

Behaviour & Exclusions Policy 2025/26

Version control	
<p>AAT Budmouth Academy</p> <p>01-04-25 (For 2025/26)</p>	<p>Jointly agreed by SLT</p> <p>Approved by Regional Board</p>

Owner:	Vice Principal	Date of next review:	April 2026
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1. Aims

Our academy aims to:

- Promote a safe, calm, orderly and positive environment
- Establish clear routines and high expectations across all aspects of academy life, which are commonly understood by students, staff and parents.
- To ensure that all aspects are applied consistently and fairly
- Achieve long term goals of; self-worth, engagement and purpose
- Create a well-established culture of praise and encouragement in which all students can develop, progress and achieve
- Encourage a positive relationship with parents/carers through increased, transparent and effective communication

Budmouth Academy will promote positive behaviour and put students' interests first in order to make well-informed decisions throughout the academy community. This will be encouraged through positive working relationships based on respect for all.

Budmouth Academy will provide a safe learning environment for all within the academy community; free from disruption, addressing all issues in relation to violence, bullying or harassment with a keen eye to the guidance set out in the Equality Act (2010).

Budmouth Academy will support the personal development of each student by offering an education that ensures students are well informed, empathetic and able to appreciate differences in themselves and others.

The Budmouth Behaviour Policy is underpinned by three core values; Respect, Excellence and Determination.

2. Legislation and Guidance

This policy is created in line with guidance from the Department for Education. It provides advice to Principals and staff on developing the academy's behaviour policies and explains the powers members of staff have to sanction students.

The purpose of this document is to provide an overview of the powers and duties for academy staff. This policy has been created in consultation with a staff working party and also through consultation with the Student Leadership Team. Draft policy documents/changes have been shared with FAB parents/carers and the wider community, when reviewed and major amendments made.

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

- Behaviour in schools September 2022 (Updated February 2024)
- Suspension and Permanent Exclusions 2012 (updated August 2024)
- Keeping children safe in education May 2024
- Searching, screening and confiscation at school 2014 (updated July 2024)
- Below the radar: low level disruption in the country's classroom
- Behaviour in Schools (Independent Review)
- Use of reasonable force 2013 (updated January 2025)
- The Equality Act 2010

- Approaches to preventing and tackling bullying June 2018
- Education and Inspections Act 2006
- Developing School Uniform 2013 (updated April 2024).
- Preventing hair discrimination in schools, Equality and Human Rights Commission. 2023

DfE guidance explains that academies should publish their behaviour policy online.

All secondary schools are required to comply with relevant requirements of the Equality Act 2010 and pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).

3. Roles and Responsibilities

Principal

The Principal is responsible for ensuring a strong behaviour policy is in place that supports staff in managing behaviour, including the use of rewards and sanctions. The policy must promote good behaviour, prevent bullying and ensure students complete assigned work. It should also recognise that home/academy relations are important and state how best to foster these relationships.

Staff

All staff are responsible for modelling positive behaviour around the academy. They must ensure they implement the behaviour policy consistently and fairly. Staff should adapt their approach to behaviours, taking into account the individual needs of the student and make reasonable adjustments where necessary. The academy is committed to ensuring the highest standards of behaviour from all students. Staff are also responsible for accurately recording all behaviour incidents on our monitoring system.

Students

Students must behave within the expectations of the policy. They are expected to show a level of maturity that allows them to recognise the rights of other students to learn and staff to teach. Students will gain recognition and rewards for positive behaviours displayed across the academy and within the local community whilst representing the academy. Students have the opportunity to contribute towards the academy policy through ongoing student voice, leadership opportunities and the consultation process.

Parent/Carers

Parents and carers should work in partnership with the academy to maintain high standards of behaviour and contribute to the policies through consultation. Parents and carers can access the academy's policies through the academy website, or via information given in newsletters and the prospectus. We aim to keep all children and staff safe. The aim of this policy is to coach, model and support students to understand and change their behaviours. The process should not undermine the student or be detrimental to them.

4. Policy

4.1 Recognition and Reward

At the heart of any successful behavioural policy there has to be a system that recognises, reinforces and rewards positive behaviour and achievement. At Budmouth Academy we have a very clear rewards system run through our Arbor management information system.

Students can be awarded positive points for a number of different reasons. The following list are some, but not all;

- ✓ Going above and beyond
- ✓ Effort in classwork/homework
- ✓ Excellent classwork/homework
- ✓ Helpfulness and politeness
- ✓ Positive progress
- ✓ Attendance to extra-curricular activities
- ✓ Student leadership
- ✓ Student of the Week

Each of these rewards carries one achievement point and all Academy staff can award these to any student throughout the course of the academy day. Accumulation of positive points will result in students being rewarded certificates, letters home, special lunches/rewards trips and nominal prizes each term. We are committed to rewarding at all levels as a means of celebrating achievement across the entire community. All reward systems will be kept under review to ensure that no group of students is significantly under-represented or disadvantaged by the reward criteria.

4.2 Daily Routines

It is important to embed daily routines within the academy, to maintain a calm and orderly learning environment. The daily routines are to ensure students are ready to learn, respectful of the environment and others and to be safe at all times. Reasonable adjustments will be made to meet the needs of all our students and support will be put in place as and when necessary, as with all aspects of academy life, there is a need to understand and apply The Equality Act.

Below are the basic daily routines that the academy insists upon from our staff and that students should consistently follow:

- The school gates will open at 08:00 for students to access the site (students can access our wrap-around care from 07:30 in the Resources Centre/Student support Centre via the main reception entrance).
- Tutor sessions will run daily from 08:30 - 08:55 for all students. This will include full uniform and equipment checks each day while also following a tutor curriculum.
- At the start of every lesson students will be greeted by the member of staff into the learning environment and have a calm and orderly start to the lesson.
- When students arrive at their tutor room, or their next lesson, following being greeted by the member of staff, students should independently complete their 'Do Now' activity quietly. Staff will complete their register during this time.

- Students must tuck their chairs under and stand silently behind their desks at the end of each lesson, awaiting to be dismissed by the teacher. The teacher will dismiss students a group at a time, to ease congestion and maintain order.
- Teaching staff and support staff will stand outside classrooms/offices during transitions to support positive choices and behaviour.
- All staff must challenge unacceptable behaviour during this transition time.
- At the end of each day, teachers will calmly dismiss students group by group to exit the school site or attend an extra-curricular activity.

