



Joyce Frankland Academy

Newport

Established 1588 free Grammer Schole of Newport

Behaviour for Learning Policy

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Section 1: Policy scope and aims

At Joyce Frankland Academy, Newport we know all our students as individuals. We provide a wide variety of opportunities and experiences through a personalised curriculum and support. We ensure rapid and sustained progress within a kind, caring and close family environment. We nurture individuals to have high aspirations, a love of learning and to become confident, responsible and independent members of society.

Our three values are key to our academy culture:

Aspiration – Striving to achieve our aspirational goals and dreams, today, tomorrow and in the future

Respect – Always showing compassion, kindness and consideration

Responsibility – Always being the best version of ourselves

| Aspiration | Respect | Responsibility |
|--|--|---|
| Striving to achieve our aspirational goals and dreams, today, tomorrow and in the future. | Always showing compassion, kindness and consideration. | Always being the best version of ourselves. |
| <ul style="list-style-type: none"> • We show a positive effort and attitude in all that we say and do. • We complete every task and activity to the best of our ability, every lesson, every day. • We set ourselves ambitious goals. • We persevere and try again, even when we fail. | <ul style="list-style-type: none"> • Through our words and actions, we demonstrate our respect for everyone at our academy; we are calm, polite and obviously kind every day. • We do as we are asked the first time of being asked, always responding positively. • We respect and take care of our historical and beautiful school for which we are all custodians. | <ul style="list-style-type: none"> • We are the best version of ourselves in all that we do. • We arrive on time and are always ready for learning. • We wear our JFAN badge with pride. • We always allow others to learn. |

This policy outlines the rules, standards and expectations of behaviour for students attending Joyce Frankland Academy, Newport (JFAN). It lists the rewards used to promote pro-social behaviour and the consequences adopted in the event of any poor and unwanted behaviours. The Behaviour for Learning Policy underpins the aims and vision of the academy and aims to foster a safe and warm environment in which all students can belong and can thrive.

The academy approach to behaviour management is underpinned by a therapeutic, restorative approach, underpinned by Positive Regard. This policy outlines the purpose, nature and management of behaviour in our academy. Key to this approach is all staff teaching our students our values and behaviour expectations, with all staff taking responsibility for growing 'internal discipline'. The aims of this policy are:

- To develop a culture whereby students are able to self-regulate their behaviour and learn the reasons why behaving in a particular way is conducive to learning;
- To ensure that JFAN is a safe and supportive academy where all members are shown respect and show respect for others;
- Develop a positive academy culture where there is ongoing praise, recognition and rewarding of pro-social behaviour;
- Secure a consistent approach to behaviour management where consequences are applied fairly and consistently;
- Define what we consider to be anti-social behaviour, including child-on-child abuse;
- Ensure consequences are combined with a restorative approach that seeks to develop and maintain positive relationships, and to support students to modify their behaviour.

The policy applies to all members of the academy community, including the Principal, the Leadership Team, all teaching

and non-teaching staff, volunteers, students and families.

This policy always applies during the academy day, whether students are in the school building or offsite. It applies when students are travelling to and from the academy, wearing school uniform (including on trips and visits), representing the academy in their own clothes or otherwise identifiable as a member of Joyce Frankland Academy, Newport. The academy may also issue consequences to students, if their behaviour could have repercussions for the orderly running of the academy, poses a threat to another student or member of the public or could adversely affect the reputation of Joyce Frankland Academy, Newport.

This policy should be read in conjunction with the documents listed in Section 10. Throughout the policy reference to our data management system is made; this is called SIMS.

Section 2: Legislation and statutory requirements

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

- Behaviour in schools: advice for headteachers and school staff 2024;
- Searching, screening and confiscation: advice for schools 2022;
- The Equality Act 2010;
- Keeping Children Safe in Education;
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024;
- Use of reasonable force; advice for headteachers, staff and governing bodies 2013;
- SEND Code of Practice.

Section 3: Roles and responsibilities

3.1 The governing board are responsible for:

- Monitoring and evaluating the impact of the policy.

3.2 All leaders are responsible for:

- Establishing a positive academy ethos and environment that is happy, safe, secure and well maintained;
- Ensuring that no student will be discriminated against by race, religion, culture, gender or other individual need or characteristic;
- Ensuring the safety of all;
- The effective monitoring and reviewing of behaviour throughout the academy;
- Regular training, on a whole academy basis and for individuals both as part of the induction process and as part of individual training needs.

3.3 All staff are responsible for:

- Using positive behaviour for learning techniques to encourage socially responsible behaviour;
- Recognising and valuing the needs of individual students to enable them to achieve their full potential;
- Enabling students to take an increased responsibility for their own learning and conduct;
- Implementing behaviour guidelines using the academy system for rewards and consequences, taking consistent and firm action to prevent one student from taking away another student's right to learn or feel safe;
- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping parents informed and attending meetings when requested;
- Using the academy management system to record rewards and consequences regularly, in line with the policy.

3.4 Parents and carers are responsible for:

- Accepting, contributing to and supporting the academy values and policies;
- Agreeing to and signing a home-school agreement when their child joins;
- Liaising about matters which affect their child’s happiness, progress and behaviour by keeping the academy well informed about situations at home that could affect their child’s behaviour and attending meetings when requested.

3.5 Students are responsible for:

- Following academy rules and modelling our academy values;
- Taking responsibility for the academy environment and for their own learning and behaviour;
- Taking responsibility for their own actions knowing the consequences they will have;
- Showing respect for each other, for each other’s property and resources as well as the academy property;
- Taking pride in their learning, actions and appearance;
- Valuing each other’s opinions.

