THE Eastbourne ACADEMY

Behaviour Policy

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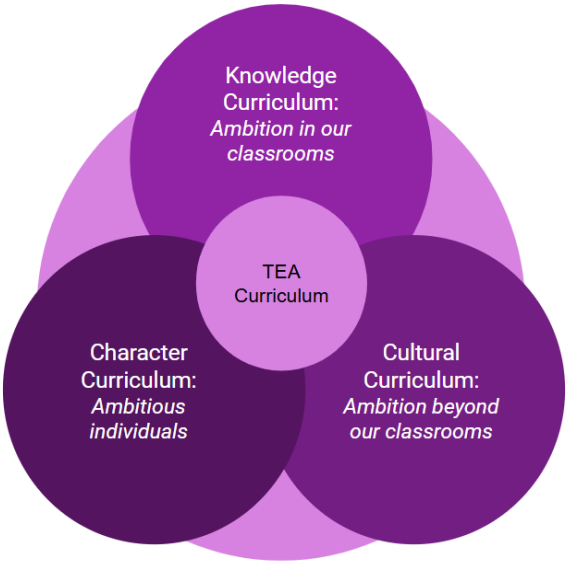
1. Introduction

At The Eastbourne Academy, our curriculum is the bedrock of our vision: to craft an exceptional, inclusive and growth-oriented learning community. The intent for our curriculum is for it to unlock and nurture the broad range of skills and talents of our students, recognising and maximising each student's potential. Underpinned by evidence-informed teaching and learning, our curriculum nurtures our learners to flourish in the ever-evolving world.

Our curriculum is made up of three strands:

1) Knowledge curriculum;
2) Character curriculum;
3) Cultural curriculum.



This is the Behaviour Policy of The Eastbourne Academy. This policy underpins our Character Curriculum. The aims of this policy are:

- to promote our school values of Curiosity, Ambition, Respect and Engagement;
- to promote good behaviour amongst choices based on our values;
- to actively promote and safeguard the welfare of students at The Eastbourne Academy;
- to protect all who come into contact with the school from harm;
- to ensure, so far as possible, that every student in the Academy is able to benefit from and make their full contribution to the life of the Academy, consistent always with the needs of the Academy's community;
- to set out a clear and fair process for the proper investigations of allegations of poor behaviour and/or breaches of the behaviour policy;
- to encourage students to accept responsibility for their behaviour;
- to set out the sanctions adopted by the Academy in the event of student misbehaviour, and;
- to help create a culture of safety, equality and protection.

This policy has been written with regards to the Equality Act 2010 and public sector equality duty. The Eastbourne Academy recognises that reasonable adjustments to the application of this policy will, at times, have to be made where required to meet individual needs and avoid disability discrimination (see section 23).

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2026
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2026
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Schedule 1 of the Education (Independent School Standards) Regulations 2014;
    - paragraph 7 outlines a school's duty to safeguard and promote the welfare of children;
    - paragraph 9 requires the school to have a written behaviour policy, and;
    - paragraph 10 requires the school to have an anti-bullying strategy;
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy.

This policy is also based on guidance from ESCC on Restrictive physical intervention and use of reasonable force guidance for settings, schools and colleges.

This policy is written in conjunction with our Trust policy on suspensions and permanent exclusions:

- Swale Academies Trust Suspensions and Permanent Exclusion Policy

2. School Values

At The Eastbourne Academy, our behaviour expectations are rooted in our CARE values. We expect every student to demonstrate:

- Curiosity: A desire to learn, explore new ideas, and show a genuine interest in their own progress and the world around them.
- Ambition: Striving for excellence and taking pride in their academic progress.
- Respect: Following instructions first time, every time, and valuing others.
- Engagement: Arriving on time, being prepared, and participating fully in learning.

3. Promoting positive behaviour

Students are educated about positive and safe behaviour choices through the operation of the Academy's curriculum, SPHERE programme, the mentor and assembly programme and the Academy's pastoral support systems and interventions. Students are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour.

Students are reminded about the importance of our core values of Curiosity, Ambition, Engagement & Respect and 'living according to our values' through their daily interactions with staff and the mentor/assembly programme.

The Academy understands that rewards can be more effective than punishment in motivating students. The ways in which the Academy may reward positive behaviour is through the CARE point system, positive postcards, Academy vouchers and other applicable rewards throughout the term.