4.3 In Class Behaviour

When in the classroom, all students must ensure the following:

- Arrive promptly and calmly to all lessons.
- Enter the classroom in a calm, orderly and silent fashion and engage with the task required.
- Maintain uniform expectations at all times and correct immediately if challenged.
- Positively respond to any request made by the member of staff.
- Do not eat, drink or chew in lesson (water is an exception, where permitted).
- If requested to move within the classroom, do so safely and quickly.
- Respect all others within the classroom environment.
- Accept that others will have different opinions, beliefs and values.
- Use items of academy equipment as intended, minimising the risk of damage or unnecessary replacement.
- Produce work to the best of their ability at all times.

All unacceptable comments/actions must be dealt with and sanctioned when appropriate, in order for us to create a culture and ethos of respect, tolerance, acceptance and diversity. Ignoring these types of behaviours could normalise a culture of this poor conduct and could lead to increased frequency and in turn severity.

Behaviour will be addressed following the process outlined in Appendix 1.

4.4 Out of Class Behaviour

When outside of lessons, all students must:

- Behave respectfully around the academy.
- Walk calmly, orderly and quietly during all transitions, including break and lunch, showing courtesy to other students, staff and visitors to the academy.
- Move quickly to lessons to avoid disruption to learning and the learning of others.
- Respond quickly to any instructions given by staff.
- Not walk away from a member of staff if requested to wait or speak with them.
- Maintain all uniform expectations and correct immediately if challenged.
- Eat only in the specified areas (chewing gum, fizzy drinks and/or energy drinks are not allowed in the academy and will be confiscated).
- Avoid gathering in large groups/crowds, as this can be intimidating to other students and staff.
- Wait, quietly, in a single file outside of the classroom until greeted by the member of staff.
- Not engage in bullying or harassment of any kind, including inappropriate comments about others opinions, values and beliefs.
- Physical and verbal engagement must be relevant and appropriate and not aimed to disrespect others (this includes racist, sexist or homophobic comments).

- Treat all people with respect.
- Use items of academy equipment as intended, minimising the risk of damage or unnecessary replacement.
- Not endanger others by interfering with Fire Prevention devices and alarms.
- Not bring the academy into disrepute by unacceptable behaviour off-site, whether in the locality, to and from the academy, or further afield e.g. on academy visits / fixtures.

Students will be recognised for positive behaviour and choices around the academy and awarded with an achievement point, these will be logged and rewarded by staff. Students who fail to meet out of class expectations will receive behaviour points. These points will be added to Arbor by staff on a daily basis.

Students who show poor behaviour outside of lessons, which would merit a lesson removal, or extreme poor behaviour or those who are out of lesson during lesson time will receive an appropriate sanction from the Senior Leadership Team. This will be dealt with on a case by case basis.

4.5 Child on Child Abuse

Abuse will never be tolerated or passed off as “banter” or “having a laugh” or “part of growing up” as this can lead to normalising this behaviour, a culture of unacceptable behaviours and an unsafe environment for students and staff.

Child on Child abuse might include

- bullying (including cyber bullying).
- abuse in intimate personal relationships between peers.
- physical abuse, such as hitting.
- sexual violence.
- sexual harassment.
- causing someone to engage in sexual activity without consent.
- consensual and non-consensual sharing of nude and semi-nude images or videos.
- upskirting.
- initiation/hazing type violence and rituals Different sanctions will be appropriate for different ‘levels’ of child on child abuse.

Appropriate sanctions might include:

- A verbal warning.
- Keeping the student behind after class for an educational/restorative conversation and to apologise to their peer.
- A letter or phone call to parents/carers.
- Detention.
- Community service, for example litter picking.
- A period of an academy based exclusion (length dependent on incident).
- A suspension (length dependent on the incident).
- Permanent exclusion.

4.5 Definitions, Detentions, Subject Removals and Academy Based Exclusions (ABE)

4.5.1 Definitions

Misbehaviour is defined as any behaviour that fails to uphold the values of the academy. This is not an exhaustive list.

- Disruptive behaviour in lessons that distracts others from their learning.
- Inadequate effort when learning.
- Non-completion of classwork or homework.
- Persistent lateness to lessons.
- Truancy from lessons.
- Walking away from staff (no matter their role).
- Disruption in corridors between lessons, and at break and lunchtimes.
- Verbal abuse directed towards another student.
- Incorrect uniform.
- Talking over others within the classroom.
- Failure to use the appropriate voice level for learning tasks as directed by the teacher (silent, paired work, group work etc).
- Damage to property through irresponsible behaviour.
- Failure to hand over a mobile phone/electronic device when asked.
- Failure to carry out any reasonable request by any member of the academy staff.

Serious Misbehaviour is defined as any behaviour that is seriously detrimental to the values of the academy, which could result in: immediate removal from a lesson, Academy Based Exclusion, Fixed Term Suspension or, in the most extreme cases, Permanent Exclusion. This is not an exhaustive list:

- Any behaviour that seeks to belittle or embarrass a student.
- Repeated poor behaviour choices in lessons.
- Refusing to follow instructions from any member of staff.
- Repeated breaches of the academy rules.
- Bullying (of any sort).
- Leaving the academy site without permission.
- Intentional damage to property.
- Physical aggression / fighting with another student.
- Internal truancy / Wandering.
- Persistent use of a mobile phone or electronic device during the academy day.

Extreme Misbehaviour, which will be dealt with by a senior member of staff and could result in: immediate removal from lesson, Academy Based Exclusion, Fixed Term Suspension or, in the most extreme cases, Permanent Exclusion. This is not an exhaustive list:

- External truancy.
- Verbal abuse/swearing at or about a member of staff.
- Repeated or extreme intentional damage to property.
- Discriminatory behaviour (racism, sexism, homophobia etc).
- Bullying of any sort (a repeated incident of intentional harm (physical or psychological).
- Physical harm to a member of staff or student, either through irresponsible behaviour or intent.
- Violent, aggressive or intimidating behaviour towards any member of the academy community.
- Unsafe or dangerous behaviour.

- Possession, use or distribution of drugs and other illegal substances including tobacco, alcohol and vaping paraphernalia and materials.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Improper use of emergency alarms.
- Possession of any prohibited items that could cause harm to others, including, but not restricted to, knives or weapons, fireworks or pornographic materials.

4.5.2 Detentions

Detentions at Budmouth are centralised and supervised by Behaviour Support Officers and the Senior Leadership Team. Detentions will be communicated directly with parents via the Arbor app or via email/SMS. Detentions will be issued for the next academy day of the incident, where possible. The only exception is if a student receives a Subject Removal or Academy Based Exclusion, in this case, the student would complete a same day detention. The duration and location of a detention may vary depending on the reason it was issued and the students behaviour throughout the detention. During a behaviour detention, students will either self-quiz, read, complete the assigned work or reflection activities. Staff supervising the detention will monitor both the completion of work and the students' conduct during the detention.

