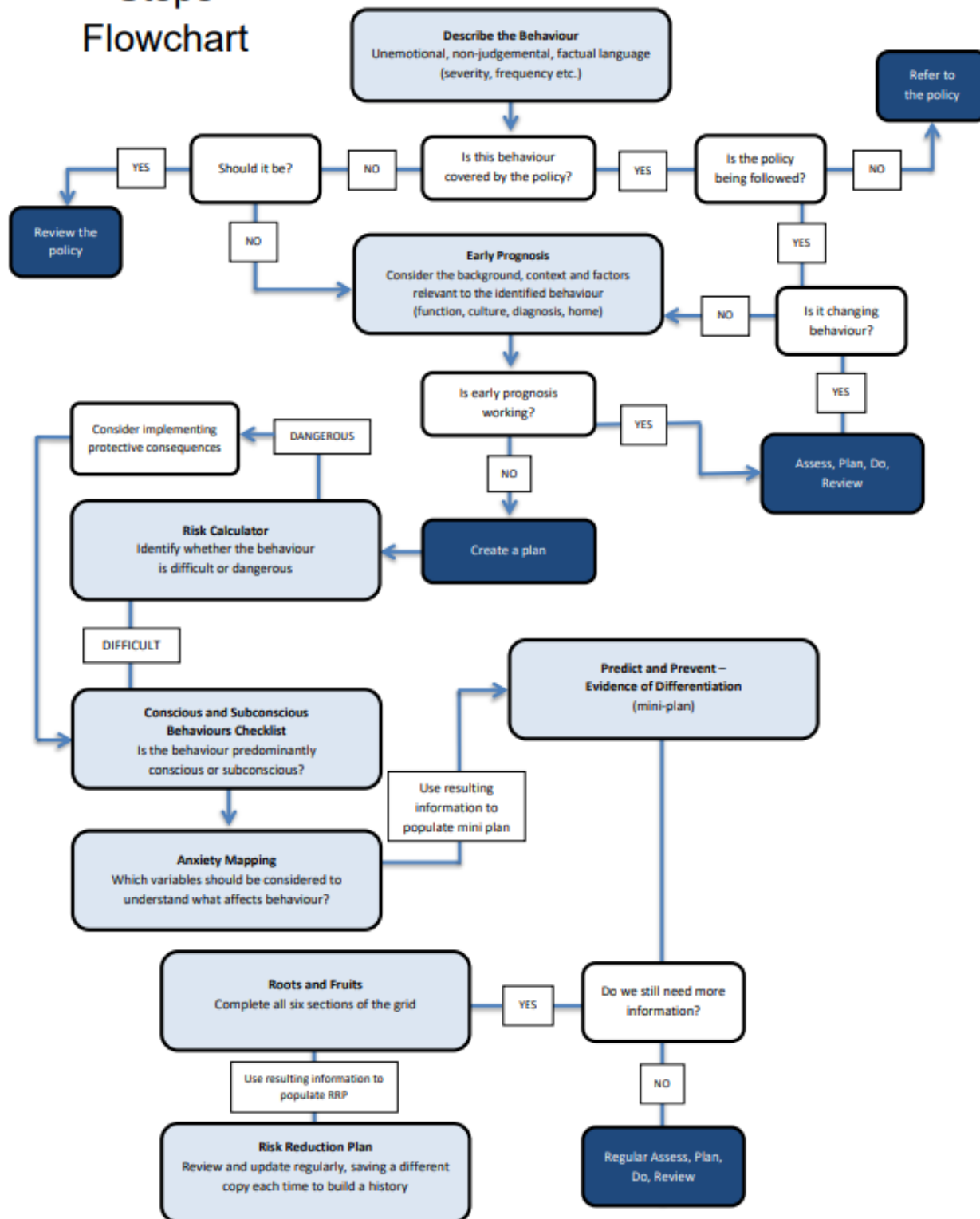
15. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding and child protection policy
- Attendance policy

Appendix A: Steps flow chart

Cambridgeshire Steps Flowchart



Appendix C: Home academy agreement

Joyce Frankland Academy, Newport will:

- encourage the development of pupils' inquisitiveness, imagination, insightfulness and independence
- provide a broad and balanced curriculum meeting the needs of all pupils of all abilities
- ensure that all lessons are delivered by appropriate professionals
- set and monitor work in accordance with Academy policies
- provide a caring and friendly environment where pupils are treated as individuals
- provide a range of co-curricular activities designed to develop personal qualities
- work in partnership with parents/carers and the pupil to achieve the best possible individual outcomes
- inform parents/carers of any concerns to do with their child's work, behaviour or emotional wellbeing
- arrange parents' meetings during which progress will be discussed
- provide updates for parents/carers on their child's progress at key points in the year
- keep parents/carers informed about Academy activities through regular correspondence via PMX Parentmail and the Academy website

Parents/carers will:

- commit to familiarising themselves with Academy policies which are available on the website
- support Academy attendance requirements, in particular in relation to notification to legitimate absence and not plan holidays in term time (*Reminder: attendance target is minimum 95%*)
- support Academy uniform and PE kit regulations and ensure that pupils have all necessary stationery and equipment
- accept that the Academy is not able to take responsibility for items of value that are lost, damaged or stolen
- support the Academy's policies and guidelines for behaviour and bullying incidents and where necessary support any appropriate investigations and consequences
- support the Academy homework requirements
- respond positively to any concern expressed by the Academy regarding progress, behaviour or emotional wellbeing
- attend parents' meetings and other occasions appropriate to their child's education
- communicate any changes promptly with the Academy, such as address, phone number, email or change to home circumstance.

Whilst attending academy and representing the Academy, pupils will:

- take responsibility for their actions
- be aware of and adhere to the JFAN Code of Conduct
- come to the Academy and to all lessons ready to learn: well equipped, well dressed, well prepared
- treat all others with respect; accept differences and individuality
- listen and follow instructions given by any member of staff
- work to the best of their ability and not prevent others from working and making progress
- conform to the dress code at all times, including the dress code for non-uniform events
- remain on site at all times unless signing out, or if granted permission
- sign in at Student Reception if late and sign out at Student Reception if leaving the premises during Academy hours
- follow the rules regarding the use of electronic devices
- follow the codes of behaviour that relate to specific areas of the Academy e.g. laboratories, workshops, ICT rooms, sports areas and the library
- only cross Bury Water Lane at the zebra crossing
- refrain from eating or drinking in classrooms at any time unless given permission to do so
- not bring prohibited items onto Academy premises
- not drink energy drinks whilst at the Academy
- not use their phone to contact parents / carers if feeling unwell; this must be done via Student Reception
- not use the following out of bounds areas unless accompanied by a member of staff:
 - car parks

- front lawn
- the Dell and Eco Garden
- behind any buildings
- the Croat – other than as a route to and from the Academy
- bring any of the following onto Academy premises: aerosols and perfumes (including spray deodorant), sharp objects/knives, cigarettes or smoking materials, e-cigarettes/vapes, legal highs, fireworks, alcohol, drugs, drug related paraphernalia or any other illegal substances.
- use their mobile phones or use other electronic devices at any time during the Academy Day (08:30-15:15). Mobile phones and headphones should not be seen at all on the Academy site. Pupils who need to contact parents/carers if feeling unwell must do this via Student Reception. If a mobile phone or device is confiscated, the SMART card will be signed.

Leaving the site at lunchtime

- Key Stage 3 and 4 pupils are not permitted to leave the Academy site during lunchtimes or break times.
- Key Stage 5 students must follow the guidance set by the Director of Sixth Form, on the understanding that such privileges can be taken away if abused.

Mobile telephones

- Mobile telephones, iPods, headphones, speakers and similar items should not be brought into academy and should not be seen during academy hours (08:30-15:15). If found, they will be confiscated and put in Student Reception for recording and safe keeping.

Appendix D: Academy dress code

We are all proud of our Academy, and the pupil dress code plays an important part in forming our community and a key part in fostering a sense of pride and **belonging**. The dress code also promotes personal discipline among pupils and ensures a suitable, safe learning environment that promotes a sense of professionalism and inclusivity.