Section 4: Rewarding positive behaviour – positive point system

- At JFAN we recognise that praise, positive reinforcement and rewards are powerful motivational tools. As such, all staff actively seek opportunities to praise, positively reinforce pro-social behaviours and reward students for meeting the high expectations that we have of them, linking these behaviours to our values of Aspiration, Respect and Responsibility.
- We reward students for displaying pro-social behaviour in lessons, academic achievement, for their independent work, community and co-curricular contributions (Table 1). Parents can use SIMS to track their child’s positive points.
- As students accumulate positive points, they will progress through the academy Reward Stages (Table 2).
- All points contribute to the whole academy points totals for the respective houses.

Table 1 - JFAN Positive Points (this list may be adjusted and added to throughout the year as more opportunities arise)

| Positive Behaviour | Positive Points | Frequency |
|---|---|------------------|
| Being equipped for learning, being smart and wearing the uniform with pride, prompt arrival to lesson, calm and purposeful transitions, following instructions quickly, smiling and positive contributions, politeness and empathy. | Verbal praise and thanking the student for their positive behaviour | Each day |
| Excellent LEARNING : Listening Explaining your points and verbal contributions Asking and answering questions Reading with confidence Neat presentation and standards of work | 1 positive point (Maximum of 3 points per student per lesson) | Each lesson |
| Excellent effort | 1 positive point | |
| Excellent classwork | 1 positive point | |
| Completed homework to an excellent standard | 1 positive point | |
| Supporting others in their learning or excellent team/group work | 1 positive point | |
| “Star of the Lesson” | 2 positive points | |
| Champion Award (can be awarded at any time by any member of staff) | 5 positive points | As appropriate |

| | | |
|--|--------------------|---|
| Community recognition (can be awarded at any time by any member of staff) | 5 positive points | |
| 100% attendance weekly points (centrally awarded) | 2 positive points | Weekly |
| Co-Curricular Recognition Award | 2 positive points | At the end of each half-term (certificates presented in the final awards assembly of the half-term) |
| Excellence attendance for the whole half-term (centrally awarded) | 10 positive points | |
| Half-termly subject certificates of achievement | 10 positive points | |
| Head of Year awards | 10 positive points | |
| Senior Team Award (awarded each half term) | 20 positive points | |
| Principal Award (awarded each half term) | 20 positive points | |
| Outstanding Attainment Award (each year group) | 30 positive points | At each data point (certificates presented in assembly) |
| Outstanding progress Award (each year group) | 30 positive points | |
| Outstanding Citizen Award | 30 positive points | At the end of each term (certificates presented in the final awards assembly at the end of term) |
| Outstanding Contribution Award (no negative points all term) | 30 positive points | |

Table 2 – JFAN Positive Point Stages

| Reward Stage | Positive points | Reward and Recognition |
|---|---|---|
| Reward Stage 1 | 50 Points | <ul style="list-style-type: none"> Postcard home |
| Reward Stage 2 | 100 Points | <ul style="list-style-type: none"> Letter home from the Head of Year |
| Reward Stage 3 | 200 points | <ul style="list-style-type: none"> Bronze certificate and badge awarded in assembly |
| Reward Stage 4 | 350 points | <ul style="list-style-type: none"> Silver certificate and badge awarded in assembly |
| Reward Stage 5 | 500 points Principal's Award | <ul style="list-style-type: none"> Gold certificate and badge awarded in assembly |
| Reward Stage 6 | 700 points Principal Lunch Award | <ul style="list-style-type: none"> Platinum certificate and badge awarded in assembly Invitation to Principal's Celebration Lunch |
| Reward Stage 7 | 1000 Points | <ul style="list-style-type: none"> Governor Award Invitation to meet with a Governors to receive the award |
| End of term positive reward certificate | Only positive points ongoing each term | <ul style="list-style-type: none"> End of term certificate |
| End of Year Positive Reward Certificate | Only positive awards achieved all year (no negative points) | <ul style="list-style-type: none"> End of year certificate |
| Graduate student | Awarded Gold award at the end of Year 7, 8 and 9 | <ul style="list-style-type: none"> Graduation ceremony at the end of Year 9 |
| Year 11 | Graduation to Year 11 | <ul style="list-style-type: none"> Graduation into Year 11 (Year 11 tie) |

- Other opportunities for reward and recognition will be embedded within the academy assembly and achievement

calendar.

Section 5: Addressing anti-social behaviour, and academy consequences

5.1 Classroom behaviour management – Reminder, Warning and Consequence System

- To ensure that behaviour in classrooms is conducive to learning and that all incidents of poor behaviour are dealt with in a calm, respectful and effective way, all staff will use the following classroom de-escalation behaviour management system.
- It is key that all students, parents, carers and staff understand that behaviour from any child that prevents teachers from teaching or other students from being able to learn in their lessons will not be tolerated. The academy will not delay in putting in place consequences that remove students who do not meet expectations from lessons, therefore, preventing them from having a negative impact on the learning culture, and on student attainment and achievement.
- In instances of low-level disruption, students will be given a clear reminder to correct their behaviour using non-verbal cues and calm verbal reminders (Table 3).
- Staff who have used the ‘Culture support rota (CSR)’ system will attend the restorative conversation with the student.