Time / Length of Detention	Reason / Rationale
Break / Lunch time	<ul style="list-style-type: none"> ● For those circumstances that students cannot be unsupervised during social times
30 minutes 15:00 - 15:30	<ul style="list-style-type: none"> ● Homework non completion (x 3 pieces). ● Late to Academy without reason (2nd occasion in a week). ● Subject Removal. ● Repeated lack of Equipment/Uniform/Jewellery. ● Repeated uniform/jewellery infringements - 2 occasions in 1 day. ● Non direct inappropriate language. ● Walking out of lesson/tutor without permission. ● Repeated lack of Equipment/Uniform/Jewellery. ● Refusing to hand over a confiscated item (phones, headphones, speakers, jewellery etc) - escalated sanction if refusal to hand over at all. ● Lost, incomplete or failed report. ● Defiance (30). ● Vandalism. ● <i>Any choice or behaviour deemed by the academy to warrant this sanction</i>
60 minutes 15:00 - 16:00	<ul style="list-style-type: none"> ● Subject Coordinator detention (defiance/disruption within subject area). ● Late to lesson (without reason). ● Walking away from staff (no matter their role).

	<ul style="list-style-type: none"> ● Missed/refusal to attend 30 minute detention. ● Disruption/lack of work complete in the Subject Removal Room (2nd warning). ● Defiance (60). ● Vandalism. ● <i>Any choice or behaviour deemed by the academy to warrant this sanction.</i>
90 minutes 15:00 - 16:30	<ul style="list-style-type: none"> ● Refusal to attend 60 minute detention. ● Disruption/lack of work complete in the Subject Removal Room (3rd warning) - including ABE. ● Defiance (90) ● Smoking/vaping in the academy or in uniform (1st occasion). ● Bringing prohibited items into academy (lower level eg lighter, vape, tobacco) - 1st occasion. ● Subject Removal (2nd occasion within a day). ● Refusal to leave the classroom when requested. ● Using toilets in a group or pair (recommended search required). ● Vandalism. ● Truancy (ABE for the rest of that day included). ● <i>Any choice or behaviour deemed by the academy to warrant this sanction.</i>

The Department for Education provides guidance that schools do not have to give notice to parents or carers for after school detentions so long as the student can get home safely afterwards. However, the academy will ensure that a message has been sent (SMS, email or call) prior to the detention being completed.

Behaviour in detention -

Poor behaviour during any detention will result in the student leaving the detention and an escalation to an appropriate sanction (for example a longer detention, ABE or suspension).

Failing to attend a detention -

If a student fails to attend their detention, without communication to the relevant Pastoral Team the student will be issued with the next tier detention.

If a student is absent from the academy, the detention will be reset at the same level, eg. a 30 minute detention will remain as a 30 minute detention.

4.5.3 Subject Removal

If a student persistently fails to engage in the lesson, becomes defiant/unsafe or disrupts the learning of others, they would be issued with a Subject Removal. A Subject Removal is a 3 staged graduated response to redirect behaviour towards positive outcomes. It is key to note that if a student demonstrates behaviour that is unsafe or deemed a serious or extreme

misbehaviour, they may be asked to immediately leave the classroom without the initial 2 stages. The 3 staged process is detailed in the overview in Appendix 1.

If issued with a Subject Removal, students will be sent to sit and work in the Subject Removal room for the remainder of that lesson (lesson removed from), the following lesson and receive the same day 30 minute after school detention.

Parents will be notified via email/SMS of the after school detention and the classroom teacher will email/call to discuss the details of the removal. If parental permission for the same day after school detention cannot be gained, the detention will be completed the next school day.

4.5.4 Academy Based Exclusion (ABE)

Students placed in Academy Based Exclusion will follow a timetable of independent study including English, Maths, Science and option subjects. In most cases this will not require a laptop however one may be issued for KS4 students to support with the completion of coursework. Students in ABE will be supervised by the Behaviour Support Officers during lesson time and during break and lunch time. Students placed in ABE will remain on the academy site until 16:30. Reasonable adjustments will be made where appropriate, on a case by case basis. Multiple ABEs will trigger parental meetings and further actions required, if one is not already in place.

Additionally, a cluster ABE may be issued for students that are unable to stay on school site. A cluster ABE is a process where a student would attend another local school to complete their ABE. Students would have access to independent study material and would be expected to follow the same expectations as they do at Budmouth. This is directed by the school and would be implemented on a case by case basis.

4.6 Suspensions & Exclusions

This section outlines the process that Budmouth Academy will follow, ensuring all relevant parties are notified within a timely manner in the event of any suspensions or exclusions.

Our academy aims to ensure that:

- The suspension and exclusions process is applied fairly and consistently.
- The suspension and exclusions process is understood by the Trust, staff, parents/carers and students.
- Students at the academy are safe, happy and can make rapid academic progress.
- Students do not become NEET (not in education, employment or training).

Budmouth Academy will promote positive behaviour and put students' needs first in order to make well-informed decisions throughout the academy community. This will be encouraged through positive working relationships based on respect for all.

Budmouth Academy will provide a safe learning environment for all within the academy community; free from disruption, addressing all issues in relation to violence, bullying or harassment with a keen eye to the guidance set out in the Equality Act (2010).

Budmouth Academy will support the personal development of each student by offering an education that ensures students are well informed, empathetic and able to appreciate differences.

4.6.1 Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: Exclusion/Suspensions from maintained schools, academies and student referral units (PRUs) in England.

It is based on the following legislation, which outlines the academy's powers to suspend/exclude students:

- The Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The School Standards and Framework Act 1998
- The Equalities Act 2010

In addition, the policy is based on:

- The Education and Inspections Act 2006, which looks at parental responsibility for excluded students
- The Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014 (Proposed for introduction September 2017)

This policy complies with our funding agreement and articles of association.

4.6.2 The decision to suspend or exclude

Only the Principal, or delegated Vice Principal, can suspend a student from the academy. A permanent exclusion will be taken as a last resort and the decision made only by the Principal.

Our academy is aware that off-rolling is unlawful. Ofsted defines off-rolling as: "...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

We are committed to following all statutory suspensions/exclusions procedures to ensure that every child receives an education in a safe, inclusive and caring environment.

A decision to suspend or permanently exclude a student will be taken only:

- In response to serious or persistent breaches of the academy's behaviour policy, and
- If allowing the student to remain at the academy would seriously harm the education or welfare of others.

