Behaviour, Suspensions & Exclusions Policy

Budmouth Academy, Weymouth

Version Control	
01-07-26 (For 2026/27)	Jointly agreed by SLT Approved by Regional Board - Each day of lateness to the Academy without reason results in a 30 minute after school detention - All after school detentions will be set for the following day (unless a same day has been confirmed parents/carers) - Tiered sanctions for failure to complete homework per 1/2 term - Walking away from staff will result in an Academy Based Exclusion (ABE) - Refusal to hand over a confiscated item will result in a 30 minute after school detention (outright refusal will result in an ABE) - Accumulating 2, 4, 6 uniform infringement points per week will result in escalated sanctions - Education provided should students' be in possession or using vapes or tobacco products, including using the local PSO for education - Introduction of preventative safeguarding measures such as K9 handlers, security scanners and spot searches - Definitions of an Off Site Direction and Managed Move

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1. Rationale

At Budmouth Academy, we believe that a successful school community is built upon clear expectations, mutual respect and strong relationships. In order for all students to thrive academically, socially and personally, there must be a shared understanding of what constitutes positive behaviour and the standards we expect from every member of our community.

We are committed to creating a calm, safe and purposeful environment where learning can take place free from disruption. This requires clarity, consistency and fairness in how expectations are communicated, recognised and upheld.

Positive behaviour is central to this vision. We aim to actively recognise, reward and celebrate students who demonstrate our core values of Respect, Excellence and Determination. Where expectations are not met, sanctions will be applied consistently and proportionately, with the intention of supporting students to reflect, learn and make better choices in the future.

Strong partnerships with parents and carers are essential. By joining Budmouth Academy, families become part of our wider community and play a vital role in supporting the high standards we expect. We are committed to open communication and collaborative working to ensure the best outcomes for all students.

This policy is designed not only to outline systems and procedures, but to support the development of self-discipline, responsibility and respect for others. Through this, we aim to prepare our students to become confident, considerate and successful members of society.

2. Aims

Our academy aims to:

- Promote a safe, calm, orderly and positive environment in which all students can learn effectively
- Establish clear routines and high expectations across all aspects of academy life that are consistently understood and applied by students, staff and parents
- Ensure that expectations are implemented fairly, consistently and proportionately
- Develop students' self-worth, engagement and sense of purpose over time
- Create a strong culture of praise and encouragement, enabling all students to develop, progress and achieve
- Build and maintain positive relationships with parents and carers through clear, transparent and effective communication

Budmouth Academy is committed to promoting positive behaviour and placing students at the centre of all decision-making. This is achieved through strong, respectful relationships between staff, students and families, underpinned by clear expectations and consistent practice.

The academy provides a safe and inclusive learning environment for all members of the community, free from disruption. All forms of bullying, harassment or violence are taken seriously and addressed in line with the Equality Act (2010) and academy procedures.

We are committed to supporting the personal development of every student, ensuring they are well-informed, empathetic and able to understand and respect differences in others.

The Budmouth Behaviour Policy is underpinned by three core values, which shape expectations and guide behaviour across the academy:

- **Respect** – demonstrating consideration for others, the environment and the wider community
- **Excellence** – striving to achieve the highest standards in learning, behaviour and personal conduct
- **Determination** – showing resilience, effort and a positive attitude, even when faced with challenge

These values are not separate from the behaviour policy; they are embedded within it and are expected to be demonstrated by all members of the academy community in their daily actions and interactions.

3. Legislation and Guidance

This policy has been developed in accordance with statutory guidance from the Department for Education (DfE). It outlines the expectations, powers and responsibilities of academy staff in promoting positive behaviour and responding to behaviour concerns.

The policy provides a clear framework to ensure that behaviour is managed consistently, fairly and in line with current legislation. It reflects the academy's commitment to maintaining high standards while supporting students to develop positive behaviours.

This policy has been developed through consultation with staff, the Student Leadership Team and the wider academy community. Where significant changes are made, these are shared with parents and carers to ensure transparency and understanding.

This policy is based on the following Department for Education guidance and legislation:

- Behaviour in Schools (September 2022, updated February 2024)
- Suspension and Permanent Exclusions (2012, updated July 2026)
- Keeping Children Safe in Education (May 2025)
- Searching, Screening and Confiscation (2014, updated July 2023)
- Use of Reasonable Force (2013, updated December 2025)
- The Equality Act (2010, updated May 2026)
- Education and Inspections Act (2006)
- Approaches to Preventing and Tackling Bullying (June 2018)
- Developing School Uniform (2013, updated November 2025)
- Preventing Hair Discrimination in Schools (EHRC, 2023)
- Behaviour in Schools: Independent Review
- Below the Radar: Low-Level Disruption in Classrooms

The academy complies with all relevant statutory requirements, including the Equality Act (2010), and gives due regard to the Public Sector Equality Duty (PSED) under section 149 of the Act.

In line with Department for Education guidance, this behaviour policy is published on the academy website and is accessible to all members of the academy community.

4. Roles and Responsibilities

Principal

The Principal is responsible for ensuring that a clear, robust and effective behaviour policy is in place and consistently implemented across the academy.

The Principal will:

- Ensure the behaviour policy supports staff in maintaining high standards of behaviour, including the consistent use of rewards and sanctions
- Promote a culture of positive behaviour, where expectations are clear and consistently applied
- Ensure that systems are in place to prevent bullying and address behaviour concerns effectively
- Support staff in managing behaviour confidently and consistently through clear guidance and leadership
- Ensure that all students are able to learn in a safe, calm and purposeful environment and are supported to complete their work
- Promote strong and effective relationships between the academy and home, recognising the importance of working in partnership with parents and carers

The Principal is accountable for ensuring that the policy is applied fairly and consistently, and that it reflects the needs of the academy community while meeting statutory requirements.

Staff

All staff play a crucial role in establishing and maintaining high standards of behaviour across the academy. Staff are expected to model the behaviours and attitudes we wish to see, demonstrating professionalism, consistency and respect in all interactions.

Staff are responsible for:

- Implementing the behaviour policy consistently and fairly across all areas of the academy
- Establishing clear routines and expectations within their classrooms and areas of responsibility
- Addressing behaviour promptly, calmly and in line with academy procedures
- Building positive relationships with students to support behaviour and engagement
- Making reasonable adjustments to support individual student needs, including those with SEND or additional vulnerabilities
- Accurately recording behaviour incidents using the academy's monitoring systems

Consistency is essential in ensuring that students understand expectations and feel secure within the academy environment. Staff should not ignore poor behaviour and must take responsibility for upholding standards at all times.

The academy is committed to supporting staff through clear systems and leadership guidance to ensure behaviour is managed effectively and consistently.

Students

Students are expected to take responsibility for their behaviour and to consistently meet the expectations outlined in this policy. They play a key role in creating a positive, respectful and purposeful learning environment.

Students are expected to:

- Follow all academy expectations and routines
- Demonstrate respect towards staff, peers and the wider community
- Allow others to learn and staff to teach without disruption
- Take pride in their work, conduct and presentation
- Respond positively to feedback and support from staff
- Accept responsibility for their actions and the consequences that follow

Students should understand that their behaviour has a direct impact on their own success and the success of others.

Positive behaviour will be recognised and rewarded across the academy, both within lessons and in the wider community. Students are encouraged to contribute to the development of the academy through student voice, leadership opportunities and consultation processes.

Students are encouraged to engage positively with the support offered by the academy and to take an active role in improving their behaviour. Staff will work with students to help them reflect on their actions, understand expectations and develop more positive behaviours.

However, where students choose not to engage with this support or fail to make the necessary improvements, the academy's behaviour procedures and sanctions will be applied in full.