4. Student Expectations

At The Eastbourne Academy, we maintain high standards to ensure every student can thrive within our community. These expectations are built upon our CARE values and align with the Department for Education's (DfE) requirement that schools create a "*calm, safe and supportive environment*" where pupils can learn.

This policy applies to all students at the Academy and at all times where a student is:

- attending The Eastbourne Academy;
- representing The Eastbourne Academy or wearing Academy uniform;
- travelling to or from The Eastbourne Academy;
- on trips organised by The Eastbourne Academy;
- associated with The Eastbourne Academy at any time.

This policy shall also apply to students at all times and places in circumstances where failing to apply this policy may:

- affect the health, safety or well-being of a member of The Eastbourne Academy's community or a member of the public;
- have repercussions for the orderly running of the Academy, or;
- bring the Academy into disrepute.

4.1 Respect: Professionalism and Punctuality

- **On-Time to Lessons:** It is respectful to be on time. The DfE states that schools should have "*a clear set of values and social norms*" which include punctuality. Any student arriving more than 5 minutes late without a valid reason will be directed to the Late Room. This is to ensure that "*pupil behaviour does not normally disrupt teaching*" (DfE). Any student arriving more than 5 minutes late without a valid, signed pass has failed this expectation and will be directed to the Late Room (See Section 9).
- **Following Instructions:** Students demonstrate respect by following instructions "first time, every time." This aligns with the DfE's expectation that students should "*respond to the authority of school staff*" to maintain a safe environment.
- **Uniform and Appearance:** Wearing the correct uniform shows respect for our community. The DfE confirms that "*the school uniform plays a key role in promoting the ethos of a school*" and reinforces that Headteachers can issue consequences for non-compliance (uniform policy).
- **Privacy, Filming and Recording:** The school strictly prohibits the filming, photographing or audio recording of staff, students or visitors without explicit permission from a member of the

Senior Leadership Team. Sharing, broadcasting or uploading such material to social media or online platforms will result in disciplinary action.

4.2 Ambition: Preparedness for Learning

- **Ready to Learn:** Students show ambition by arriving with the correct equipment. The DfE guidance specifies that pupils are expected to "*be ready to learn*" and that schools should set out the "*expectations for pupils' preparation for lessons.*"
- **Engagement in Tasks:** Students must participate fully. The DfE notes that a successful policy ensures pupils "*complete any tasks reasonably assigned to them.*"

4.3 Curiosity: Our School Community

- **Caring for Each Other:** We show curiosity by seeking to understand others and moving calmly and safely to maintain a positive environment. This fulfils the DfE requirement that pupils behave in a way that "promotes a culture of safety and mutual respect
- **Positive Choices:** Students show curiosity by taking responsibility for their actions during both structured and unstructured times, reflecting on how their choices affect themselves and others. The DfE supports this by stating that students should be encouraged to "take responsibility for their own behaviour".

4.4 Engagement: Active Participation

- **Full Participation:** Engagement means being mentally and physically present. The DfE notes that schools should promote "*positive social norms and routines*" to maximise learning time.
- **Accountability in Sanctions:** When a student is removed from a classroom and placed in Isolation or the Late Room, they must show engagement. The DfE guidance on "Removal from Class" (2024) is clear: "*Removal should be used for the purpose of maintaining the safety of all pupils and to restore a continued high standard of teaching.*"

The expectations above are a baseline for attending The Eastbourne Academy. The Academy recognises that "correct uniform" or "following instructions" may involve nuances not explicitly listed here.

In accordance with DfE guidance, the Headteacher and Senior Leadership Team will use their professional judgement to determine the appropriate response to any breach of these expectations. This policy provides a framework but is not an exhaustive list of all possible scenarios. The Academy reserves the right to interpret "correct uniform," "reasonable equipment," and "persistent disruption" based on the context of each incident.

Reasonable adjustments will be considered for any student with additional needs.

5. Mobile Phones

At The Eastbourne Academy, we believe that a phone-free environment is essential to uphold our CARE values. This policy aligns with the DfE Mobile Phone Guidance (February 2024), which states that "*schools should be mobile phone-free environments*" to ensure that students can learn and thrive without the "*distraction, disruption and bullying*" associated with mobile devices.

5.1 Alignment with CARE Values

- **Curiosity:** We protect our students' curiosity and social well-being by providing a space free from the distractions and pressures of social media, allowing them to focus on learning and real-world discovery.
- **Ambition:** By removing digital distractions, we protect the ambition of all students to focus entirely on their academic progress.