Before deciding whether to suspend or permanently exclude a student, the Principal or Vice Principal will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the suspension or permanent exclusion were provoked.
- Allow the student to give their version of events.
- Consider if the student has special educational needs (SEN).

4.6.3 Definition

For the purposes of suspensions, the academy day is defined as any day on which there is an academy session. Therefore, INSET or staff training days do not count as an academy day.

4.6.4 Roles and responsibilities

The Principal

Informing parents

The Principal/Vice Principal, or a member of staff acting on their behalf will provide the following information, to the parents/carers of a suspended/excluded student.

When the decision has been made to suspend a student the parent/carer will be informed by a telephone call. This will include the following information:

- The reason(s) for the suspension (an initial 'holding call' may be made in the first instance to ensure the student can leave the school site in a safe and orderly manner).
- The length of a suspension.
- To arrange a reintegration meeting for after a suspension.
- The Principal or designated Vice Principal is the only member of the academy who will notify the parent(s)/carer(s) of a student that has been permanently excluded, by a telephone call. This will be witnessed and minuted by another member of academy staff.

If the suspended student is SEND, all information will be shared with the academy SENDCO. The SENDCO may then be involved in future meetings regarding this suspension.

If the suspended student is LAC, all relevant information will be shared with Virtual Schools.

Parents/Carers and the local authority will be emailed a formal letter for any suspension that has been made, within 24 hours of the parent/carer first being notified. This information will include the following:

- The reason(s) for the suspension.
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent.
- The date and time of the reintegration meeting following the suspension, as agreed during the telephone call.
- Information about parents' right to make representations about the permanent exclusion to the governing board and how the student may be involved in this.
- Where there is a legal requirement for the governing body to meet to consider the reinstatement of a student, and the family has a right to attend a meeting.

The Principal or Vice Principal will also notify parents that for the first five academy days of a suspension/exclusion, or until the start date of any alternative provision where this is earlier, parents/carers are legally required to ensure that their child is not present in a public place during academy hours without good reason. Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of a suspension/exclusion:

- The start date for any provision of full-time education that has been arranged.

- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant.
- The address at which the provision will take place.
- Any information required by the student to identify the person they should report to on the first day.

The Principal will immediately notify the Chair of the Regional Board and the local authority of:

- A permanent exclusion.
- Suspensions which would result in the student missing a public examination.

For a permanent exclusion, if the student lives outside the local authority in which the academy is located, the Principal or Vice Principal will also immediately inform the student's 'home links' of the permanent exclusion and the reason(s) for it, without delay. For all other suspensions, the Principal or Vice Principal will notify the regional board and the local authority conduct daily reports.

Responsibilities regarding suspensions and permanent exclusions are delegated to the Regional Board. The Regional Board has a duty to consider the reinstatement of a suspended student or a student who has been permanently excluded. Within 14 days of receipt of a request, the Regional Board will provide the Secretary of State with information about any suspensions/exclusions within the last 12 months. For a suspension of more than five academy days, the Regional Board will arrange suitable full-time education for the student. This provision will begin no later than the sixth day of the suspension. Provision does not have to be arranged for students in the final year of compulsory education, who do not have any further public examinations to sit.

For permanent exclusions, the local authority is responsible for arranging suitable full-time education to begin no later than the sixth day of the permanent exclusion.

4.6.5 Considering the reinstatement of a student

The regional board will consider the reinstatement of a suspended/excluded student within 15 academy days of receiving the notice of the suspension/exclusion if:

- The exclusion is permanent.
- It is a suspension which would bring the student's total number of academy days of suspensions to more than 15 in a term.
- It would result in a student missing a public examination.

The regional board can either:

- Decline to reinstate the student, or
- Direct the reinstatement of the student immediately, or on a particular date.

In reaching a decision, the regional board will consider whether the suspension/permanent exclusion was lawful, reasonable, procedurally fair and whether the Principal followed their legal duties. They will decide whether or not facts are true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to suspend/permanently exclude. Minutes will be taken of the meeting and a record of evidence considered kept. The outcome will also be recorded on the student's educational record.

The regional board will notify, in writing, the Principal, parents/carers and the local authority of its decision, along with reasons for its decision, without delay. Where an exclusion is permanent, the behaviour committee's decision will also include the following:

- The fact that it is permanent
- Notice of parents'/carers' right to ask for the decision to be reviewed by an independent review panel, and:
 - The date by which an application for an independent review must be made.
 - The name and address to whom an application for a review should be submitted.
 - That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the student's SEN are considered to be relevant to the exclusion.
 - That, regardless of whether the excluded student has recognised SEN, parents/carers have a right to require the local authority to appoint an SEN expert to attend the review.
 - Details of the role of the SEN expert and that there would be no cost to parents/carers for this appointment.
 - That parents/carers must make clear if they wish for an SEN expert to be appointed in any application for a review.
 - That parents/carers may, at their own expense, appoint someone to make written and/or oral representations to the panel and parents/carers may also bring a family representative to the review.
- If parents/carers believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, the county court or in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.

4.6.6 An Independent review

If parents/carers apply for an independent review, the local authority will arrange for an independent panel to review the decision of the regional board not to reinstate a permanently excluded student. Applications for an independent review must be made within 15 academy days of notice being given to the parents by the regional board of its decision to not reinstate a student. A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the academy governor's category and 2 members will come from the Principal category.

- A lay member to chair the panel who has not worked in any academy in a paid capacity, disregarding any experience as an academy governor or volunteer.
- Academy governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or Principal during this time.
- Principals or individuals who have been in charge of an educational establishment within the last 5 years.

A person may not serve as a member of a review panel if they:

- Are a member of the academy trust board of the excluding academy.
- Are the Principal of the excluding academy, or have held this position in the last 5 years.
- Are an employee of the academy trust or the governing board of the excluding academy (unless they are employed as a Principal at another academy).

- Have, or at any time have had, any connection with the academy trust, academy, governing board, parents or student, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality.

A clerk will be appointed to the panel. The independent panel will decide one of the following:

- Uphold the governing board's decision.
- Recommend that the governing board reconsiders reinstatement.
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed).

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

4.6.7 Academy registers

A student's name will be removed from the academy admissions register if:

- 15 academy days have passed since the parents/carers were notified of the exclusion panel's decision to not reinstate the student and no application has been made for an independent review panel, or
- The parents/carers have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made, the regional board will wait until that review has concluded before removing a student's name from the register. Where alternative provision has been made for an excluded student and they attend it, code B (education offsite) or code D (dual registration) will be used on the attendance register. Where excluded students are not attending alternative provision, code E (excluded) will be used.