Table 3 – Addressing behaviour concerns in class

| | Reminder | Warning and Action | Consequence | Removal from class |
|------------------------|---|---|---|--|
| Student behaviour | Initial disruption to learning | Continued disruption to learning | Continued disruption to learning | The learning of students in class continues to be disrupted |
| Teacher action | Clear reminder given to student with guidance on how the student needs to correct behaviour | Second clear reminder/move seats/addressing behaviour outside | Third clear reminder of expectations and giving of the consequence | CSR (removal from class) |
| Recording of behaviour | | | -2 recorded on SIMS Lunchtime detention and restorative conversation | -5 recorded on SIMS Removal from class Lunchtime detention and restorative meeting |

- Following a removal from lesson the student will receive intervention to ensure they are successful for the remainder of the day.
- If a student receives two removals in one day they will attend the RESET room for the remainder of the day.
- The following table illustrates (Table 4) how the consequence system will escalate if a child continues to cause disruption to other students’ learning:

Table 4 – Addressing repeated disruption to lessons resulting in removal from class by CSR

| Incident | Action | Detention | Suspension |
|---|--|--|--|
| First incident of removal from lesson to RESET by the CSR team. | Attend RESET for one lesson to complete behaviour reflection. | Lunchtime detention on the same day/following day. | |
| Second incident in the same half term | Attend RESET for one lesson to complete behaviour reflection. | Lunchtime detention on the same day/following day. Parent/carer meeting to take place with HOY. | |
| Third incident in the same half term | Attend RESET for remaining lessons of the day to complete behaviour reflection. | Parent/carer meeting to take place with HOY. | |
| Fourth and fifth incidents in the same half term | Attend RESET for reminder of the day whilst meeting is arranged. | Parent/carer meeting to take place with a member of the senior team. | One day internal suspension the following day |
| Sixth, seventh and eighth incidents in the same half term | Attend RESET for reminder of the day whilst meeting is arranged. | Parent/carer meeting to take place with a member of the Senior Team. | Two days' internal suspension the following day. |
| Continued concerns | Further incidences of disruption to the learning of others will indicate serious student concerns and therefore the student will be at risk of longer fixed-term external suspension. An individual plan will be put in place. | | |

5.2 Academy negative point system

- We educate our young people so that they are aware that all consequences are a logical, explainable response to behaviour. At JFAN consequences are designed to help children learn and develop pro-social behaviour.
- At JFAN staff act consistently (i.e. in accordance with policy), fairly and deliberately in their use of consequences.
- Poor conduct/anti-social behaviour, whether in class or around the academy, can incur negative points. Parents/carers can use SIMS to track their child's behaviour.
- Negative points are given as follows:

Table 5 - JFAN Negative Points

| Classroom Culture | | | | | |
|--|-----------------|---|------------------------------------|----------------|----------------------|
| Behaviour | Negative points | Consequences | | | |
| Lack of learning equipment* | -1 | Noted on SIMS and tracked | | | |
| Failure to show a 'Values Card' | -1 | Noted on SIMS and tracked | | | |
| Lack of exercise book, sports kit or ingredients (first time in the term) * | -1 | Noted on SIMS and tracked | | | |
| Late to lessons * | -1 | Noted on SIMS and tracked | | | |
| No homework/unsatisfactory homework * | -1 | Extension given followed by contact with home, and tracked | | | |
| Graffiti/doodles in books * | -1 | Noted on SIMS - student rectifies concern by copying up work. | | | |
| * repeated occurrences of the above behaviours will be picked up through SIMS and addressed by Heads of Year through the detention system | | | | | |
| | Negative points | Consequence | Action | Detention time | Contact with parents |
| Disruptive behaviour (reminder, warning then consequence) | -2 | Lunchtime detention | Reflective task | Following day | Points on SIMS |
| Unsatisfactory classwork or lack of effort/avoiding learning (reminder, warning and then consequence) | -2 | Lunchtime detention | Completion of work | Following day | Points on SIMS |
| In-class boisterous behaviour (out of seat, shouting out, anti-social behaviour, play fighting) | -2 | Lunchtime detention | Completion of work/Reflective task | Following day | Points on SIMS |
| Removal from lesson to RESET by the CSR team. | -5 | Lunchtime detention | Reflective task | Following day | Points on SIMS |

| Academy Culture | | | | | |
|--|------------|--|---|-------------------------------------|------------------------|
| Behaviour | -ve points | Consequences | | | |
| The Values card will be used to address the following behaviours: <ul style="list-style-type: none"> • Incorrect uniform/uniform breaches*, • Anti-social behaviour in corridors and communal areas (shouting, running, silly behaviour)* • Chewing gum* • Littering* | 0 | No consequences in SIMS but tracked via the values card. | | | |
| Late to the academy* | -1 | Noted on SIMS and tracked (see late escalation process) | | | |
| Confiscation of a banned item* | -1 | Item confiscated and noted on SIMS | | | |
| * Repeated occurrences will be picked up through SIMS/values card and addressed by HOY through the detention system | | | | | |
| | -ve points | Consequence | Action | Detention time | Contact with parents |
| Use of mobile phone | -2 | Mobile is handed into Reception. Lunchtime detention (refusal to hand in addressed by HOY/SLT) | Reflective task | Following day | Points on SIMS |
| Arriving after registration closure without an acceptable reason | -2 | Lunchtime detention | Reflective task | Following day | Points on SIMS |
| In-class unkind behaviour | -2 | Lunchtime detention | Reflective task | Following day | Points on SIMS |
| Failure to attend lunchtime detention | -5 | Afterschool detention issued by the HOY | Reflective task | Following day | |
| Obtaining numerous negative points the previous day | -5 | Detention issues by the HOY | Reflective task | Following day | |
| Repeatedly late (after 9.00am to the academy) | -5 | See escalating lateness section | Reflective task | Following day | |
| Incident of child on child abuse | -5 | Detention issues by the HOY | Reflective task | Following day | |
| Defiance, rudeness, answering back, swearing | -10 | Detention issued by any member of staff via an orange card handed to an appropriate member of the academy leadership team | Consequence issued (detention) | Following day | SIMS Parent meeting |
| Repeated truancy | -10 | Serious incidents that need to be reported to an HOY or ALT and dealt with via a Serious Incident Pack Meeting with parent will be held | Possible consequences: RESET After school detention 2 hour detention | Same day investigation and response | |
| Smoking/vaping | -10 | | | | |
| Bullying (see Anti-Bullying Policy) | -10 | | | | |
| Aggressive behaviour (including defiance and verbally aggressive responses to staff) | -10 | | | | |