Parent/Carers

Parents and carers play a vital role in supporting the academy to maintain high standards of behaviour. By choosing Budmouth Academy, parents and carers agree to work in partnership with the academy and to actively support the expectations and procedures outlined in this policy.

This includes:

- Reinforcing the academy's expectations of behaviour at home
- Supporting the academy in addressing behaviour concerns promptly and constructively
- Ensuring their child attends the academy ready to learn, in the correct uniform and with the appropriate equipment
- Engaging with communication from the academy, including attending meetings where required
- Supporting sanctions issued by the academy and working collaboratively to bring about positive change

The academy is committed to maintaining clear and open communication with parents and carers. All policies are available via the academy website and are shared through regular communication, including newsletters and direct contact where appropriate.

We recognise that positive behaviour is best achieved through a consistent and supportive approach between home and the academy. Where concerns arise, we will work with parents and carers to support students in understanding and improving their behaviour. However, it is expected that parents and carers will take an active role in this process.

5. Policy

This section sets out the academy's approach to behaviour, including the systems, expectations and procedures that support high standards and consistency across the academy.

5.1 Recognition and Reward

At Budmouth Academy, we believe that positive behaviour should be actively recognised, reinforced and celebrated. A strong rewards system is central to promoting high standards and encouraging students to consistently demonstrate our core values of Respect, Excellence and Determination.

The academy operates a clear and consistent rewards system through the Arbor management information system. All staff are responsible for recognising and rewarding positive behaviour throughout the academy day.

Students may be awarded achievement points for a range of positive behaviours and contributions, including but not limited to:

- Going above and beyond expectations
- Effort in classwork and homework
- High-quality classwork and homework
- Helpfulness, politeness and positive conduct
- Demonstrating progress and improvement
- Participation in extra-curricular activities
- Student leadership and contribution to the academy community
- Recognition such as Student of the Week

Each of these achievements is recognised through the awarding of positive points. All staff are expected to use this system consistently to ensure that positive behaviour is regularly acknowledged across all areas of the academy.

The accumulation of achievement points will lead to a range of rewards, including certificates, communication home, reward events (such as special lunches or trips) and other appropriate incentives throughout the academic year.

The academy is committed to recognising achievement at all levels, ensuring that all students have the opportunity to be rewarded for effort, progress and contribution to the academy community. Reward systems are monitored and reviewed regularly to ensure they are fair, inclusive and do not disadvantage any group of students.

5.2 Daily Routines

Consistent daily routines are essential in maintaining a calm, safe and orderly learning environment. These routines ensure that students are prepared for learning, demonstrate respect for others and the environment, and contribute positively to academy life.

All staff and students are expected to follow these routines consistently. Clear and predictable routines support positive behaviour and allow learning to take place without disruption.

The academy is committed to ensuring that all students can access these routines successfully. Reasonable adjustments will be made where necessary to meet individual needs, in line with the Equality Act (2010), and appropriate support will be provided.

The following routines are in place across the academy:

- The academy gates open at 08:00 to allow students to access the site. Students may access wrap-around care from 07:30 via the Resources Centre/Student Support Centre.
- Tutor time runs daily from 08:30 to 08:55. During this time, students are expected to be in full uniform with the correct equipment. Tutors will complete uniform and equipment checks and deliver the tutor programme.
- At the start of each lesson, students will be greeted by the member of staff and are expected to enter the classroom in a calm and orderly manner.
- On arrival, students should begin the 'Do Now' activity independently and in silence. Staff will complete the register during this time to ensure a purposeful start to learning.
- At the end of each lesson, students must tuck their chairs under and stand silently behind their desks, waiting to be dismissed by the teacher. Staff will dismiss students in a controlled manner to support safe movement around the academy.
- During lesson transitions, teaching and support staff will be present outside classrooms and in communal areas to support positive behaviour and reinforce expectations. All staff are expected to challenge unacceptable behaviour / uniform infringements consistently during this time.
- At the end of the academy day, students will be dismissed in a calm and orderly manner, either to leave the site safely or attend extra-curricular activities

5.3 In Class Behaviour

When in the classroom, all students are expected to meet the following standards:

- Arrive promptly and calmly to all lessons
- Enter the classroom in a quiet, orderly manner and engage immediately with the task set
- Maintain full uniform expectations at all times and correct any issues when challenged
- Follow all staff instructions promptly and without disruption
- Refrain from eating, drinking or chewing during lessons (water is permitted where allowed)
- Move around the classroom safely and only when directed by a member of staff
- Treat all members of the classroom with respect
- Show tolerance and understanding of differing opinions, beliefs and values
- Use academy equipment appropriately, minimising damage and ensuring resources are respected
- Produce work to the best of their ability at all times

Any behaviour that falls below these expectations will be addressed consistently and in line with academy procedures. Unacceptable language, conduct or actions will not be ignored, as this can lead to a decline in standards and a negative learning environment.

Consistent challenge of poor behaviour is essential in maintaining a culture of respect, tolerance and high expectations across the academy.

Behaviour will be managed in line with the academy's behaviour procedures, as outlined in Appendix 1.

5.4 Out of Class Behaviour

When outside of lessons, all students are expected to meet the following standards:

- Behave respectfully at all times around the academy
- Move calmly, quietly and in an orderly manner during all transitions, including break and lunchtime
- Arrive promptly to lessons to avoid disruption to learning
- Follow all staff instructions immediately and without question
- Remain where requested by a member of staff and not walk away when asked to wait or speak
- Maintain full uniform expectations at all times and correct any issues when challenged
- Eat only in designated areas (chewing gum, fizzy drinks and energy drinks are not permitted and will be confiscated)
- Avoid gathering in large groups that may cause disruption or discomfort to others
- Wait quietly and in an orderly manner outside classrooms until greeted by a member of staff
- Treat all members of the academy community with respect and consideration
- Show tolerance of differing opinions, beliefs and values
- Refrain from any form of bullying, harassment or inappropriate language, including discriminatory behaviour
- Use academy equipment appropriately, minimising damage and ensuring resources are respected
- Not interfere with fire safety equipment or engage in behaviour that could put others at risk
- Conduct themselves appropriately when off-site, including when travelling to and from the academy or representing the academy at events

Any behaviour that falls below these expectations will be addressed in line with the academy's behaviour procedures. Consistent standards outside the classroom are essential in maintaining a safe, respectful and orderly environment for all.

Positive behaviour outside of lessons will be recognised and rewarded through the academy's achievement system. Staff are expected to record positive behaviours consistently using Arbor.

Where students fail to meet expectations, behaviour points will be issued and recorded on Arbor. Persistent or serious breaches of expectations will result in appropriate sanctions.

Students who demonstrate behaviour outside of lessons that would normally warrant a lesson removal, or who display serious or extreme behaviour, will be referred to the Senior Leadership Team. Sanctions will be applied in line with the behaviour policy and may be escalated depending on the nature and severity of the incident.

5.5 Child on Child Abuse

Budmouth Academy has a zero-tolerance approach to all forms of child-on-child abuse. Such behaviour will never be accepted, dismissed or minimised as "banter", "having a laugh" or "part of growing up". Allowing this behaviour to go unchallenged can lead to the normalisation of unacceptable conduct and create an unsafe environment for students and staff.

All incidents will be taken seriously and addressed promptly in line with safeguarding procedures and the behaviour policy.

Child-on-child abuse may include, but is not limited to:

- Bullying, including cyberbullying
- Abuse within intimate personal relationships between peers
- Physical abuse, including hitting or assault
- Sexual violence
- Sexual harassment
- Causing someone to engage in sexual activity without consent
- The sharing of nude or semi-nude images or videos (consensual or non-consensual)
- Upskirting
- Initiation or hazing-type violence and rituals

All incidents of child-on-child abuse will be dealt with in a proportionate and appropriate manner, taking into account the nature, severity and context of the behaviour.