4.6.8 Returning from suspension/exclusion

Following a suspension, a reintegration meeting will be held involving the student, parents/carers, a member of senior staff and other staff, where appropriate.

The following measures may be implemented when a student returns from a suspension:

- Agreeing to a behaviour plan – with clear targets for success.
- Receiving support based on the needs of the individual student, including that on offer externally.

4.6.9 Monitoring arrangements

The Vice Principal/Assistant Principal in charge of behaviour, monitors the number of suspensions every half term and reports back to the Principal. They also liaise with the local authority to ensure suitable full-time education for suspended students. This policy will be reviewed by the Vice Principal/Assistant Principal in charge of behaviour, every year. At every review, the policy will be shared with the Trust.

4.6.10 Measures to prevent/reduce suspensions and/or exclusions

- Clear and concise communication of academy expectations to all stakeholders.
- Excellent home-academy communication to meet the needs of our students.
- Appropriate curriculum pathways to meet the academic needs of all students.
- Regular SEND training for all staff, with specifics for students who are on our SEND register.

- Appropriate use of pupil premium funding to support students with financial need.
- Regular review of behaviour incidents, with specific actions, to prevent escalation i.e personal development curriculum.
- Supporting students with specific interventions, whether internal or external e.g. anger management.
- Off site directions to neighboring schools.
- Alternative provision, where applicable, utilising the resources available within the local authority.
- Pastoral support plans/support timelines in place, for students who require it, reviewed regularly.
- Consistent use of our behaviour and recognition and rewards policies.

4.7 Student Support

Budmouth Academy has a designated team that is qualified to support the diverse demographic of needs within the academy. The Inclusion & Pastoral Team (including the Student Support Centre & Learning Support Centre) will work with students that require adapted support throughout their time at the academy.

There are a number of ways that students can be identified, these are:

- Tutor/class teacher referral.
- Head of School, Pastoral Support Leader or Behaviour & Ethos Coordinator referral.
- Data analysis/monitoring.
- Pastoral Board meetings.
- Team around Budmouth meetings.

Our monitoring system allows staff to run detailed reports using different criteria, these reports will be run on a daily basis and will support the identification of students through the patterns that emerge. Our Inclusion and Pastoral Team will monitor the data to establish any key areas that are influencing students' learning and progress. Key students will be discussed at meetings to ensure all internal intervention, support and actions are reviewed regularly.

The staff involved will meet on a regular basis to assess patterns for students of concern and will assess key students' needs and obstacles to overcome in relation to concerning behaviour, taking into account; time of day, subject, class teacher and potential pastoral, safeguarding and mental health issues that may be affecting them.

Examples of, but not all, support and intervention:

- Tutor, Subject, Head of School, SLT report.
- Behaviour Support Plan.
- Pastoral Support Plan / Support timeline.
- Contracts relating to specific behaviour.

Use of external agencies – The Inclusion & Pastoral team will work closely with a number of external agencies offering expert support to our students. The academy has established relationships with a number of external agencies such as Dorset Police, Early Help, CAMHS, Social Care and Targeted Youth who provide ongoing support to a number of our vulnerable students.

As well as these documents, students will be supported by a number of strategies that will be monitored by the Inclusion & Pastoral Team and Senior Leaders. At all levels students will have the support needed to be successful, if the student does not engage and displays persistent poor behaviour, the academy, as a last resort may be forced to permanently exclude.

4.8 Subject Specific Behaviour

Subject Coordinators may use the following interventions and support to address negative behaviour within a specific subject area as they deem appropriate, following discussions with the classroom teacher, student and parents/carers. This will be underpinned by internal behaviour data and analysis on a fortnightly basis.

Subject Specific Support & Intervention
Subject Report (class teacher/Subject Coordinator)
Class teacher phone call
Class teacher meeting
Subject Coordinator phone call
Subject Coordinator meeting
Restorative practice and conversations
Seat move within the classroom
Curriculum Withdrawal (following 3 x SR in one half term)
Class change/adjustment
Lesson drop in / observations
<i>This is not an exhaustive list</i>

4.9 Out of Academy Behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the academy, such as on an academy trip, when using public transport on the way to or from the academy or at any point wearing the academy uniform, PE or CCF kit.

There may be times when students will need to be challenged on their behaviour when not representing the academy, this will include their general behaviour in the local community. All staff have the authority to challenge students whose behaviour is unacceptable or who break the academy rules or who fail to follow a reasonable instruction.

Their power to discipline applies to student behaviour in the academy and certain behaviour outside of the academy, including but not restricted to the following:

- Taking part in any academy organised or academy related activity.
- Travelling to and from the academy.
- Taking part in inappropriate behaviour whilst wearing an academy uniform.

- Behaviour which could have repercussions for the orderly running of the academy.
- Behaviour which poses a threat to another student or member of academy staff.
- Behaviour toward other people, which is related to their involvement with the academy eg. Bullying/including Cyber Bullying of another student outside of academy hours.
- Any form of anti-social behaviour both inside and outside of the academy Sanctions will be issued depending on the behaviour, these may include detentions, community service on or off site etc.

4.10 Uniform & Equipment

At Budmouth Academy we always set the highest expectations for our students in order to raise their aspirations and enable them to achieve. By producing a list of equipment that students require, we are helping prepare them for the world of work and maximising every opportunity to be successful. These are outlined in Appendix 2.

A smart appearance is an increasingly important aspect of modern life as it does help a person to display an air of self-confidence and command a sense of respect. The academy aims to prepare students for a successful life and so an emphasis on taking pride in one's own appearance is an essential part of the educational process. The academy has a uniform policy which helps to enhance the purposeful and successful climate within the academy. Our uniform policy promotes professionalism and ensures safety which also ensures that students are fully focused on learning as opposed to other distractions.

The academy uniform provides students and their families with many positive advantages, because uniform:

- Diminishes the social exclusion of students based on what they are wearing
- Places stronger focus on academic performance
- Reduces family tension as students do not have to compete with their peers for the latest trends in clothes
- Creates an atmosphere of teamwork and togetherness
- Encourages pride in personal appearance and of the academy
- Promotes safety, particularly through making it easier to identify strangers
- Increases self-esteem and reduces peer pressure
- Is cost effective to parents in the long run
- Makes students ambassadors for the academy in the local community

A formal medical note/certificate is required should your child be unable to wear the school uniform due to health-related reasons.

Full uniform and equipment checks will be carried out by tutors each morning during tutor time.