| | | | | | |
|--|-----|--|--|--|--|
| Use of discriminatory/derogatory language e.g. racist, sexist, homophobic, hate language | -10 | | Internal exclusion External Suspension Permanent exclusion | | |
| Minor damage to academy property | -10 | | | | |
| Serious breach or persistent breaches | -10 | | | | |

5.3 Addressing escalating poor behaviour

- At JFAN negative points are entered onto SIMS as a way of tracking behaviours.
- If a student receives multiple negative points in any one day, Heads of Year will escalate the consequence immediately. They will also ensure supportive intervention is swift and effective to prevent further non-compliance with the behaviour expectations.
- If a student fails to stay for a lunchtime or afterschool detention, the Head of Year will put in place appropriate consequences and involve parents in ensuring this behaviour does not continue.
- If a student accumulates negative points or reaches any of the thresholds relating to removal from class, RESET, internal exclusion or external suspension, they will escalate through various Behaviour Stages (Table 6). Upon entering a new Behaviour Stage, students will receive a package of support.
- If a student accumulates negative points because of a lack of homework, Curriculum Leaders will put in a package of support that will include students being required to stay for homework club each evening to complete the set work.

Table 6 – Behaviour Escalation Stages

Escalation and persistent poor behaviour (the stages within this policy are a guide only; each student and their behaviour will be considered on an individual basis). Students can be placed on the most appropriate behaviour stage following behaviour concerns; an incident of a significantly serious nature can result in up to, and including, permanent exclusion.

| Behaviour Stage | Actions taken | By whom | Additional support (as appropriate) |
|-----------------|---|--|--|
| 1 | <ul style="list-style-type: none"> • Form tutor call home and discusses concerns • Call logged on Comms log within SIMS | Tutor (or Head of Year for serious incident) | Form tutor report focused on aspects of concern Form tutor discusses report when calling home |
| 2 | <ul style="list-style-type: none"> • Head of Year to call home and address concerns • Call logged on SIMS | Head of Year | HOY report on aspects of concern 6-week behaviour contract in place |
| 3 | <ul style="list-style-type: none"> • Head of Year hold meeting with parents and meeting minutes uploaded onto SIMS | Head of Year | HOY report Support and clear expectations in place via an Individual improvement plan (IIP) |
| 4 | <ul style="list-style-type: none"> • Final leadership warning meeting with parent and a member of senior team and/or Principal meeting | Leadership Team | SLT report Parental meeting with member of the senior team Personal Support Plan in place (PSP) |
| 5 | <ul style="list-style-type: none"> • Principal meeting and/or Governors panel | Leadership Team | Final meeting with Principal or Governors panel Final PSP in place Off Site Direction considered |
| 6 | <ul style="list-style-type: none"> • Principal and Governor final meeting | Principal/ Governor | Request for support – Essex inclusion panel Permanent exclusion considered |

5.4 Dealing with physical altercations

- Students are taught, and are at a stage where they know, how to settle disputes and arguments through non-physical means. Violence of any kind will not be tolerated. If students need support, there is always a member of staff that they can go to, rather than resorting to a physical altercation.
- The following descriptors will be used to determine consequences whenever a physical altercation has taken place. Precise consequences will be determined by the Principal.

Table 7 – Physical altercation response

| | Altercation | Description | Consequence |
|----------------------|-------------------------------------|--|--|
| | Play fighting, boisterous behaviour | Striking, grabbing, grappling, slapping or similar action that is in a playful manner but may cause an incident if it were to continue. | <ul style="list-style-type: none"> • Detention set by the HOY |
| Aggressive Behaviour | Grappling and grabbing | An aggressive situation in which no punching, kicking or striking is taking place. May result in students grabbing each other's clothes, bags. | <ul style="list-style-type: none"> • Depending on the students' response, the students will serve an Internal exclusion ranging from 1 to 3 days. |
| | Fight | Two or more students who are kicking, punching and/or striking | <ul style="list-style-type: none"> • Up to 5 days in internal exclusion could be served. • An external suspension or permanent exclusion will be considered. • Criminal prosecution/reporting to the police may be considered. |
| | Attack | An action in which an instigator punches, kicks or strikes another student. The other student does not retaliate but may offer some form of reasonable self-defence (i.e. holding or blocking) | <ul style="list-style-type: none"> • Up to 5 days in internal exclusion could be served. • An external suspension is likely. • An off site direct may be considered. • Permanent exclusion may be considered. • Criminal prosecution may be considered. |

- The academy will consider all elements of the incident before making a decision, including:
 - Whether the student was an instigator, participant, respondent or victim;
 - If the student was the respondent, whether their response was reasonable and in direct relation to the threat from the instigator;
 - How the student responded to the staff who intervened (for example, whether they followed instructions the first time).
- The responsibility of students relating to our Anti-Bullying culture are detailed with the Anti-Bullying Policy.