Sanctions will be applied in line with the academy's behaviour policy and safeguarding procedures, and may include:

- Educational discussions
- A verbal warning or formal reprimand
- A restorative conversation and appropriate apology
- Communication with parents or carers
- Detention
- Community-based sanctions (e.g. restorative tasks)
- Academy Based Exclusion (ABE)
- Suspension
- Permanent exclusion

More serious incidents will be escalated immediately and may involve safeguarding teams and external agencies where appropriate.

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

5.6.1 Definitions

To ensure clarity and consistency, behaviour is categorised into three levels: misbehaviour, serious misbehaviour and extreme misbehaviour. These categories help staff apply appropriate responses and ensure that behaviour is addressed proportionately. The examples provided are not exhaustive.

Misbehaviour

Misbehaviour is defined as any behaviour that falls below the academy's expectations and does not uphold its core values. Such behaviour may result in removal from lessons or further sanctions, including Academy Based Exclusion (ABE), suspension or, in more serious cases, permanent exclusion.

Examples of misbehaviour include, but are not limited to:

- Disruptive behaviour in lessons that distracts others from learning
- Inadequate effort in learning tasks
- Non-completion of classwork or homework
- Persistent lateness to lessons

- Truancy from lessons
- Walking away from a member of staff
- Disruption in corridors, including during transitions, break and lunchtime
- Verbal abuse directed towards another student
- Incorrect uniform
- Talking over others in the classroom
- Failure to follow expected voice levels during learning activities
- Damage to property through irresponsible behaviour
- Failure to hand over a mobile phone or electronic device when requested
- Failure to follow a reasonable instruction from a member of staff

Serious Misbehaviour

Serious misbehaviour is behaviour that significantly breaches academy expectations and may result in removal from lessons or further sanctions, including Academy Based Exclusion (ABE), suspension or, in more serious cases, permanent exclusion.

Examples of serious misbehaviour include, but are not limited to:

- Behaviour intended to belittle or embarrass another student
- Repeated poor behaviour in lessons
- Refusal to follow instructions from any member of staff
- Repeated breaches of academy expectations
- Bullying of any kind
- Leaving the academy site without permission
- Intentional damage to property
- Physical aggression or fighting
- Internal truancy or wandering the academy
- Persistent use of a mobile phone or electronic device during the academy day

Extreme Misbehaviour

Extreme misbehaviour is behaviour that poses a serious risk to the safety, wellbeing or dignity of others, or significantly undermines the academy environment. These incidents will be dealt with by senior staff and are likely to result in serious sanctions, including suspension or permanent exclusion.

Examples of extreme misbehaviour include, but are not limited to:

- External truancy
- Verbal abuse or swearing directed at a member of staff
- Repeated or severe intentional damage to property
- Discriminatory behaviour (including racism, sexism or homophobia)
- Persistent or severe bullying
- Physical harm to a student or member of staff, either through irresponsible behaviour or intent.
- Violent, aggressive or intimidating behaviour
- Unsafe or dangerous conduct
- Possession, use or distribution of drugs, alcohol, tobacco or vaping materials
- Sexual assault or unwanted sexual behaviour
- Improper use of emergency alarms
- Possession of prohibited or dangerous items (including weapons, fireworks or inappropriate materials

5.6.2 Detentions

Detentions at Budmouth Academy are centralised and supervised by Behaviour Support Officers and members of the Senior Leadership Team. This ensures that detentions are applied consistently and fairly across the academy.

Parents and carers will be informed of detentions via the Arbor app, email or SMS. Where possible, detentions will be issued for the next academy day following the incident. In cases where a student is issued with an Academy Based Exclusion, and we have parental confirmation, they will sit a same day detention.

The length and location of a detention will be determined by the nature of the behaviour and may also take into account the student's conduct during the detention.

During detention, students are expected to engage in purposeful activities, which may include:

- Completing assigned work
- Self-quizzing or independent study
- Reading
- Reflection tasks linked to their behaviour

Students are expected to follow all instructions, complete the work set and maintain appropriate behaviour throughout the detention. Failure to meet these expectations may result in further sanctions in line with the behaviour policy.

Staff supervising detentions are responsible for monitoring both the completion of work and the conduct of students, ensuring that expectations are upheld consistently.

Time / Length of Detention	Examples of Behaviours / Reasons for Detention
Break / Lunch time	● Where students cannot safely remain unsupervised during break or lunchtime
30 minutes 15:00 - 15:30	● Failure to complete homework (three occasions per ½ term) ● Late arrival to the academy without valid reason ● Subject Removal ● 5 x uniform infringements in one week ● Walking out of a lesson or tutor session without permission ● Use of inappropriate language towards others ● Initial refusal to hand over a confiscated item (outright refusal will result in an ABE) ● Lost, incomplete or failed report ● Defiance towards staff ● Vandalism (sanctions will be applied proportionately depending on severity or repetition) ● Any behaviour deemed by the academy to warrant this sanction
60 minutes 15:00 - 16:00	● Failure to complete homework (six occasions per ½ term) ● Subject Coordinator detention for disruption or defiance within a subject area ● Late arrival to lessons without valid reason ● Failure to attend a 30-minute detention

	● Disruption or failure to complete work in the Subject Removal Room following a second warning ● Defiance towards staff ● Vandalism (where the severity of the incident warrants a higher-level sanction) ● Any behaviour deemed by the academy to warrant this sanction
90 minutes 15:00 - 16:30	● Failure to complete homework (nine occasions per ½ term) ● Failure to attend a 60-minute detention ● Disruption or failure to complete work in the Subject Removal Room following a third warning (including ABE) ● Serious defiance towards staff ● Smoking or vaping on the academy site or whilst in academy uniform (first occasion) ● Bringing prohibited items into the academy (e.g. lighter, vape, tobacco products) ● 2 x Subject Removals within one academy day ● Refusal to leave a classroom when directed by staff ● Truancy (including an ABE) ● Walking away from staff (including an ABE) ● Use of toilets in groups where safeguarding concerns require further investigation/search ● Vandalism (sanctions will be applied proportionately depending on severity or repetition) ● Any behaviour deemed by the academy to warrant this sanction

In line with Department for Education guidance, schools are not required to provide advance notice to parents or carers for after-school detentions, provided that students can return home safely. However, Budmouth Academy is committed to maintaining clear communication and will ensure that parents and carers are informed of detentions via SMS, email or telephone.

Behaviour During Detention

Students are expected to behave appropriately throughout any detention and to engage fully with the tasks set. Failure to meet these expectations will result in the detention being terminated and an escalation to a more serious sanction. This may include a longer detention, Academy Based Exclusion (ABE) or suspension, depending on the nature of the behaviour.

Failure to Attend a Detention

Attendance at detention is compulsory. If a student fails to attend a detention without prior communication with the relevant Pastoral Team, they will receive an escalated sanction, typically moving to the next level of detention. If a student is collected for detention but they walk away from the member of staff, they will be issued with a next day ABE & 90 minutes detention.

If a student is absent from the academy on the day of a scheduled detention, the detention will be reissued at the same level upon their return (for example, a 30-minute detention will remain a 30-minute detention).

5.6.3 Subject Removal

A Subject Removal will be issued where a student persistently fails to engage in learning, displays defiant or unsafe behaviour, or significantly disrupts the learning of others. Subject Removal forms part of a clear, graduated response to behaviour and is designed to support students in recognising and improving their behaviour.

Under normal circumstances, a four-stage process will be followed prior to a Subject Removal being issued. This process is outlined in detail in Appendix 1. However, where a student demonstrates behaviour that is unsafe, or is deemed to be serious or extreme, they may be removed from the classroom immediately without progressing through the initial stages.