- Any students not appropriately dressed will be sent to the academy stock cupboard to assist with rectifying any uniform infringements.
- Any students with missing equipment will be sent to the stock cupboard to assist in rectifying any missing equipment.
- All necessary corrections to uniform and equipment will be made and a message sent home to inform parents.
- Students will leave a deposit (mobile phone etc.) in exchange for missing item(s) which will be kept in a double locked area throughout the day.

- Students will return the borrowed item to the academy stock cupboard at the end of the day, 3pm, if the student attends an after academy activity they must exchange the item before attending such activity.

The stock cupboard opens at 08:15 to allow students to rectify any infringements before the school day starts. If a student rectifies their infringement before the start of tutor (08:30) no sanction will be applied. However, if a student has to be sent to the stock cupboard following a uniform/equipment check during tutor time, they will receive behaviour points.

If students fail/refuse to change into the correct uniform, they will remain in ABE. Parents/carers will be contacted and asked to rectify the situation by either speaking to their child directly, telling them to borrow item(s) or by bringing in the uniform item(s) that need rectifying.

4.11 Mobile Phones/Electronic Devices

The guidance from the Department of Education allows schools to limit or ban the use of mobile phones during the academy day. Establishments must make clear the sanctions to staff, students and parents/carers.

Any electronic device that is brought into the academy is done so at the risk of the owner, the academy will not be liable for any damages or loss.

Students must ensure that their mobile phones are switched off and in their bag at all times when on the school site. For clarity, the school site will include any part of the school grounds when the student enters through the green gates / main office and, at any time (even if accessing the wrap-around care or attending extra-curricular activities). The only exception is when instructed by a member of staff that an electronic device can be used for educational purposes. Students must ensure that all devices are used within the guidelines of our online safety policy.

If students are seen with any electronic devices whilst on the school site (as outlined above); the following will apply:

First offence – the student will hand the device over, the device will be taken to the Pastoral Office where the student can collect it at the end of the day.

Second offence – the student will hand the device over, the device will be taken to the main reception, a phone call will be made and the parent/carer will need to collect the device when it is convenient to do so. This must be within the opening times of the main reception of 08:00 and 16:00.

Future offences - the student will hand their phone to their respective Pastoral Teams before tutor time and receive it back at the end of the school day for a 2 week period.

If a student refuses to hand over an electronic device (including phones, headphones, speakers etc), they will be issued with an ABE.

Mobile phones will also be handed over on entry to the Subject Removal Room and in normal circumstances returned at the end of their stay, barring any poor behaviour.

4.12 Smoking and Vaping

It is against the law for any person to smoke or vape on the academy site. This includes staff, students, parents/carers and visitors.

The academy takes smoking/vaping very seriously, whether it be on the academy premises, or outside the academy premises while wearing the academy uniform. If a student is caught smoking or in the possession of, vapes or using other nicotine products, or where given the balance of probabilities a student has been smoking or vaping, parents/carers will be notified and the following sanctions will be set:

1st occasion - 90 minute after school detention

2nd occasion - 1 day ABE (including a 90 minute after school detention)

3rd and subsequent occasions - 1 day suspension

When the student receives a sanction for smoking, vaping or using nicotine products, they will be searched and any paraphernalia confiscated. Parents/carers will be contacted to collect items or they can be discarded. Searching will be ongoing at random intervals to ensure no further items are brought into the academy. The academy may also adopt a similar approach to other prohibited items being brought onto, used or supplied on the academy site.

5 Screening and Searching

The Principal and authorised staff are allowed to search a student and their possessions, without prior parental consent, where they have reasonable grounds to suspect that they may have a prohibited item. Such items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vaping devices
- Fireworks
- Pornographic images
- Any article which a member of staff believes has been, may be, used:
 - To commit an offence
 - To cause personal injury, damage to property or harm another person

The academy can confiscate any items found during a search that they consider harmful or detrimental to the academy environment. The academy can also screen students with a hand held device if they suspect the student of having prohibited items. Refusing a search is an example of serious misbehaviour. There are no exceptions to this.

Searching and screening is conducted in line with the DfE's latest guidance. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

6 Reasonable Force

All staff have permission to use reasonable force in line with guidance from the Department of Education, which states:

Schools can use reasonable force to:

- Remove a disruptive student from the classroom where they have refused to follow an instruction to do so
- Prevent a student behaving in a way that disrupts an academy event, trip or visit
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground
- Restrain a student at risk of harming themselves through physical outbursts
- Prevent a student from damaging property

Incidents of physical restraint 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 to the Head of School and parents.
- A written record kept in the academy and logged by the Director of Inclusion.
- If possible (this will not always be possible) under the supervision of a Team Teach trained member of staff.

7 Staff CPD

Over the course of the academic year, staff receive regular training on effective behaviour strategies to ensure consistent implementation of the Behaviour Policy. These sessions take place on INSET days as 'update' training. Our all staff CPD programme includes a personalised session each unit to address any current CPD need or areas for development as identified by the Senior Leadership Team. Consequently, staff receive specific training – all staff or small groups, as appropriate – which has more immediate impact for our students. These sessions are both theoretical and practical, and are delivered by staff who have been identified as demonstrating best practice in this area. Our Teaching and Learning framework promotes a positive and inclusive working environment within the academy, and staff receive training on key strategies to support behaviour for learning as an integral part of this unit.

8 Quality Assurance

All staff receive training on our behaviour policy at the beginning of each academic year, ongoing CPD is planned and delivered throughout the year based on trends, changes or just general reminders.

All positive and negative behaviour events (whether in or out of class) are recorded on Arbor, along with any needed follow up contact with the students parents/carers. All such events are monitored by Tutors, Head of School, Behaviour and Ethos Coordinators, Pastoral Support Leaders, Subject Leads and SLT links, in order to ensure poor behaviour is dealt with in an appropriate way to resolve any underlying issues.

Persistent poor behaviour is monitored daily by the Inclusion & Pastoral Team. Appropriate sanctions, supportive measures and parental contact is made to reduce such incidents, following our Academy Behaviour Policy. Behaviour events, Academy Based Exclusions and Suspensions are also recorded on Arbor and/or the Academy's Behaviour Dashboard. The data recorded from these tools are reported to the Senior Leadership Team every six weeks, for the purpose of identifying patterns and resolving underlying issues to improve student behaviour and attitudes. Actions will be instigated from these reviews in order to reduce such events and maintain excellent behaviour around the Academy. Data from these reviews will feed into the monitoring system of the Regional Board Meeting.