5.5 Mobile phones and electronic devices in school

- Joyce Frankland Academy, Newport is a 'mobile phone free' school. We believe that children should learn in school without the distraction of mobile phones and social media. By being 'mobile phone free' we are fostering positive social interactions between the students and therefore promoting the wellbeing of our student community.
- Students are given a paper timetable, so they are not reliant on their devices to navigate their way through the academy day. We encourage all students to wear a watch to ensure they arrive to school and to lessons on time.
- Students should not have their mobile phone or any other electronic device, including headphones, visible from when they cross the academy threshold in the morning to 3.15pm; this includes at break and lunch.
- Mobile phone must not be used within the academy building **at any time**.

- If students are seen to have any electronic devices (mobile phones, airpods, headphones) or equipment, the member of staff will confiscate the item(s) for the remainder of the day, and the student will be able to collect the confiscated items at the end of the day from reception.
- In the unlikely event that the items are confiscated on more than two occasions, parents will be contacted and requested to attend a meeting; from this point we will require a parent/carer to collect the confiscated device(s) and the item will need to be checked in and out of school daily.

5.6 Punctuality and truancy

- Parents are requested to contact the academy via ParentMail or the absence line (01799 540237) on the morning of each day of any absence (refer to Attendance Policy).
- Lateness to the academy and lessons disrupts teaching, hinders learning and is unacceptable.
- Students should be on the academy site by no later than 8.35am and must be in their form room ready to learn by 8.40am.
- Students arriving after 8.40am will be given a lunchtime late detention the following day unless there is a valid reason communicated to the academy by the parent/carer.
- If a student is continually late to school, the following escalation process will be implemented:

Table 8 – Addressing persistent lateness (after 9.10am).

| | |
|---------------|---|
| Late 5 times | <ul style="list-style-type: none"> • Detentions extended to one hour each time • Meeting with their HOY; parents/carers informed of meeting outcomes |
| Late 10 times | <ul style="list-style-type: none"> • One day in Internal exclusion • HOY meets with parent/carer • Specific targets set for improvement |
| Late 15 times | <ul style="list-style-type: none"> • One day in internal exclusion • HOY meets with parent/carer • Reminder of set targets |
| Late 20 times | <ul style="list-style-type: none"> • Two days in internal exclusion • Member of Senior Team meets with parent/carer to complete an Attendance Agreement/attendance contract |
| Late 25 times | <ul style="list-style-type: none"> • Two days' in internal exclusion • Principal meets with parent/carer and reviews the Attendance Agreement/attendance contract |

- The academy will ensure that steps are taken to support students and parents/carers that require additional support with punctuality.
- The following situations are classed as truancy at the academy:
 - Student opting not to attend a lesson for any reason;
 - Student leaving the classroom without permission;
 - Student found slowly going to lessons or not going directly to their lesson;
 - Student found in an out-of-bounds area;
 - Student found in the corridor during lesson time without an 'Out of Class/Medical/Toilet Pass'.
- Truancy causes significant disruption with staff having to spend time addressing this issue; whilst staff are following up on a child's truancy, they are unable to focus on the learning and support of other children. This behaviour is unacceptable.
- Truancy causes significant disruption to other students; all students at the academy have the right to learn in a safe environment free from disruption. Parents expect that their child's education is not negatively impacted by another child's behaviour.

- Students must be in their tutor room each morning followed by the five timetabled lessons. When they choose to truant, they are putting themselves – and often others – at risk. Truancy is a safeguarding concern; students that are truanting are purposely removing themselves from the care and safety of the classroom with their classroom teacher. This behaviour will not be tolerated.
- At the academy, we take active steps to eradicate internal lesson truancy; we are clear with parents, in writing, the steps we will take if their child truant.

5.7 Detentions

It is recognised that, at some point, some students will – either intentionally or unintentionally – fall short of the academy’s expectations. In such circumstances, students are expected to take responsibility for their actions and make amends, both through their words, and more importantly, through their actions. Sometimes this requires students to sit a detention.

- Detentions will be sat the following day, whenever possible; students will be informed of the detention when it is given.
- Detentions can be given at lunchtime or after school until 4pm, they are completed in silence.
- During the detention students will complete a reflective task and parents/carers are asked to discuss the behaviour with their child to support them to do the right thing when faced with a similar situation in future.
- Multiple misdemeanours will be addressed by the Head of Year and students will be required to attend a longer detention the following day.
- The academy will give parents notice of detentions that are after school (DfE, 2016. PP.10)
- Failure to complete a lunch detention may result in an after-school detention. The consequence for failure to complete an after-school detention is time in RESET (see below).
- If the student knows they are unable to attend the consequence, because of a prior commitment, it is their responsibility to request an alternative date to carry out the consequence.
- Detention time is used to hold restorative conversations with staff members as appropriate.