If a student is issued with a Subject Removal:

- They will be directed to the Subject Removal Room and will be expected to hand their phone in upon arrival (this will be securely locked away and returned to the student at the end of the day).
- They will remain there for the remainder of the lesson and the following lesson
- They will be expected to complete work set and engage in a calm and purposeful manner
- They will receive a 30-minute after-school detention for the following day

Students are expected to follow all instructions and engage appropriately while in the Subject Removal Room. Failure to do so may result in further escalation in line with the behaviour policy.

5.6.4 Academy Based Exclusion (ABE)

Academy Based Exclusion (ABE) is a serious sanction used where a student's behaviour requires removal from mainstream lessons in order to maintain a safe and purposeful learning environment.

Students placed in ABE will follow their normal scheduled timetable, completing work set for each subject. This ensures that learning continues and that students remain engaged with the full curriculum during their time in ABE.

Students in ABE are expected to:

- Hand their phone in upon arrival (this will be securely locked away and returned to the student at the end of their sanction)
- Follow all instructions from staff
- Engage fully with the work set across all subjects
- Maintain appropriate behaviour at all times
- Work in a calm, focused and respectful manner

5.6.5 Off Site Direction

Budmouth Academy may direct a student to attend educational provision off-site under Section 29A of the Education Act 2002 to improve their behaviour. This is a time-bound, temporary intervention where the academy retains ultimate safeguarding and attendance responsibility. The Principal will send a formal written notice to the parents or carers, and the local authority if the student has an Education, Health and Care Plan, at least two clear days

before the placement begins. Formal reviews will take place at relevant intervals in accordance with statutory regulations to evaluate the student's progress against targets. These review meetings must include the Principal, the parents or carers, and a representative nominated by the board of Aspirations Academies Trust who is not the Principal. If the student has an Education, Health and Care Plan, the local authority will also be invited to attend. Legal parental consent is not required for an off-site direction to be issued, although Budmouth Academy will always seek and consider the views of parents or carers before making a final decision.

5.6.6 Managed Move

A Managed Move is a permanent transfer to another mainstream school used when the academy and the family agree that a fresh start is in the student's best interest. This strategy is explored to help prevent a suspension or permanent exclusion, but it cannot be used as a sanction and must be completely voluntary. A Managed Move can only proceed with the full, explicit written consent of all parties involved, including the parents or carers, Budmouth Academy, and the host school. If consent is withheld, the process terminates immediately and the student remains at the academy with an updated internal support plan.

5.7 Suspensions & Exclusions

This section outlines the procedures Budmouth Academy will follow when issuing suspensions or permanent exclusions. It ensures that all actions are taken fairly, consistently and in line with statutory guidance, with clear communication to all relevant parties.

The academy is committed to ensuring that:

- Suspension and exclusion processes are applied fairly, consistently and proportionately
- All stakeholders, including staff, students, parents/carers and the Trust, understand the procedures and expectations
- Students are supported to remain safe, engaged in education and able to make progress
- Exclusion is used only when necessary and as a last resort

Budmouth Academy promotes positive behaviour and places students at the centre of decision-making. Wherever possible, proactive strategies and early intervention will be used to prevent the need for suspension or exclusion.

The academy is committed to providing a safe and inclusive environment for all members of the community. Any behaviour involving violence, bullying or harassment will be taken seriously and addressed in line with the Equality Act (2010) and academy procedures.

Suspensions and exclusions will only be considered:

- In response to serious or persistent breaches of the behaviour policy
- Where allowing the student to remain in the academy would have a negative impact on the safety, wellbeing or learning of others

All decisions will take into account the individual circumstances of the student and will be made in line with Department for Education guidance.

Where a suspension or exclusion is issued, the academy will ensure that:

- Parents and carers are informed promptly
- Appropriate support and reintegration processes are put in place
- The student is supported to reflect on their behaviour and make positive changes

5.7.1 Legislation and statutory guidance

This policy is developed in accordance with statutory guidance from the Department for Education, including *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units (PRUs) in England*.

It is underpinned by the following legislation, which defines the academy's powers and responsibilities in relation to suspensions and exclusions:

- 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 Equality Act 2010

In addition, this policy reflects the requirements and expectations set out in:

- The Education and Inspections Act 2006 (including parental responsibility for excluded students)
- The Education Act 1996 (definition of a 'school day')
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2014 (proposed for introduction 2017)

Budmouth Academy complies with all relevant statutory requirements and ensures that all decisions relating to suspension and exclusion are made in line with current legislation, guidance and the academy's funding agreement and articles of association.

5.7.2 The decision to suspend or exclude

The authority to suspend a student rests with the Principal, or a delegated Vice Principal. The decision to permanently exclude a student will only be made by the Principal and will be used as a last resort.

Budmouth Academy is committed to ensuring that all decisions are made fairly, transparently and in line with statutory guidance. The academy recognises that off-rolling is unlawful and will not engage in any practice that removes a student from roll without following the formal exclusion process.

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."*

The academy will follow all statutory suspension and exclusion procedures to ensure that every student receives an education within a safe, inclusive and supportive environment.

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

- In response to serious or persistent breaches of the academy's behaviour policy
- Where allowing the student to remain in the academy would seriously harm the education, safety or welfare of others

Before making a decision to suspend or permanently exclude, the Principal or Vice Principal will:

- Consider all relevant facts and available evidence, including whether the incident was provoked
- Allow the student the opportunity to give their account of events
- Consider whether the student has any additional needs, including Special Educational Needs and Disabilities (SEND)
- Take into account the wider context and individual circumstances of the student

5.7.3 Definition

For the purposes of suspensions, an *academy day* is defined as any day on which there is a scheduled academy session. INSET days and staff training days are not counted as academy days.

5.7.4 Roles and Responsibilities

The Principal

The Principal informing parents, or a member of the leadership team staff acting on their behalf, will provide the following information, to the parents/carers of an suspended/excluded student:

● The reason(s) for the suspension/permanent exclusion
● The length of a suspension
● To arrange a reintegration meeting for after a suspension
● The Principal is the only member of the academy who will notify the parent(s)/carer(s) of a student by a telephone call that has been permanently excluded. This will be witnessed and minuted by another member of academy staff. If the Principal is absent from school this duty can be delegated to a member of the senior leadership team.

If the suspended student has special educational needs or is disabled, 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 in local authority care (LAC), all relevant information will be shared with the local authority and Virtual Schools. A welfare call will be made if the suspension period is longer than a single day, with the first call being made within 48 hours of the suspension period starting.

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 suspension to the regional board
● Where there is a legal requirement for a review panel to meet to consider the reinstatement of a student, and the family have a right to attend a meeting

The letter must 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 (or delegated member of SLT if the Principal is absent) will immediately notify the Chair of the Regional Board and the local authority of:
● A permanent exclusion, including when a suspension is made permanent
● Suspensions which would result in the student being suspended for more than fifteen academy days in a term
● 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 will also immediately inform the student's 'home authority' of the permanent exclusion and the reason(s) for it, without delay.

Responsibilities regarding suspensions and permanent exclusions are delegated to the Regional Board. The Chair of the Regional Board will arrange for a panel to be formed which will consist of members from a Regional Board and/or the Educational Operational Board. The panel has a duty to consider the reinstatement of a suspended student (if the suspension takes the students beyond 15 days of suspension in the same term) 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.

5.7.5 Considering the reinstatement of a student

A panel, consisting of Regional Board and/or the Educational Operational Board members will be formed to consider the reinstatement of a suspended or excluded student. This panel will convene within 15 academy days of receiving the notice of the suspension or exclusion if:

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

Panel Decisions
The panel can:

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

Decision-Making Process
In reaching a decision, the panel will consider whether the suspension or permanent exclusion was lawful, reasonable, and procedurally fair, and whether the Principal followed their legal duties. They will decide whether facts are true "on the balance of probabilities" (which differs from the criminal standard of "beyond reasonable doubt") and consider all presented evidence. Minutes of the meeting and a record of evidence considered will be kept. The outcome will be recorded on the student's educational record. The Chair of the Panel will notify the Principal, parents/carers, and the local authority in writing of the decision and the reasons for it without delay.

