



# Behaviour and Suspension/Exclusion Policy

Procedure Originator:	ACA
Approved By:	MBO
Review Interval:	Annually
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Next Review Date:	June 2027
Audience:	All stakeholders

**Our Aims are:**

**To make quality learning and teaching our first priority.**

**To ensure all students are safe and able to learn.**

**To ensure that everyone is challenged and supported to be the best that they can be.**

Our behaviour policy is designed to support these aims. The basis of our policy is positive: we wish to “catch students being good” and reward them for it. However, on occasions, students may behave inappropriately and will be dealt with accordingly.

It is the responsibility of every member of the Academy community to maintain a positive, purposeful and calm environment around the Academy. Our behaviour policy aims to support and promote good behaviour for learning by developing a sense of community amongst staff and students, based on shared values. The goal is to maintain a disciplined climate for learning that underpins every aspect of school life, enabling teachers to teach, students to learn and drive forward our vision of ‘Empowering Learners for Life.’

Students are responsible for their own behaviour. Consequences will result from their choices – be this rewards or sanctions.

Students, parents/carers and Academy staff share the responsibility to ensure that learning is not disrupted due to bad behaviour.

We do not tolerate anti-social behaviour in any form. However, we realise that such behaviour could be attributed to a combination of inter-related factors. Therefore, we will work closely with the student and parents/carers to develop strategies which can be adopted by both home and school to help the student overcome their problems within a consistent and secure environment.

Developing excellent behaviour for learning at The Orme Academy is based on the following five principles:

- All staff acting as role models for the behaviours and attitudes we seek to develop in students.
- Explicitly teaching the behaviours and attitudes we seek to develop in our students, recognising those students who consistently behave in a positive way together with those who demonstrate improvements.
- Creating an emotionally intelligent environment, where positive staff – student relationships are based on mutual respect and a calm, compassionate and resilient approach.
- Encouraging a consistency of response to both positive and negative behaviour.
- Restorative approaches to managing behaviour used by staff when a problem arises, which both rely on and encourage the strength of staff-student relationships.

### **Developing excellent Attitudes to Learning in the classroom**

At the core of our work is our ‘Attitude to Learning’ criteria, which provides clarity over the behaviour and attitude we are expecting of our students. It is important that this is part of the language used in every lesson, being displayed and explicitly referred to by staff. This will ensure students are clear on what makes an outstanding ‘Attitude to Learning’ for that lesson, as well as the opportunity to reflect and to be able to target areas for improvement. We will monitor closely ‘Attitudes to Learning’ in lessons.

This will involve: how well equipped students are; their punctuality to lessons; how quickly they start their work and how they continue to work throughout lessons. Additional rewards will be given to students who show consistently good

'Attitude to Learning'. Appropriate support and sanctions will be used where a student's attitude to learning is preventing them from making good progress. (For ATL descriptors see Appendix 1.)

### **Rewarding consistently positive attitudes to learning**

At The Orme Academy we consider it to be important for praise and rewards to have a considerable emphasis within the Academy; therefore, students should expect to achieve recognition for their positive contribution to school life. However, the use of our Academy rewards systems should not be limited to those whose academic work is outstanding but should also be used as acknowledgement of hard work, determination, good citizenship, acts of kindness and other actions worthy of reward and nurture.

It is expected that good standards of behaviour are encouraged through the adherence to the Attitude to Learning criteria and supported by a balanced combination of rewards and sanctions. It is important to develop and maintain consistency in the application of the reward system. ACE points will be added automatically to the system for students who are engaged or highly motivated. Examples of rewards which staff are encouraged to use for academic achievement, appropriate behaviour and outstanding effort other than the ACE point system include but are not limited to; general praise and encouragement in lessons, praise through postcards and phone calls home, certificates, mentions in assembly and presentation evenings.