5.8 Academy RESET Room

- On rare occasions, a student’s behaviour may fall so far short of the academy’s expectations that the student must be removed from class and taken to the internal exclusion room (RESET). RESET provides a calm and orderly environment in which students can:
 - reflect upon their conduct;
 - consider how to make amends; and
 - continue with their learning until they are allowed to return to class.
- RESET is a removal from the learning community; this may be in response to an incident occurring and/or to remove the student from the academy community whilst an investigation is carried out. Time in RESET may be up to a whole day.
- RESET is a space where students are expected to continue to learn with necessary resources and support from a member of staff. If a student has been issued with a RESET they will:
 - Be supervised by a member of staff within the RESET room ;
 - Be expected to work in silence, completing all work set by their teachers;
 - Go early to break and lunch to avoid interacting with the rest of the academy community;
 - Complete some educational work related to the reason they are in RESET;
 - Receive some mentoring either from staff in RESET, student support officer (SSO), their Head of Year or Subject teachers.
- A student is successful if they complete all work to an acceptable standard as judged by the member of staff in RESET and are Aspirational, Respectful and Responsible.

- A student is unsuccessful if they are not Aspirational, Respectful and Responsible; disrupt the learning environment in any way, for example by making noises; do not complete work to an acceptable standard as judged by the member of staff in RESET; and, or leave the room without permission
- If a student fails RESET they will complete an Internal Exclusion the next day.

5.9 Internal exclusion

- Internal exclusion is a removal from the learning community; internal exclusions are held in the RESET room.
- An internal exclusion is given because of a serious incident, the consequence for which can be carried out at the academy.
- Students can have an internal exclusion for up to five days; this is an alternative to external suspension.
- Parents will be informed if their child has an internal exclusion.
- If a student is given an internal exclusion they will:
 - Arrive at Reception at the time agreed with their Head of Year;
 - Be supervised for the day by a member of staff within the RESET room ;
 - Be expected to work in silence, completing all work set by their teachers;
 - Go early to break and lunch to avoid interacting with the rest of the school community;
 - Complete some educational work related to the reason they are in internal exclusion;
 - Receive some mentoring either from staff in RESET, their student support officer (SSO), their Head of Year or Subject teacher.
- A re-integration meeting will be organised with the student, their parent/carer and either an Head of year or a member of the Senior Leadership Team before the student returns to mainstream lessons. All Students returning to lessons from an internal exclusion will be placed on report with supportive strategies identified.
- Repeated internal exclusions mean that a student is moving beyond the expectations of our academy and therefore other appropriate provision may need to be sought.
- A student is successful if they complete all work to an acceptable standard as judged by the member of staff in RESET and are Aspirational, Respectful and Responsible.
- A student is unsuccessful if they are not Aspirational, Respectful and Responsible; disrupt the learning environment in any way, for example by making noises; do not complete work to an acceptable standard as judged by the member of staff in RESET; and, or leave the room without permission.
- Students who refuse to complete their internal exclusion are adopting behaviours that are unacceptable and this will be classed as a serious breach of the Behaviour for Learning Policy resulting in an immediate meeting with a member of the senior team, parents and students.
- If a student fails internal exclusion a meeting will be called to a meeting immediately to discuss next steps. The student is likely to be externally suspended in this situation.

Section 6: External Suspension

- The academy complies fully with the Department of Education (DfE)'s statutory guidance on exclusions, as issued in September 2017 (see DfE-00184-2017). The points below should be read in conjunction with that guidance.
- The Principal will have regard to Section 4 of the current DfE guidance relating to 'the head teacher's power to exclude'.
- The DfE guidance 'Exclusion from maintained schools, academies and pupil referral units in England - September 2017' is used by the academy in conjunction with this policy in the case of an exclusion.
- The decision to externally suspend a student is taken by the Principal following a serious offence or persistent disruptive behaviour.
- Before making the decision to exclude, the academy will ensure that a thorough investigation has been carried out,

including, where possible, allowing the student to give their version of the events, seeking any witness accounts and considering any mitigating factors.

- When establishing the facts in relation to an external suspension decision, the Principal will apply the civil standard of proof; i.e. 'on the balance of probabilities', rather than the criminal standard of 'beyond reasonable doubt.' This means that the Principal should accept that something happened if it is more likely that it happened than that it did not happen.
- The Principal must be satisfied that their decision to exclude a student is lawful, reasonable and fair. Schools have a statutory duty not to discriminate against students on the basis of protected characteristics, such as disability or race. The academy gives particular consideration to the fair treatment of students from groups who are vulnerable to suspension.
- An external suspension means that a student is legally removed from the academy for a fixed period.
- Any student may be excluded for a fixed term for the reasons outlined in this Behaviour for Learning Policy.
- A student may be externally suspended for one or more fixed periods (up to a maximum of 45 academy days in a single academic year).
- Only the Principal, or in their absence the Deputy Principal, will have discretionary power to exclude any student for a fixed period. Only the Principal shall have the discretionary power to permanently exclude any student.
- Work will be provided and students are expected to bring it to the re-integration meeting.
- Students must remain at home or in the direct care of a parent/carer during the school day and must not be seen out in a public place. A safe and well check will be done each day to ensure the legal requirements of the external suspension are met.
- The academy will never 'informally' or 'unofficially' exclude a student (e.g. by sending him/her home to 'cool off'). This would be unlawful, regardless of whether it occurred with the agreement of parents or carers. All suspensions, even for short periods of time, will be formally recorded.
- A student suspended externally will be re-admitted back into the academy at the end of their external suspension; in some cases they may be required to spend some time in RESET enabling the academy to support their successful return into mainstream lessons.
- A re-integration meeting will be organised with the student, their parent/carer and either a HOY or a member of the Senior Leadership Team before the student returns to the academy. All students returning to lessons from an external exclusion will be placed on report with supportive strategies identified.
- Repeated external suspensions mean that a student is moving beyond the expectations of our academy and they may be at risk of permanent exclusion, therefore other appropriate provision, such as Alternative Provision (AP) may need to be sought.
- The academy will consult with the local authority's inclusion team when a student has several external suspensions so that we can access other suitable methods of support on an individual basis.