Information for Permanent Exclusions
Where an exclusion is permanent, the panel's decision must include:

- Confirmation that the exclusion is permanent.
- Notice of the parents'/carers' right to ask for the decision to be reviewed by an Independent Review Panel (IRP). This notice must include:
    - The date by which an application for an independent review must be made.
    - The name and address to whom the application should be submitted.
    - Requirements that the application set out the grounds for the review, including reference to how the student's Special Educational Needs (SEND) are relevant, where appropriate.
    - Information regarding the right to request an SEND expert to attend the review (at no cost to parents/carers), regardless of whether the student has recognised SEND. Parents/carers must specify this request in their application.
    - Confirmation that parents/carers may appoint someone to make representations (at their own expense) and bring a family representative to the review.

Discrimination Claims
If parents/carers believe the exclusion resulted from discrimination, they may make a claim under the Equality Act 2010. This claim should be lodged within 6 months of the alleged discrimination to:

- The First-tier Tribunal (Special Educational Needs and Disability) for disability discrimination.
- The county court for other forms of discrimination.

5.7.6 An Independent review

Where parents or carers request an independent review, the local authority will arrange for an independent panel to review the Regional Board's decision not to reinstate a permanently excluded student.

Applications for an independent review must be submitted within 15 academy days of the Regional Board notifying parents/carers of its decision.

The panel will consist of either three or five members, drawn from the following categories:

- A **lay member** (Chair), who has not worked in any academy in a paid capacity (excluding experience as a governor or volunteer)
- **Academy governors**, who have served for at least 12 consecutive months within the last five years and have not been employed as a teacher or Principal during that time
- **Principals or individuals** who have held a senior leadership position in an educational setting within the last five years

Where a five-member panel is convened, there will be two members from the governor category and two from the Principal category.

A person cannot serve on the panel if they:

- Are a member of the academy trust board of the excluding academy
- Are, or have been within the last five years, the Principal of the excluding academy
- Are an employee of the academy trust or governing board of the excluding academy (unless employed as a Principal at another academy)
- Have any connection with the academy, trust, governing board, parents, student or the incident that could reasonably call their impartiality into question

A clerk will be appointed to support the panel. Following the review, the panel may:

- Uphold the decision not to reinstate the student
- Recommend that the governing board reconsiders reinstatement
- Quash the decision and direct the governing board to reconsider reinstatement (where the decision is judged to be flawed)

Decisions will be made by majority vote. In the event of a tie, the Chair will have the casting vote.

5.7.7 Academy registers

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

- 15 academy days have passed since parents/carers were notified of the Regional Board's decision not to reinstate the student, and no application has been made for an independent review
- Parents/carers have confirmed in writing that they do not intend to apply for an independent review

Where an application for an independent review has been made, the academy will not remove the student's name from the register until the review process has been completed.

If alternative provision has been arranged and the student attends, the following attendance codes will be used:

- **Code B** – Education off-site
- **Code D** – Dual registration

Where a student is not attending alternative provision, the following code will be used:

- **Code E** – Excluded

5.7.8 Returning from suspension/exclusion

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

The purpose of this meeting is to support the student in making a successful return to the academy and to ensure that expectations are clearly understood moving forward.

The following measures may be implemented following a suspension:

- A behaviour plan, with clear expectations and targets for improvement
- Additional support based on the individual needs of the student, which may include internal provision or external agency involvement

5.7.9 Monitoring arrangements

The Vice Principal or Assistant Principal responsible for behaviour will monitor suspension data on a half-termly basis and report findings to the Principal.

They will also liaise with the local authority to ensure that appropriate full-time education is in place for students during periods of suspension.

This policy will be reviewed annually by the Vice Principal or Assistant Principal responsible for behaviour to ensure it remains effective, up to date and in line with statutory guidance.

Following each review, the policy will be shared with the Trust.

5.7.10 Measures to prevent/reduce suspensions and/or exclusions

Budmouth Academy is committed to taking proactive steps to prevent the need for suspension or exclusion. A range of strategies are in place to support students, address behaviour early and promote positive outcomes.

The Academy is committed to supporting students with Special Educational Needs and Disabilities (SEND) by making reasonable adjustments, considering individual needs, and providing appropriate interventions to help them meet behavioural expectations. Staff will take account of identified needs and any relevant support plans when responding to behaviour. However, high standards of conduct apply to all students and the Academy will maintain consistent expectations and consequences for behaviour. Our aim is to provide equitable support while ensuring that all students are held accountable and are enabled to succeed within a safe, respectful, and orderly learning environment.

Measures also include:

- Clear and consistent communication of academy expectations to all stakeholders
- Strong and effective communication between home and the academy to support student needs
- A broad and appropriate curriculum that meets the needs of all learners
- Ongoing SEND training for staff, including targeted support for students on the SEND register
- Effective use of Pupil Premium funding to support students with additional needs
- Regular review of behaviour data, with targeted actions to prevent escalation (including through the personal development curriculum)
- Targeted interventions for students, including internal support and external services (e.g. mentoring or anger management programmes)
- The use of off-site direction to neighbouring schools where appropriate
- Access to alternative provision, where required, in partnership with the local authority
- Pastoral support plans and structured intervention timelines, reviewed regularly
- Consistent implementation of the behaviour, recognition and rewards systems

5.8 Student Support

Budmouth Academy has a designated Inclusion and Pastoral Team with the expertise to support the diverse needs of students across the academy. This includes the Student Support Centre and Learning Support Centre. The team works proactively with students who require additional or adapted support, ensuring that barriers to learning and positive behaviour are identified and addressed.

Students may be identified for additional support through a range of processes, including:

- Tutor or class teacher referral
- Referral from Heads of School, Pastoral Support Leaders or Behaviour and Ethos Coordinators
- Analysis of behaviour and academic data
- Pastoral Board meetings
- Team Around The School meetings

The academy's monitoring systems allow staff to generate detailed reports using a range of criteria. These reports are reviewed regularly to identify patterns and trends in behaviour.

The Inclusion and Pastoral Team will:

- Monitor data to identify emerging concerns
- Analyse patterns that may impact learning and progress
- Ensure that key students are discussed regularly
- Review the effectiveness of interventions and support strategies

Staff will meet regularly to review students of concern, considering factors such as:

- Time of day
- Subject or lesson context
- Class teacher
- Pastoral, safeguarding or mental health needs

This ensures that support is targeted, responsive and effective.

A range of support strategies may be implemented, including:

- Tutor, subject, Head of School or Senior Leadership Team reports
- Behaviour Support Plans
- Pastoral Support Plans or structured support timelines
- Behaviour contracts or agreements for specific concerns

Use of external agencies – The Inclusion and Pastoral Team will work closely with a range of external agencies to provide specialist support for students where required.

The academy has established partnerships with agencies including Dorset Police, Early Help, CAMHS, Social Care, Targeted Youth Services and others. These agencies provide ongoing support for students with additional needs, ensuring a coordinated and multi-agency approach where appropriate.

In addition to formal support plans and external provision, students will be supported through a range of targeted strategies. These will be monitored regularly by the Inclusion and Pastoral Team and Senior Leaders to ensure they are effective.

The academy is committed to ensuring that all students receive the support they need to succeed. However, students are expected to engage positively with the support offered.