### **Consequences of poor behaviour**

All actions bring consequences and there are times when students do not get it right. The system of sanctions outlines specific responses to various behaviours and shows a clear line of escalation if necessary. (See appendix 2).

If a student's behaviour becomes an ongoing concern across a number of lessons in a subject, it is important that there is an increase in the response to quickly and effectively resolve the issue, with the class teacher and Subject Leader maintaining ownership and responsibility. If a student causes concern in several areas, the Form Tutor, Pastoral Support Officer and Head of Year will intervene and support where necessary.

### **Suspensions**

No Principal likes to suspend a student from school, but there may be times when this is necessary. If your child has been suspended it means that he or she will not be allowed to attend the Academy for a fixed period of time due to the serious nature of their behaviour. The evidence required to suspend will need to meet the 'civil standard' of proof i.e. on the balance of probability, it is more likely than not that the student was responsible for the breach of Academy discipline.

There are a number of reasons that a child can be suspended from the Academy but they can be summarised as follows:

- 1 - If they have seriously broken Academy rules
- 2 - Allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other students

Work will be set on Showbie, our online platform, for your child if suspended.

Your child cannot be given suspensions which total more than 45 school days in any one school year.

If your child receives 15+ days of suspensions in one term, then a meeting of the Academy Council will be called to discuss whether or not your child should be re-admitted.

**We will contact you on the day a suspension is given and follow up with a letter including information on:**

- the period and reason for suspension;
- your duty during the first five days of any suspension to ensure that your child is not present in a public place during normal school hours, whether in the company of a parent/carer or not
- readmission arrangements including a re-integration meeting with yourself and your child.

### **Permanent exclusions**

Permanent exclusion is typically a last resort, after trying to improve the student's behaviour through other means. However, there are exceptional circumstances in which the Principal may decide to permanently exclude a student for a 'one-off' offence, these include but are not limited to serious physical assault, being in possession of an illegal substance or weapons on site, or serious inappropriate use of AI/social media/online technology.

### **If your child has been permanently excluded, be aware that:**

- the Academy's Academy Council is required to review the Principal's decision and you may meet with them to explain your views on the exclusion
- if the Academy Council approves the exclusion, you can appeal to an independent review panel
- we must explain in a letter how to lodge an appeal
- the Local Authority must provide full-time education from the sixth day of a permanent exclusion.

### **Incidents that typically will lead to suspension or permanent exclusion include:**

- Physical assault against a student including fighting
- Physical assault against an adult
- Verbal abuse and threatening behaviour against a student
- Verbal abuse and threatening behaviour against an adult
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Instigating violence even if not directly being violent
- Bullying
- Racist abuse
- Sexual misconduct
- Theft
- Damage to property
- Serious challenges to authority
- Persistent disruption of learning
- Serious breaches of the ICT code of conduct
- Inappropriate use of social media or online technology
- Deliberate misuse of the fire alarm
- Wilful and repeated transgression of protective measures in place to protect public health
- Drug and alcohol related incidents – this may include the abuse of a legal substance
- Possession of /or dealing drugs at school
- Possession of a weapon, including replica weapons
- Making malicious allegations against a member of staff
- Inciting others to breach the Academy rules
- Behaviour that endangers themselves or others
- Behaviour which brings the Academy into disrepute and tarnishes the reputation of the Academy, even if this behaviour occurs outside of Academy time/hours
- Recording/filming any of the above incidents

**Internal Suspension (Reflection)** is a sanction which is to be considered one step from a suspension. Reflection can be used to defuse situations or deal with issues that occur in the Academy that require a student to be removed from class but may not require removal from the Academy premises. The Reflection room is a designated area within the Academy, with appropriate support and supervision.