Appendix 1 - In class behaviour process & extreme poor behaviour

Strong Start & Dismissal
<p><u>Strong Start</u></p> <p>Staff will stand on the threshold to the classroom ready to greet students, check for uniform and reinforce expectations.</p> <p>A 'Do Now' activity that supports the needs of the group will be presented as students arrive for them to complete silently (displayed on the board or as handouts). This will promote a calm start to every lesson.</p> <p>Staff will complete their register whilst students are completing the Do Now task in silence.</p> <p>Staff will challenge those who are late, providing this does not interrupt the learning of</p>

others. Staff mark students as late on Arbor and add the relevant 'Late to Lesson' negative incident/sanction on Arbor.

Promotion of the positive learning environment and addressing any negative behaviours on entry.

Dismissal

Students will pack away in time for the end of the lesson.

Students must tuck their chairs under and stand silently behind their desks at the end of each lesson, awaiting to be dismissed by the teacher.

Staff will check uniform before dismissing the students a group at a time (as the bell sounds), this will ease congestion and maintain order.

Staff will stand at the threshold during the transition time reinforcing expectations and interacting with students.

Non-verbal / verbal cue

Staff are to take a graduated response to the first instance of off task or disruptive behaviour.

Verbal / Non-verbal cues:

- A look/nod towards the student that is off task.
- Staff to move within the room, stand next to the student who is off task.
- Staff place their hand on the table to prompt the student to start work.
- Crouch down to the student's level and speak to the student, encouraging them to start working. Examples of this 'Is everything ok?' 'Is there a problem?' 'Come on, you can give this a go'

Staff to consider the use of any specific interventions identified on any individual pupil passports or profiles.

Step 1 **Prompt:**

Challenge off task/poor behaviour directly when/if it continues

Graduated Responses

- The teacher will challenge the behaviour directly & set specific targets where required
- The teacher will maintain a positive tone, outlining the unacceptable behaviours they are displaying and set a clear expectation so the student understands what they must do.

This is now a warning – explain clearly what will happen if the poor behaviour continues.

Staff to consider the use of any specific interventions identified on any individual pupil passports or profiles.

Step 2 **Formal Warning:**

Graduated Response – Where possible, avoiding announcing it to the class

- The teacher will explain why the formal warning is being issued
- The teacher will challenge the behaviour directly, set specific targets for improvement
- The teacher will explain that if the behaviour continues, the student may be issued with a Subject Removal.
- The teacher will encourage the student to understand that they have a choice to address their behaviour

Maintaining a positive tone, outlining the unacceptable behaviours they are displaying and setting a clear expectation so the student understands what they must do to be successful.

Staff to consider the use of any specific interventions identified on any individual pupil passports or profiles.

Step 3 **Subject Removal**

When the student does not respond to previous graduated responses and the negative behaviour continues. This will trigger a Subject Removal issued by the member of staff.

The student will spend a minimum of the remainder of that lesson, plus the next lesson in the Subject Removal Room. Students will also complete the same day 30 minute after school detention. An automated message will be sent to parents/guardians outlining the lesson removal and after school detention. Additionally, an email/telephone call must be made by the teacher to provide more context to why the student was removed from the lesson.

- Staff will log 'Lesson Removal' on Arbor
- Students will be instructed to make their way directly to the Subject Removal Room unless agreed otherwise. Some students will be collected to enable smooth transition to the room.
- On Call checks that the student has arrived at the room
- The member of staff timetabled in the Subject Removal Room will complete log and book the student in.
- The student will access resources and engage with work provided in the Subject Removal Room.

Students who are removed from a second lesson during the same day (or display a lack of work / poor behaviour in the Subject Removal Room), will remain in the room for the remainder of that day. This will be monitored by the relevant members of staff.

If a student produces a lack of work, refuses to engage in work or demonstrates disruptive / defiant behaviour, a 4 staged warning process will be implemented.

Warning 1 - The student is reminded of the expectations and told they have received their first warning (no additional sanction issued)

Warning 2 - The student is reminded of the expectations and told they have received their second warning (increased time during after school detention issued)

Warning 3 - The student is reminded of the expectations and told they have received their third warning (an ABE will be issued with a 90 minute after school detention)

Warning 4 - The student is reminded of the expectations and told they have received their fourth and final warning (a suspension will be issued)

Extreme poor behaviour
<p>This is for extreme incidents of poor behaviour only, examples include, but are not limited to:</p> <ul style="list-style-type: none"> ● Swearing directly at a member of staff ● Physical assault on another student or staff ● Dangerous behaviour (flipping tables, throwing chairs etc.) <p>Students will be removed from the situation and seated in the Subject Removal Room whilst an investigation is being completed.</p> <p>Statements will be collected and an informed decision made on the appropriate actions and sanctions. This level of behaviour will result in either a 90 minute after school detention, Academy Based Exclusion (ABE), Fixed Term Suspension (FTS) or Permanent Exclusion. The academy retains the right to utilise academy based exclusion within other local academies and trust schools.</p>

Appendix 2 - Student behaviour support & sanction

The academy may utilise a variety of sanctions and support alongside internal detentions, academy based exclusions and fixed term suspensions. In some cases not all of the listed support and sanctions will be explored before additional escalation. Examples of support and sanctions are outlined below:

Intervention	Intervention	Intervention
Intervention session (SSC or LSC) referral	Link worker referral (Fridays)	SLT Report
Change of tutor group / school	Early Help referral	Off Site Direction/ Direction to attend
Change of teaching group / teacher	SEND / EHCP referrals	Governors Review
Report cards (tutor / Subject)	CAMHS referral	Alternative Provision

Staff mentor / trusted member of staff	School Counsellor	Behaviour contract
Curriculum withdrawal	Pastoral Support Plan	Permanent Exclusion
RAG cards	Safety Plan	
Leave lesson Early card	Adapted timetable	
Behaviour Contracts	Adapted school day (reduced TT)	
ELSA	Safer Schools Team involvement	
	Pupil Passport	
	Ed Psych	
	External support (horse course etc)	
	MHST	
	Rest Card (SSC / LSC / RC)	
	HOS report	

Appendix 3 - Uniform & Equipment list

Uniform Expectations -

Uniform	Acceptable	Not Acceptable
Blazer	<ul style="list-style-type: none"> • Budmouth Academy Blazer 	<ul style="list-style-type: none"> • No blazer • Rolled up sleeves • Any garment other than the academy jumper and shirt underneath
Jumper	<ul style="list-style-type: none"> • Budmouth Academy branded V-neck jumper • Black V-neck jumper 	<ul style="list-style-type: none"> • Sweatshirt • Fleece • Tracksuit • Hooded top