Where a student does not engage with support and continues to demonstrate persistent poor behaviour, the academy will follow its behaviour procedures. In the most serious cases, and where all appropriate support and interventions have been exhausted, this may result in permanent exclusion.

5.9 Subject Specific Behaviour

Subject Coordinators may implement a range of subject-specific strategies to address behaviour concerns within their area. These interventions will be based on behaviour data and analysis, reviewed regularly, and will follow discussion with the classroom teacher, student and, where appropriate, parents/carers.

The aim of these interventions is to support improvement in behaviour, engagement and progress within the subject.

Subject-specific interventions may include:

- Subject report (led by the class teacher or Subject Coordinator)
- Communication with parents/carers (phone call or meeting)
- Restorative conversations and interventions
- Adjustments to seating within the classroom
- Lesson observations or drop-ins to support behaviour and engagement
- Class changes or timetable adjustments, where appropriate
- Subject respite resulting in students being in a different class for a period of time

This list is not exhaustive, and additional strategies may be implemented based on individual student needs.

5.10 Out of Academy Behaviour

Sanctions may be applied where a student's behaviour falls below expectations while off-site and representing the academy. This includes, but is not limited to, behaviour on academy trips, when travelling to and from the academy, or when wearing academy uniform, PE kit or CCF kit.

Students may also be challenged on their behaviour in the wider community, even when not directly representing the academy, where their actions are inappropriate or bring the academy into disrepute. All staff have the authority to challenge and address unacceptable behaviour. Students are expected to follow all reasonable instructions given by staff at all times.

The academy's power to discipline applies to behaviour within the academy and, where appropriate, outside of the academy. This includes behaviour that:

- Takes place during any academy-organised or academy-related activity (including, but not limited to, work experience placements. Further details in the Work Experience Policy)
- Occurs when travelling to and from the academy
- Occurs while wearing academy uniform
- Could have a negative impact on the orderly running of the academy
- Poses a risk to the safety or wellbeing of others
- Involves inappropriate behaviour towards members of the academy community, including bullying or cyberbullying outside of academy hours
- Involves anti-social behaviour, both within and beyond the academy

Where behaviour falls below expectations, sanctions will be applied in line with the behaviour policy. These may include detentions, community-based sanctions or other appropriate consequences, depending on the nature and severity of the behaviour.

5.11 Uniform & Equipment

At Budmouth Academy, high standards of uniform and equipment are expected at all times. These expectations support students in developing pride, responsibility and readiness for learning, as well as preparing them for future education and employment.

All required uniform and equipment are outlined in Appendix 2.

A smart and consistent appearance contributes to a positive and purposeful learning environment. The academy uniform plays an important role in promoting equality, reducing distraction and fostering a sense of belonging within the academy community.

The uniform supports students by:

- Promoting a focus on learning and academic success
- Reducing social pressure linked to clothing and trends
- Encouraging pride in personal appearance and the academy
- Supporting a sense of community and shared identity
- Enhancing safety by making students easily identifiable
- Providing a cost-effective and practical approach for families

Students are expected to take pride in their appearance and wear the correct uniform at all times. Where a student is unable to wear full uniform for medical reasons, appropriate medical evidence (letter/certificate) must be provided. Students are expected to arrive at the academy fully prepared, with the correct uniform and equipment.

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

- 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) in exchange for missing item(s) which will be kept in a safe and 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 negative behaviour points.

If students fail / refuse to change into the correct uniform / borrow suitable equipment as per the process outlined above, 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.

Staff will monitor student uniform throughout each school day. If a student is found to be in breach of the uniform policy (rolled skirts, shirts untucked, blazer not worn etc.), they will be asked to rectify the issue immediately and a uniform infringement point will be recorded. Accumulating uniform infringement points within a school week will result in a tiered approach to after school detentions.

Infringement points per week	**Sanction**
2	30 minute ASD
4	60 minute ASD
6	90 minute ASD
Persistent infringements (skirts rolled, shirts untucked , blazers not worn etc)	*Example: The academy reserves the right to ask students to wear trousers/shorts in the event that their skirts do not follow our policy or persistently break policy expectations.*

High standards of uniform and equipment are an essential part of maintaining a calm, purposeful and respectful academy environment.

5.12 Mobile Phones/Electronic Devices

We are a mobile phone free school. In line with Department for Education guidance, Budmouth Academy restricts the use of mobile phones and electronic devices during the academy day. Clear expectations and sanctions are in place and apply to all students. Any electronic device brought onto the academy site is the responsibility of the student. The academy accepts no liability for loss or damage.

Students must ensure that mobile phones and other electronic devices are:

- Switched off
- Stored securely in their bag
- Not visible or in use at any time on the academy site during the academy day

For the purpose of this policy, the academy site includes all buildings and grounds from the point of entry, including before and after the formal school day (e.g. wrap-around care and extra-curricular activities). Devices may only be used when explicitly permitted by a member of staff for educational purposes. All use must comply with the academy's Online Safety Policy.

If a student is seen with or using an electronic device on site, the following sanctions will apply:

- **Any occasion a phone is seen/used on school site**
  If a student is found using (having out or staff see) a mobile phone or any other electronic device during the school day, the device will be confiscated and taken to the Main Office and stored in a secure location. The device will now only be returned to a parent or carer, or an appropriate adult, and cannot be collected by the student. The Main Office is open from 08:00 to 16:00. Any device that has not been collected by 16:00 will be stored securely and will remain there until the following school day.

Failure to hand over an electronic device when requested is a serious breach of the behaviour policy and will result in escalation, including placement in Academy Based Exclusion (ABE).

Students placed in the Subject Removal Room will be required to hand over their mobile phone on entry. The device will be securely stored and returned at the end of the academy day.

5.13 Smoking and Vaping

It is illegal to smoke or vape on the academy site. This applies to all members of the academy community, including staff, students, parents/carers and visitors.

Budmouth Academy takes smoking, vaping and the use of nicotine products very seriously. This includes behaviour both on the academy site and off-site when students are wearing academy uniform.

Where a student is found to be smoking, vaping, in possession of related items, or where it is determined on the balance of probabilities that they have been doing so, parents/carers will be informed and the following sanctions will apply:

- **First occasion:** 1 day Academy Based Exclusion (ABE), including a 90-minute after-school detention
- **Second occasion and subsequent occasions:** Escalated sanction including suspensions

In addition to any appropriate sanctions, the school will provide educational intervention aimed at increasing students' understanding of the health risks, legal implications, and social consequences associated with vaping and/or tobacco use.

Where a student receives a sanction for smoking, vaping or possession of nicotine-related items:

- The student may be searched / screened
- Any related items will be confiscated
- Parents/carers will be contacted to collect the items or arrange for their disposal

The academy may carry out further checks where appropriate to ensure that prohibited items are not brought onto site.

6. Screening and Searching

The Principal and authorised staff have the legal authority to search students and their possessions without prior parental consent where there are reasonable grounds to suspect that a student may be in possession of a prohibited item.

Prohibited items include:

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

The academy may confiscate any item found during a search that is considered harmful or detrimental to the academy environment. Where appropriate, students may also be screened using a hand-held device. Refusal to comply with a search is considered serious misbehaviour and will result in further sanctions in line with the behaviour policy.

The Academy may routinely employ a range of preventative safeguarding measures. These may include visits from a trained K9 detection dog and handler, the use of spot searches, and the deployment of security scanners where appropriate. Such measures are undertaken as a precautionary and preventative strategy to deter the possession, use or distribution of prohibited items, including vaping devices, tobacco products, controlled substances, weapons, and other items that may compromise the safety and wellbeing of the Academy community.

All searching and screening is conducted in line with current Department for Education guidance. https://www.gov.uk/government/publications/searching-screening-and-confiscation

6.1 Reasonable Force

All staff are authorised to use reasonable force in line with Department for Education guidance. Reasonable force may be used where necessary to prevent harm, ensure safety or maintain good order within the academy.