## **Uniform**

All students will attend in full Academy uniform. Wearing correct Academy uniform, correctly at all times is key to a student's learning and to that end we will ensure this happens through both praise and sanctions. If a child arrives at the Academy in incorrect uniform, then parents will be contacted in order to attempt to solve the problem with their support. If a student attends the Academy in incorrect footwear then they will be expected to wear Academy provided shoes until appropriate footwear is obtained. If a student refuses to wear correct uniform or uniform correctly then sanctions will be employed in order to help correct this. It is expected that students will wear their uniform correctly on the entire journey to and from school. A special emphasis will be made, before and after school in the local community, in order to ensure that the Academy uniform is worn in the correct manner.

## **Smoking/Vaping**

The Academy operates a strict no smoking policy. This includes within the Academy buildings and grounds as well as on the way to and from school whilst in Academy uniform. This includes the use of e-cigarettes and vapes.

Any student found smoking anywhere on the school site can expect to be punished and any smoking materials will be confiscated.

From 1st October 2015 the law changed so that it became illegal:

- for retailers to sell electronic cigarettes (e-cigarettes) or e-liquids to someone under 18
- for adults to buy (or try to buy) tobacco products or e-cigarettes for someone under 18

Parents will be informed as soon as possible after the issue has been raised.

Any students caught smoking or in possession of smoking materials will be issued with a fixed term suspension and parents will be invited in for a meeting. At the readmission meeting, the expectation will be that students take on smoking cessation either through the school or externally via parents.

Repeated breaking of this rule will result in further suspension and intervention.

Guidance, regulation, policy and latest research for e cigarettes can be seen via the following government link:  
<https://www.gov.uk/government/collections/e-cigarettes-and-vaping-policy-regulation-and-guidance#uk-e-cigarettes-regulation>

## **Mobile phones/communication devices**

The Mobile Phone policy sets out our expectations regarding student mobile phone use during the school day. In line with Department for Education guidance and our commitment to safeguarding and learning, students are not permitted to use mobile phones at any point during the school day. To support this, we supply 'Secure Lockable Phone Pouches' for every student.

Sanctions for students not adhering to the mobile phone policy are also detailed below:

Offence	Description / Example	Suggested Sanction
<b>Student forgets to bring their pouch into school and brings a phone into school</b>	If a student forgets to bring in their pouch but brings in their phone, they will be provided with a replacement pouch for that day. Their phone will be secured in a pouch and kept in Reflection until the end of the day, when it can be collected.	During a half term: 1 <sup>st</sup> offence – parents/carers informed 2 <sup>nd</sup> offence – detention
<b>Student forgets to bring their pouch into school but has no phone</b>	The phone pouch is expected equipment to be brought every day.	During a half term: 1 <sup>st</sup> offence – parents/carers informed 2 <sup>nd</sup> offence – detention
<b>Possession of an unpouched mobile device</b>	Student found in possession of a phone that is not locked in a pouch at any time during the school day.	- Confiscation of the phone - Phone only returned to parent/carer - 1 full day in Reflection
<b>Placing incorrect items in the pouch</b>	Deliberately placing another object (e.g. calculator or dummy phone) in the pouch to give the appearance that the phone is secured.	- Confiscation of the phone - Phone only returned to parent/carer - 1 full day in Reflection
<b>Possession of an unlocked Pouch</b>	Found with a pouch that has been unlocked but still contains an accessible phone during the school day.	- Confiscation of the phone - Phone only returned to parent/carer - 1 day in Reflection
<b>Possession of a detacher</b>	Being found in possession of any device used to unlock pouches, including unauthorised detachers or improvised tools.	- Permanent confiscation of the detacher - Parent/carer informed - 2 days in Reflection
<b>Damaging, destroying or tampering with a pouch</b>	Includes intentionally damaging, cutting, forcing open, or otherwise vandalising a pouch to access the phone.	- 2 days in Reflection - Parent/carer meeting required - Replace the damaged pouch

Repeat offences will result in increasing sanctions in line with the school's Behaviour Policy, up to and including suspension or permanent exclusion.

All incidents will be recorded and monitored. Persistent disregard for the school's mobile phone expectations will be considered a serious breach of conduct.