		<ul style="list-style-type: none"> • Waistcoat • Cardigan • V-neck jumpers with logos / non-academy branding
Trousers	<ul style="list-style-type: none"> • Plain black • Tailored • Full length (no skin shown at the ankle) • Any belt should be black 	<ul style="list-style-type: none"> • Fashion trousers (denim/corduroy/other materials/hipsters/flares/wide bottoms/bootlegs/skinny trousers/lycra) • Tight fitting • Studs, visible buttons or trimmings • Stretchy material • Leggings <p><i>The academy reserves the right to ask students to wear trousers/shorts in the event that their skirts do not follow our policy.</i></p>
Skirts	<ul style="list-style-type: none"> • Plain black, pleated, tailored skirt • Sits on the knee 	<ul style="list-style-type: none"> • Skirts made from stretchy material • Skirts that are lycra / bodycon • Rolled up skirts • Any skirt that is not pleated eg. pencil skirt <p><i>The academy reserves the right to ask students to wear trousers/shorts in the event that their skirts do not follow our policy.</i></p>
Shorts	<ul style="list-style-type: none"> • Smart black, tailored, classic style • Must be knee length • To be worn at the waist only, no hipster styles 	<ul style="list-style-type: none"> • Fashion shorts (denim/corduroy/other materials/hipsters/skinny shorts/lycra) • Tight fitting • Studs, visible buttons or trimmings • Stretchy material • External cargo-style pockets <p><i>The academy reserves the right to ask students to wear trousers/skirt in the event that their shorts do not follow our policy.</i></p>
Shirts	<ul style="list-style-type: none"> • Plain white collared shirt • Short or long sleeved • Tucked in with the top button fastened 	<ul style="list-style-type: none"> • Casual/fashion/polo shirt • Shirt worn without a tie or with the tie tucked in • Sports/hooded tops or coloured t-shirts under shirts • Shirts worn outside trousers/skirts/shorts • Exposed midriff
Tie	<ul style="list-style-type: none"> • Budmouth Academy clip on tie 	<ul style="list-style-type: none"> • Ties that are not clip on or where the clip has broken off - these must be replaced immediately. • Ties that have been coloured in • Ties that have had part or all stitching removed
Shoes	<ul style="list-style-type: none"> • Traditional black flat or low-heeled shoe • Leather or vegan alternative school shoes (must be possible to polish) • Laces, soles and stitching must be black 	<ul style="list-style-type: none"> • Trainers (even if black and/or polishable) • Skate shoes • Boots • Fashion/coloured shoes • Flip flops • coloured/fluorescent laces

	<i>Acceptable shoes shown in Appendix 1.</i>	<ul style="list-style-type: none"> • Canvas/fabric shoes or pumps • Trimmings i.e buckles, labels, tags or decorations • High heels/stilettos/platforms/wedges • Sandals/slingbacks/backless shoes <p><i>The academy will reserve the right to decide what represents a trainer, even when the retailer has marketed the shoe as suitable for school.</i></p>
Socks/tights	<ul style="list-style-type: none"> • Plain black socks (covering the ankle bone) • Plain black tights 	<ul style="list-style-type: none"> • Coloured or patterned socks or tights • Bare feet
Makeup	<ul style="list-style-type: none"> • Light foundation, light mascara, clear lip gloss only 	<ul style="list-style-type: none"> • Make up other than that listed • Nail varnish (unless clear) • Nail extensions • False eyelashes
Jewellery	<ul style="list-style-type: none"> • Maximum of two small plain gold or silver earrings (one in each ear) • Medical earring (this counts as the single earring) • One wrist watch 	<ul style="list-style-type: none"> • Extra or large jewellery of any kind • Any facial or body piercings eg. nose piercings, septum piercings and any retainer • Bracelets • No accessories are to be worn around the neck (including a necklace) or attached to clothing
Hair styles	<ul style="list-style-type: none"> • Smart style • Natural hair colours only • Hair must be tied up on request for all practical lessons 	<ul style="list-style-type: none"> • Unnatural colours • Headwear, unless worn on the basis of ethnicity, religion, belief or disability. • Decorative attachments worn in the hair • Tramlines or other shaved shapes • Hair must not be cut shorter than a grade 2 • 'Barcodes' in eyebrows <p><i>(The academy reserves the right to decide if a hairstyle is inappropriate but invites students and parents/carers to ask in advance if they need guidance)</i></p>

Sport Kit Expectations -

Uniform	Acceptable	Not Acceptable
T-Shirts	<ul style="list-style-type: none"> • Budmouth royal blue Tech t-shirt purchased from DEP only (https://www.dorsetprintwear.com/) • Plain royal blue t-shirt 	<ul style="list-style-type: none"> • Clothing with large branding/logos
Shorts, tracksuit bottoms & Leggings	<ul style="list-style-type: none"> • Black shorts, black leggings or black tracksuit bottoms 	<ul style="list-style-type: none"> • Clothing with large branding/logos • Garments with zips • Leggings of a cotton material • Tight cycle (lycra / Nike Pro) style shorts

Sweatshirt	<ul style="list-style-type: none"> • Plain royal blue jumper purchased from DEP (https://www.dorsetprintwear.com/) • Plain royal blue crew neck sweatshirt 	<ul style="list-style-type: none"> • Hoodies • Any garment with a zip • Clothing with large branding/logos • Any alternative outer layers (coats, jackets etc)
Socks	<ul style="list-style-type: none"> • White socks • Long football/rugby socks • 'Grippy' socks (for gymnastics) 	<ul style="list-style-type: none"> • Anything other than the items listed
Shoes	<ul style="list-style-type: none"> • Trainers • Football boots 	<ul style="list-style-type: none"> • Open toe shoes including, flip flops, sliders & crocs
Specialised Personal Protective Equipment	<p>Highly recommended</p> <ul style="list-style-type: none"> • Gum shield (football, hockey, rugby) • Shin pads (football, hockey) • Football boots (field / 3G sports) <p>Advised</p> <ul style="list-style-type: none"> • Plain base layer (winter months) 	<ul style="list-style-type: none"> • Any alternative outer layers (coats, jackets etc)

Equipment Expectations -

	Item	Additional Information
Compulsory equipment items	30cm long, clear pencil case	
	30cm Ruler	
	Protractor	
	2 x black or blue pens	

	1 x green pen	1 to be provided by the Academy in September
	2 x pencil	
	1 x highlighter	
	1 x whiteboard pen	1 to be provided by the Academy in September
	Rubber	
	Calculator (casio fx-83gt cw)	
Highly recommended items	Compass	
	Coloured pencils	
	Glue	
	Pencil sharpener	

School shoes

Acceptable	Not acceptable
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School skirts



School jumpers