- Any student may be permanently excluded if,
 1. (a) They have committed a serious breach of the academy's Behaviour for Learning Policy, or
(b) They have persistently breached the academy's Behaviour for Learning Policy; and
 2. allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

- An indicative but non-exhaustive list of serious breaches of the academy's Behaviour for Learning Policy which may lead directly to permanent exclusion includes:
 - Being in possession of an offensive weapon;
 - Being in possession of or supplying drugs;
 - Serious and/or persistent bullying;
 - Serious assault on a student;
 - Assaulting a member of staff;
 - Damage of academy property;

- Sexual or indecent assault;
- Serious incident of harassment, bullying or hate crime;
- Making a false allegation against a member of staff;
- Bringing the academy into serious disrepute;
- A single act of serious behaviour that runs contrary to the academy's ethos;
- Persistent disruption.

6.1 Informing parents and carers of an external suspension

- The Principal will have regard to Section 4 of the current DfE guidance relating to 'the head teacher's duty to inform parties of an exclusion'.
- At the point of suspension, a letter will be sent home both by email and by post, stating the reason for the suspension.
- All suspensions will be recorded in the Academy's Suspension Record and on the student's file.
- The Chair of Governors and the Local Education Authority will be kept informed of suspensions in line with the statutory guidance.

6.2 Supporting students at risk of permanent exclusion

- When any student returns to school from an external suspension, the following steps are taken to help the student reintegrate and to support them in improving their behaviour:
 - A meeting will be held between a parent, the student and the Head of year and/or a member of the Leadership Team.
 - The student will report to an agreed member of staff at the end of every day for an agreed length of time.
 - The student's academic progress, attendance and welfare will be reviewed by the pastoral team.
 - If appropriate, a SEND assessment may be undertaken, or current SEND provision will be reviewed.
- If a student is at risk of permanent exclusion, the following steps will also be taken:
 - The student and parent(s) must attend a meeting with the Principal. Expectations of all parties will be agreed and the home-school agreement will be re-signed.
 - All internal and external support will be reviewed.

Section 7. Supporting our students

- At Joyce Frankland Academy, Newport, we recognise that some students may sometimes need tailored support to help them fulfil their academic and personal potential. We have a strong pastoral system and, should a student require help at any time, they will be able to access a member of the pastoral team.
- We hold student support meetings, attended by a member of the Leadership Team, the SENCo, Heads of Year and other relevant support staff. At these meetings, key academic and pastoral data is discussed and tailored support is agreed for individual students as required. Students also receive formalised support if they reach a Behaviour Stage or receive a suspension.
- The academy makes use of a range of specialist support staff.
- The academy recognises the importance of working closely with our feeder primary schools to support Year 7 students during this crucial stage of their education. A full transition programme is in place.
- Three levels of support plans are used by the academy:
 - Student engagement plan (Student Behaviour contracts)
 - Individual Improvement plan (IIP)
 - Personal support plan (PSP)
- The following groups of vulnerable students may at some point require adults at the academy to take account of their individual needs and circumstances when monitoring the academy's Behaviour for Learning Policy. However, the academy does not accept these as excuses for poor behaviours:
 - Minority ethnic and faith groups, travellers, asylum-seekers and refugees;
 - Students who need support to learn English as an additional language;

- Students with special educational needs and disabilities (SEND);
- Students looked after by the local authority (LA);
- Unwell students;
- Young carers;
- Students from families under stress;
- Pregnant students and teenage mothers;
- Students with social workers;
- Disadvantaged students.

Section 8: Academy Alternative Provision Pathways

- When a range of strategies have been explored and utilised, with no positive impact, a student may be placed into one of the academy alternative provision pathways for a period of time; this will be documented through our Individual Alternative Education pathways (IAEP) process.
- During this programme the student will have access to support and programmes to help them to improve their behaviour, produce the required quality of work, and ensure they can meet the academy expectations moving forward.
- It is likely that a student accessing this pathway will be placed on a support plan such as a pastoral support plan (PSP).

Section 9: Searching, screening and the use of reasonable force

9.1 Banned items and searching

- The Principal, and staff authorised by the Principal, have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:
 - knives or weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - tobacco, cigarette papers, vapes and vaping equipment;
 - fireworks;
 - banned items;
 - pornographic images;
 - any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence;
 - to cause personal injury to, or damage to the property of, any person (including the student).
- Authorised academy staff may also conduct a search with consent for any item banned by the academy rules. Whilst the academy has a named list of banned items, this list is not finite or an exhaustive list. Academy staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to academy discipline.
- Refusing to submit to a search will be treated as a serious breach and will be dealt with in line with the Behaviour for Learning Policy.
- There should be two members of staff present during the search, one being a member of the Senior Leadership or a DSL/DDSL. The person doing the search must be the same sex as the child. The search witness should also be the same sex wherever possible.
- Students must not be asked to remove clothes other than outer clothing e.g. a coat or blazer. (Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but outer clothing includes hats; shoes; boots; gloves and scarves.)

9.2 Screening

- As part of the academy's commitment to ensuring the safety of all students and staff, it reserves the right to require students to undergo screening such as use of a walk-through arch and/or handheld wand. This process may be coordinated and/or supported by the academy's Child and Young Person Officer and the community police. The requirement to undergo screening is not predicated upon and does not imply any suspicion of wrongdoing.
- If a student refuses to be screened, the academy will address this behaviour as a serious breach, and this will be dealt with using the Behaviour for Learning Policy.