All pupils in Years 7-11 are required to adhere to the correct Academy dress code, which is defined as follows:

1. Blazer: A plain navy blazer with the Academy logo. **Blazers are to be worn at all times.**
2. Jumper: The Academy navy V-neck jumper can be worn under a blazer. PE jumpers can be worn as part of the uniform. **Hoodies are not permitted.**
3. Shirt: A plain white shirt, which must be worn **tucked in.**
4. Skirt: The Academy skirt **to be worn just above the knee.** The yellow line at the top and the Academy logo at the bottom must be seen at all times.
5. Trousers: Plain black or charcoal grey trousers, tailored fit. Black denim and leggings are not allowed.
6. Tie: The tie should be knotted closely to the shirt collar and covering the top button
7. Shoes: Plain black, smart, leather or leather-look shoes or trainers are allowed. Non-black trainers must not be worn.
8. Socks: For skirts black or white ankle socks are permitted.
9. Jewellery: Pupils are allowed to wear a watch and no more than two small earrings. Facial and body piercings are not permitted.
10. Cosmetics: Only subtle, natural-looking makeup is allowed. Nail extensions are not permitted.

For school trips where Academy dress code is not mandatory, pupils should adhere to the expectations as set out by the trip leader. This ensures safety, consistency and upholds the values and expectations of the Academy.

The Academy reserves the right to withdraw the place on any trip for any child who is dressed inappropriately. This policy is in place to ensure the comfort, safety, and appropriate representation of our students during off campus activities.

We appreciate parents/carers' support in ensuring that all pupils comply with the updated policy regarding the Academy dress code.

Purchasing Uniform

Our uniform supplier is Price & Buckland [UK's Leading School Dress code Supplier - Price & Buckland \(price-buckland.co.uk\)](http://price-buckland.co.uk)

Governors' Grants

If your daughter/son is entitled to a free school meal, you may be eligible for a dress code grant. Parents who qualify may request free uniform twice in the Pupil's Academy career. If you believe you may qualify for a grant please contact Mrs H Meadows-Woor, Finance Manager.

Appendix E: Record of an incident requiring physical intervention

PUPIL'S NAME:	
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE?	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY PHYSICAL INTERVENTION?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS):	

Appendix H: Letter home to parents (from form tutor – Stage One)

Dear <<PARENTNAME>>,

I hope this letter finds you well. I am writing to inform you about an important matter regarding <<PUPILNAME>>, who is a pupil in my tutor group, <<FORMCLASSCODE>>. It has come to our attention that <<PUPILNAME>> has been displaying poor behaviour, which has had a negative impact on the learning environment both in classrooms and corridors.

At our academy, we follow a pupil care model that involves a staged approach to address and rectify unacceptable behavior. I regret to inform you that <<PUPILNAME>> has reached the formal tutor stage of the student care model due to repeated reports of poor behavior from staff members.

As <<PUPILNAME>>'s tutor, it is my responsibility to make contact with you to discuss the details of the behaviour that has been observed. I kindly request that you speak with <<PUPILNAME>> to provide support and assistance in order to prevent further progression to the next stage of the student care model.

To monitor <<PUPILNAME>>'s behaviour more closely, we will be implementing a pupil passport report. This report will be taken to all lessons, and teachers will provide feedback on <<PUPILNAME>>'s progress. We expect a parental signature on the report at the end of each day. I will personally review this report at the beginning and end of each day, and I will communicate with you accordingly to provide support for <<PUPILNAME>>.

<<PUPILNAME>> will remain on this report under my supervision until one of two criteria is met:

1. Successful completion of the report and stage.
2. Unsuccessful report, which would result in <<PUPILNAME>> moving to the next stage of the pupil care model, involving formal involvement of the Head of Year.

As a academy, we are committed to working together with parents to improve and support students with any unacceptable behavior. Our primary goal is to encourage positive behaviour, and we want to provide <<PUPILNAME>> with the opportunity to reflect upon their actions and strive for improvement.

Please feel free to reach out to me if you require any further support or guidance regarding this matter. I am here to assist you.

Yours sincerely,

[Signature] Tutor of <<FORMCLASSCODE>>