Reasonable force may be used to:

- Remove a disruptive student from the classroom where they have refused to follow instructions
- Prevent a student from disrupting an academy event, trip or visit

- Prevent a student from leaving a classroom where doing so would risk their safety or disrupt others
- Prevent a student from harming themselves, another student or a member of staff
- Intervene to stop a fight or physical altercation
- Prevent damage to property

Any use of reasonable force must:

- Be used only as a last resort
- Involve the minimum amount of force for the shortest possible time
- Be proportionate to the situation
- Maintain the safety and dignity of all individuals involved
- Never be used as a form of punishment

All incidents involving the use of reasonable force will:

- Be recorded accurately and promptly
- Be reported to the Head of School
- Be communicated to parents/carers
- Be logged and monitored by the Director of Inclusion

Where possible, staff trained in appropriate physical intervention techniques (e.g. Team Teach) will be involved. However, this may not always be feasible in urgent situations.

7. Staff CPD

Staff receive regular training throughout the academic year to support the consistent and effective implementation of the Behaviour Policy. Training is delivered through INSET days and ongoing professional development sessions, ensuring that staff are equipped with up-to-date strategies to manage behaviour and promote positive learning environments.

The academy's CPD programme is responsive to need. Training is planned and delivered based on:

- Identified priorities from the Senior Leadership Team
- Analysis of behaviour data and emerging trends
- Feedback from staff and ongoing evaluation of practice
- Relevance to the context of our students (including a trauma informed approach)

This ensures that CPD is relevant, timely and focused on improving outcomes for students.

Training may be delivered to:

- All staff
- Specific teams or departments
- Targeted groups of staff where additional support is required

CPD sessions include both theoretical and practical elements and are often led by staff who demonstrate strong practice in behaviour management. The academy's Teaching and Learning framework underpins all training, promoting a positive, inclusive and consistent approach to behaviour for learning. Staff are expected to engage fully with CPD and apply strategies consistently in their day-to-day practice.

8. Quality Assurance

All staff receive training on the Behaviour Policy at the start of each academic year. Ongoing CPD is provided throughout the year to reinforce expectations and respond to emerging trends, changes or identified areas for development.

All behaviour incidents, both positive and negative, are recorded on Arbor, including any follow-up communication with parents/carers.

Behaviour data is monitored regularly by:

- Tutors
- Heads of School
- Behaviour and Ethos Coordinators
- Pastoral Support Leaders
- Subject Leaders
- Senior Leadership Team

This ensures that behaviour is addressed consistently and that any underlying issues are identified and supported appropriately. Persistent poor behaviour is monitored on a daily basis by the Inclusion and Pastoral Team.

Where concerns are identified:

- Appropriate sanctions are applied
- Targeted support measures are implemented
- Parents/carers are contacted to support improvement

All actions are taken in line with the Behaviour Policy. Behaviour data, including incidents, Academy Based Exclusions (ABE) and suspensions, is recorded and analysed using Arbor and the academy's Behaviour Dashboard.

This data is reviewed by the Senior Leadership Team on a regular cycle (at least every six weeks) to:

- Identify patterns and trends
- Address underlying causes of behaviour
- Inform targeted interventions

Actions arising from these reviews are implemented to improve behaviour and maintain high standards across the academy. Findings are also reported to the Regional Board as part of ongoing monitoring and accountability processes.

Conclusion

Budmouth Academy is committed to maintaining high standards of behaviour through a consistent, fair and supportive approach. This policy sets out clear expectations for all members of the academy community and ensures that behaviour is managed in a way that promotes respect, safety and positive outcomes for all students.

High standards of behaviour are achieved through a shared commitment between staff, students and parents/carers. By working together, and by consistently applying the expectations and systems outlined in this policy, we aim to create a calm, purposeful and inclusive environment in which all students can succeed.

Appendix 1 - In class behaviour process & Extreme Misbehaviour

The academy uses a clear and consistent graduated response to address behaviour in lessons. The aim of this process is to maintain a calm, purposeful and respectful learning environment while supporting students to make positive behaviour choices.

Where behaviour does not improve, or where serious incidents occur, sanctions will be applied in line with the Behaviour Policy.

Strong Start & Dismissal
<u>Strong Start</u> Staff will stand at the threshold of the classroom to greet students, check uniform and reinforce expectations. A 'Do Now' activity, appropriate to the needs of the group, will be provided for students to complete silently as they enter the classroom. This may be displayed on the board or provided as a handout and is intended to promote a calm and purposeful start to the lesson. Staff will complete the register whilst students are engaged in the 'Do Now' activity. Where possible, staff will challenge students who arrive late without disrupting the learning of others. Staff will record late arrivals on Arbor and apply the appropriate 'Late to Lesson' behaviour incident/sanction. Staff will promote a positive learning environment and address any behaviour that falls below expectations. **<u>Dismissal</u>** Students will pack away promptly in preparation for the end of the lesson. At the end of each lesson, students must tuck their chairs under and stand silently behind their desks until dismissed by the teacher. Staff will check uniform before dismissing students in a calm and orderly manner, typically in small groups as the bell sounds, in order to reduce congestion and maintain order during transitions. Staff will remain at the threshold during transition times to reinforce expectations and positively interact with students.
<u>Non-verbal / verbal cue</u>
Staff should use a graduated response when addressing the first signs of off-task or disruptive behaviour. Examples of verbal and non-verbal cues may include: ● A look or nod towards the student

- Moving within the classroom and standing near the student
- Placing a hand on the student's desk as a prompt to refocus
- Speaking quietly to the student at their level to encourage re-engagement with learning

Examples of supportive prompts may include:

- "Is everything okay?"
- "Can I help you get started?"
- "Let's refocus and begin the task."

Staff must consider any reasonable adjustments, strategies or interventions identified within individual student profiles, passports or support plans.

Step 1
Prompt:

Where off-task or disruptive behaviour continues, staff will address the behaviour directly using a calm and supportive approach.

Graduated Response

- The teacher will challenge the behaviour directly and set clear expectations for improvement
- Specific targets or instructions may be given where appropriate
- The teacher will maintain a calm and positive tone, ensuring that the student understands which behaviours are unacceptable and what is required moving forward

This should be clearly identified to the student as a warning, with staff explaining what will happen if the behaviour continues.

Staff must consider any reasonable adjustments, strategies or interventions identified within individual student profiles, passports or support plans.

Step 2
Formal Warning:
Where behaviour continues following Step 1, a formal warning will be issued.

Where possible, this should be delivered discreetly and without drawing unnecessary attention from other students.

- The teacher will explain why the formal warning is being issued
- The teacher will challenge the behaviour directly and set clear expectations for improvement
- Specific targets or instructions may be given where appropriate
- The teacher will explain that continued poor behaviour may result in a Subject Removal
- The teacher will support the student in understanding that they have a choice to

positively address their behaviour

Staff will maintain a calm and positive tone, clearly outlining which behaviours are unacceptable and what the student must do to be successful.

Staff must consider any reasonable adjustments, strategies or interventions identified within individual student profiles, passports or support plans.

Step 3
Subject Removal

Where a student does not respond to previous graduated responses and behaviour continues to fall below expectations, a Subject Removal will be issued by the member of staff.

The student will remain in the Subject Removal Room for the remainder of the lesson and the following lesson. Students will also complete a same-day 30-minute after-school detention.

An automated message will be sent to parents/carers outlining the Subject Removal and detention. In addition, the class teacher must make contact via email or telephone to provide further context regarding the removal.