9.3 The use of physical intervention (reasonable force)

- Physical intervention can only be justified in exceptional circumstances (Non-statutory guidance from the Department of Education).
- Staff may legitimately intervene to prevent a student from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline.
- Staff should have regard to the health and safety of themselves and others.
- This does not advocate or allow the use of corporal punishment in any circumstances. Nor does it allow for any teacher or member of staff to use any degree of physical contact which is deliberately intended to punish a student or cause pain injury or humiliation.

Section 10: Other linked policies

- JFAN Uniform and Equipment Policy
- JFAN Anti-Bullying Policy
- JFAN Attendance Policy
- Health and Safety Policy
- Online Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Staff Code of Conduct
- Safeguarding and Child Protection Policy
- Anglian Trust Parent, Carer and Visitor Code of Conduct

Appendix 1

Restrictive Interventions, Reasonable Force and Seclusion

This appendix forms part of the school's Behaviour for Learning Policy and must be read alongside the Safeguarding and Child Protection Policy, SEND Policy and Staff Code of Conduct.

1. Our approach

The school is committed to a culture of safeguarding and belonging, in which pupils are supported to regulate, repair and reconnect.

In line with our commitment to relational approaches, we recognise that behaviour is a form of communication, strong relationships reduce escalation, and pupils are safest when they feel understood and valued.

Restrictive interventions are not behaviour management tools. They are exceptional safety responses, used only where necessary to prevent serious harm.

2. Core principles

Many scenarios can be pre-empted and avoided. In a scenario where a pupil is showing signs of heightened distress, or dysregulation, staff must use de-escalation techniques, refer to individual risk management or behaviour plans, and seek other adult support where possible. Staff should be alert to, and avoid triggers that might escalate pupil distress, and inflame a situation.

Staff should only use restrictive intervention, reasonable force or restraint when a child is at risk of causing physical harm to themselves or others.

Any use of restrictive intervention, reasonable force or restraint must be lawful, necessary, proportionate, respectful and reflective. Where possible, only staff who have been trained in positive handling should engage with any of the above.

Restrictive interventions must never be used as punishment or to secure compliance.

3. Definitions

3.1 Restrictive intervention: Any action that prevents or restricts a pupil's movement, whether physical or non-physical, to reduce immediate risk of harm. These are safety responses, not behaviour management strategies or sanctions.

3.2 Lawful reasonable force: Physical intervention used by staff, to prevent injury, criminal activity, property damage or serious disorder, applying no more force than necessary for the shortest possible time.

This is used to protect, not to punish or enforce compliance.

3.3 Restraint: A non-disciplinary intervention that limits a pupil's movement, with or without physical contact, to reduce immediate risk of harm to themselves or others.

This is not a routine response to challenging behaviour and must not be used to manage behaviour over time.

3.4 Seclusion: A non-disciplinary intervention involving temporarily confining a pupil away from others to manage acute risk to themselves or others during significant emotional or behavioural dysregulation.

This is a safety measure, not a previously agreed provision, sanction or consequence.

3.5 Significant incident: An incident where the use of force goes beyond everyday appropriate physical contact and triggers statutory recording and reporting duties.

4. Lawful use of reasonable force

All members of staff have a legal power to use reasonable force only to prevent injury, criminal activity, property damage or serious disorder.

Any force used must be the minimum necessary, time-limited and responsive to the pupil's age, needs and vulnerabilities. Force must never compromise breathing, circulation or dignity.

5. Seclusion

Seclusion may be used only as a short-term safety measure where a pupil is experiencing acute emotional or behavioural dysregulation and presents an immediate risk of harm to themselves or others.

It is not a disciplinary sanction, must never be enforced through threat or punishment, must take place in a safe and supervised space, and must end as soon as the risk has reduced.

All incidents of seclusion must be recorded and reported. [Insert school name] will record all incidents through

internal tracking systems and will log on My Concern. Parents will be informed of any incidents of seclusion through [insert process]

6. Pupils with SEND and additional vulnerabilities

The school recognises that pupils with SEND or disabilities may be disproportionately affected by restrictive interventions.

The school will seek to understand underlying causes of distress, make reasonable adjustments, work collaboratively with pupils and parents, and co-produce behaviour support plans where appropriate. Each incident must still be judged individually, regardless of any pre-agreed plans.

7. Recording and reporting

The school will ensure that all uses of reasonable force and all incidents of restraint and seclusion are recorded and reported as soon as practicable, normally the same day. Records will include the context, triggers, duration, staff involved, pupil response, and any injury or follow-up actions.

Parents will be informed in writing as soon as practicable, normally the same day.

These duties apply even where restrictive interventions, or use of seclusion are anticipated within a behaviour support plan.

8. Post-incident support and repair

Following any restrictive intervention, the school must ensure appropriate checks where required, support pupil and staff wellbeing, facilitate reflective debrief and relational repair, and review behaviour support plans and preventative strategies.

9. Oversight and assurance

The governing body and Anglian Learning assure compliance with recording and reporting duties, review data for patterns or disproportionality, and seek assurance that practice reflects safeguarding, inclusion and equality duties.

Concerns or complaints will be managed through the school's complaints procedure. Allegations against staff will be managed in line with safeguarding procedures.

Ratification

This appendix was approved by the Governing Body on: [date]

It will be reviewed annually, or sooner if statutory guidance changes.

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