The unauthorised use of a camera (including on a phone or an iPad) constitutes an invasion of privacy, and as such is strictly forbidden. Should images of other students or staff thus obtained, or any material which brings the school's name into disrepute, be published via the internet this may result in suspension/permanent exclusion from the school. Any valuable items are the responsibility of the student/parents/carers, and the school cannot take any responsibility for lost or stolen items, however we will endeavour to investigate any such problems if they arise.

## Searching Students

### The power to search students without consent

In addition to the general power to use reasonable force, staff may conduct a search for the following prohibited items: (though this list is not exhaustive)

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, vapes, tobacco and cigarette papers
- Mobile phones/communication devices
- Fireworks

- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

### **Payment toward damages**

If a student causes damage to anything in the Academy, then they will be asked for a contribution towards the cost of any repair. This may apply even if the damage is accidental.

### **Reasonable Adjustments to Sanctions**

All sanctions will be reasonably adjusted with regard to identified diagnosed disabilities in consultation with the SENCO and, if appropriate, the Academy's educational psychologist.

### **Additional Information**

This policy applies to all Academy related activities including visits, residential and extracurricular events. This also includes the journey to and from school. Other out of school incidents may be considered if the Principal believes that they will have a serious impact within the Academy. This would include behaviour which brings the Academy into disrepute or tarnishes the reputation of the Academy.

This document should be read in conjunction with:

1. Anti-Bullying Policy
2. Attendance Policy
3. Learning and Teaching Policy
4. Single Equality Scheme
5. Safeguarding policy
6. Acceptable Use Policy
7. Uniform Policy
8. Mobile Phone Policy

### **Monitoring and Evaluation**

We will be monitoring this policy through analysis of data, quality assurance procedures and through reports to the Academy Council.

Appendix 1

**Attitude to learning**

<b>Attitude to Learning (AtL)</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>HIGHLY MOTIVATED</b>	<b>ENGAGED</b>	<b>PASSIVE</b>	<b>DISENGAGED</b>
<b>2 merits</b>	<b>1 merit</b>	<b>1 demerit</b>	<b>2 demerits</b>
<ul style="list-style-type: none"> <li>• Excellent focus</li> <li>• Seeks challenge</li> <li>• Perseveres</li> <li>• Asks questions to extend thinking</li> <li>• Approaches learning with an active interest</li> <li>• Invites feedback</li> <li>• Responds positively to praise and critique</li> <li>• Reviews own progress</li> <li>• Seeks own solutions to problems</li> <li>• Organises time effectively</li> <li>• Sets an example</li> <li>• Takes responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Good focus</li> <li>• Responds positively to challenging activities</li> <li>• Completes all work set to a good standard</li> <li>• Answers questions</li> <li>• Shows a desire to improve</li> <li>• Takes action based on feedback</li> <li>• Seeks help when needed</li> <li>• Organises time well</li> <li>• Follows instructions</li> <li>• Shows kindness, consideration &amp; respect</li> <li>• Listens carefully</li> </ul>	<ul style="list-style-type: none"> <li>• Not always focused</li> <li>• Avoids challenging tasks</li> <li>• Not always working hard</li> <li>• Sometimes attempts to act on feedback</li> <li>• Requires close supervision to complete tasks</li> <li>• May distract others</li> <li>• May be off task</li> <li>• Shows a lack of effort at times</li> </ul>	<ul style="list-style-type: none"> <li>• Shows little focus</li> <li>• Work is incomplete or inadequate</li> <li>• Does not attempt to act on feedback</li> <li>• Responds negatively to praise or critique</li> <li>• Needs pressure to attempt learning tasks</li> <li>• Does not engage unless closely monitored</li> <li>• May refuse support</li> <li>• Does not listen</li> <li>• Distracts others</li> <li>• Disrupts the learning environment</li> </ul>

**Appendix 2**

**Behaviour pathway**