Subject Removal Procedures

- Staff will record the Subject Removal on Arbor
- Students will be directed to the Subject Removal Room unless alternative arrangements have been agreed
- Where appropriate, students may be collected to support a calm transition
- On Call staff will check that the student has arrived at the room
- Staff supervising the Subject Removal Room will log and register the student on arrival
- Students are expected to engage with the work and resources provided

Students removed from a second lesson on the same day, or who demonstrate poor behaviour or a lack of engagement within the Subject Removal Room, will remain in the room for the remainder of the academy day. This will be monitored by relevant staff.

Where a student refuses to engage with work, produces insufficient work or demonstrates disruptive or defiant behaviour, the following graduated warning process will apply:

- **Warning 1:** Reminder of expectations (no additional sanction issued)
- **Warning 2:** Reminder of expectations and increased after-school detention
- **Warning 3:** Academy Based Exclusion (ABE) and a 90-minute detention
- **Warning 4:** Suspension

Staff must consider any reasonable adjustments, strategies or interventions identified within individual student profiles, passports or support plans.

Extreme poor behaviour

The graduated behaviour process may be bypassed in response to serious or extreme incidents of misbehaviour.

Examples include, but are not limited to:

- Swearing directly at a member of staff
- Physical assault towards another student or member of staff
- Dangerous behaviour, including throwing furniture or actions that place others at risk

Students will be removed from the situation immediately and supervised within the Subject Removal Room whilst an investigation is carried out.

Statements will be collected and all available evidence considered before an informed decision is made regarding appropriate actions and sanctions.

Depending on the severity of the incident, sanctions may include:

- 90-minute after-school detention
- Academy Based Exclusion (ABE)
- Suspension
- Permanent Exclusion

The academy reserves the right to utilise Academy Based Exclusion provision within other local academies or Trust schools where appropriate.

Appendix 2 - Student behaviour support & sanctions

The academy may implement a range of support strategies and sanctions alongside internal detentions, Academy Based Exclusions (ABE) and suspensions.

The level of support or sanction applied will depend on the nature, severity and frequency of the behaviour displayed. In some circumstances, escalation may be necessary without all support strategies or sanctions being implemented beforehand.

Examples of support strategies, but not limited to, 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

<u>Uniform Expectations -</u>

Uniform	Acceptable	Not Acceptable
Blazer	● Budmouth Academy Blazer	● No blazer ● Rolled up sleeves ● Non Academy badges, studs, trimmings etc ● Any alteration to the academy blazer (style, fit, appearance) ● Any garment other than the academy jumper and shirt underneath
Jumper *(compulsory in Autumn & Spring Terms)*	● Budmouth Academy branded V-neck jumper ● Black V-neck jumper	● Sweatshirt ● Fleece ● Tracksuit ● Hooded top ● Waistcoat ● Cardigan ● V-neck jumpers with logos / non-academy branding
Trousers	● Plain black ● Tailored ● Full length (no skin shown at the ankle) ● Must sit on the waist ● Any belt should be black	● Fashion trousers (denim/corduroy/other materials/hipsters/flares/wide bottoms/bootlegs/skinny trousers/lycra) ● Tight fitting ● Studs, visible buttons or trimmings ● Stretchy material ● Leggings ● Trousers sitting below the waist *The academy reserves the right to ask students to wear trousers/shorts in the event that their skirts do not follow our policy.*
Skirts	● Plain black, pleated, tailored skirt ● Worn at its full length and on the knee	● Skirts made from stretchy material ● Skirts that are lycra / bodycon ● Rolled up skirts ● Any skirt that is not pleated eg. pencil skirt ● Skater skirts *The academy reserves the right to ask students to wear trousers/shorts in the event that their skirts do not follow our policy.*
Shorts	● Smart black, tailored, classic style ● Must be knee length ● To be worn at the waist only, no hipster styles	● Fashion shorts (denim/corduroy/other materials/hipsters/skinny shorts/lycra) ● Tight fitting ● Studs, visible buttons or trimmings ● Stretchy material ● External cargo-style pockets *The academy reserves the right to ask students to wear trousers/skirts in the event that their shorts do not follow our policy.*
Shirts	● Plain white collared shirt	● Casual/fashion/polo shirt ● Shirt worn without a tie or with the tie tucked in

	● Short or long sleeved ● Tucked in with the top button fastened	● Sports/hooded tops or coloured t-shirts under shirts ● Shirts worn outside trousers/skirts/shorts ● Exposed midriff
Tie	● Budmouth Academy clip on tie ● Ties must be worn on the collar (top button)	● 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	● Traditional black flat or low-heeled formal shoe ● Leather or vegan alternative school shoes (must be possible to polish) ● Laces, soles and stitching must be black *Acceptable shoes shown in Appendix 1.*	● Kickers plimsolls (or similar) ● Trainers (even if black and/or polishable) ● Skate shoes ● Boots ● Fashion/coloured shoes ● Flip flops ● coloured/fluorescent laces ● Canvas/fabric shoes or pumps ● Trimmings i.e buckles, labels, tags or decorations ● High heels/stilettos/platforms/wedges ● Sandals/slingbacks/backless shoes *The academy will reserve the right to decide what represents a trainer, even when the retailer has marketed the shoe as suitable for school.*
Socks/tights	● Plain black socks (covering the ankle bone) ● Plain black tights	● White socks ● Coloured or patterned socks or tights ● Socks with logos (nike tick for example) ● Fluffy / bed sock style (even if black) ● Bare feet ● Socks worn over tights
Makeup	● Light foundation, light mascara, clear lip gloss only	● Make up other than that listed ● Nail varnish (unless clear) ● Nail extensions ● False eyelashes
Jewellery	● Maximum of two small plain gold or silver stud earrings (one in each ear) ● Medical earring (this counts as the single earring) ● One wrist watch	● Extra or large jewellery of any kind ● Any facial or body piercings eg. nose piercings, septum piercings and any retainer (even if discrete) ● Visible tattoos of any kind ● Drop (dangly) / hooped earrings ● Bracelets ● Rings ● No accessories are to be worn around the neck (including a necklace) or attached to clothing *The academy will reserve the right to decide what represents an extra large or large piece of jewellery.*
Hair styles	● Smart style ● Natural hair	● Unnatural colours, even on the underside of the hair ● Headwear, unless worn on the basis of ethnicity, religion,

	colours only ● Hair must be tied up on request for all practical lessons	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 *(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)*

Sport Kit Expectations

Uniform	Acceptable	Not Acceptable
T-Shirts	● Budmouth royal blue Tech t-shirt purchased from DEP only (https://www.dorsetprintwear.com/) ● Plain royal blue t-shirt	● Clothing with large branding/logos
Shorts, tracksuit bottoms & Leggings	● Black shorts, black leggings or black tracksuit bottoms	● Clothing with large branding/logos ● Garments with zips ● Leggings of a cotton material ● Tight cycle (lycra / Nike Pro) style shorts
Sweatshirt	● Plain royal blue jumper purchased from DEP (https://www.dorsetprintwear.com/) ● Plain royal blue crew neck sweatshirt	● Hoodies ● Any garment with a zip ● Clothing with large branding/logos ● Any alternative outer layers (coats, jackets etc)
Socks	● White socks ● Long football/rugby socks ● 'Grippy' socks (for gymnastics)	● Anything other than the items listed
Shoes	● Trainers ● Football boots	● Open toe shoes including, flip flops, sliders & crocs ● School shoes are not permitted for PE lessons
Specialised Personal Protective Equipment	Highly recommended ● Gum shield (football, hockey, rugby) ● Shin pads (football, hockey) ● Football boots (field / 3G sports) Advised ● Plain base layer (winter months)	● 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	

Appendix 1: School Shoes

Acceptable	Not acceptable
	

Appendix 2: School Skirts

Acceptable	Not acceptable
	

Appendix 3: School Jumpers

Acceptable	Not acceptable
  	  