- **Respect:** Students show respect for the Academy community by ensuring their devices do not interrupt the flow of learning or the social harmony of unstructured times.
- **Engagement:** A phone-free day encourages students to engage fully in face-to-face social interactions and extra-curricular activities.

5.2 The "Never Seen, Never Heard" Protocol

In accordance with DfE recommendations that schools should *"prohibit the use of mobile phones throughout the school day,"* The Eastbourne Academy operates a strict Yondr Pouch system.

- **Securing Devices:** Upon arrival, students must secure their phones in their provided Yondr Pouch. It must be locked and remain in the student's possession, inaccessible, until the end of the Academy day.
- **Usage Restrictions:** Mobile phones must not be used or seen on Academy grounds. This includes transition times, unstructured times, and lunch periods. As the DfE notes, *"even when they are not being used, the presence of a mobile phone can be a distraction."*
- If a student forgets to bring their Yondr pouch to the Academy, they are expected to hand their mobile phones to their year teams as they enter the Academy.
- Students may be checked for mobile phones on arrival to the Academy using hand-held metal detectors.

5.3 Exceptions, Medical Needs, and Mitigating Circumstances

We recognise that some students require access to technology or alternative storage for medical or specific support reasons.

- **Medical Access:** Students with specific documented medical needs (e.g., glucose monitoring) may be provided with a specialised Velcro Yondr Pouch to ensure quick access while maintaining the integrity of the Academy's environment.
- **Alternative Storage:** In specific cases where the Yondr Pouch system is not appropriate for a student's well-being, the Academy may, at its discretion, arrange for the phone to be handed in and secured at the Year Team office at the start of the day and collected at the end.
- **Emergency Contact:** If a student needs to urgently contact home, they should show respect for the policy by going to their Year Team office, where an Academy phone will be provided.

The reasons listed above are not an exhaustive list**.** The Academy recognises that there may be other mitigating circumstances or unique pastoral needs. In such cases, the Senior Leadership Team or Year Teams will use their professional judgement to provide a bespoke solution that supports the student while upholding the "phone-free" ethos of the Academy. Any such arrangement is a privilege and depends on the student's continued engagement with the Academy rules.

5.4 Non-Compliance and Escalated Sanctions

At The Eastbourne Academy, we maintain a firm stance on mobile phone compliance to protect the ambition and engagement of our learning community. Failure to adhere to the Yondr Pouch system or mobile phone restrictions is viewed as a serious breach of respect.

- **Tampering and Damage:** Attempting to bypass, damage, or unlock a Yondr Pouch without authorisation will result in the immediate confiscation of the device and a sanction at the discretion of the Senior Leadership Team.
- **Refusal to Comply:** If a student refuses to hand over a mobile phone or use their Yondr Pouch when instructed by a member of staff, this is classified as "active defiance." In line with DfE guidance, which states that students must *"respond to the authority of school staff,"* this level of defiance will result in an immediate escalation.
- **Usage in Late Room/Isolation:** The Late Room and Isolation are professional spaces for reflection and work. If a student is found using a mobile phone in these areas, or if they refuse to secure their device upon entry, this constitutes a serious breach of the CARE values. A

fixed-term suspension may be issued at the discretion of the Senior Leadership Team. This is consistent with DfE statutory guidance, which confirms that suspension is a necessary tool for *"serious or persistent breaches"* of Academy policy.

5.5 Damage, Loss, and Parental Support

The Academy is not responsible for the loss or damage of any personal electronic devices brought onto the premises.

- **Ambition for Focus:** We ask parents to show respect for their child's education by supporting these guidelines. Should you need to reach your child, please contact the School Office (01323 514900), and we will relay the message promptly.

5.6 Privacy, Filming and Recording

- **Students**: The school strictly prohibits the filming, photographing or audio recording of staff, students or visitors without explicit permission from a member of the Senior Leadership Team. Sharing, broadcasting or uploading such material to social media or online platforms will result in disciplinary action.
- **Parents, Carers, and Visitors:** To protect privacy and confidentiality, parents, carers and visitors are strictly prohibited from filming, photographing or audio recording staff, students or any school meetings (including progress evenings, disciplinary hearings or support reviews) unless formal, written consent is granted in advance by the Headteacher.

6. Sanctions, Interventions and Support

"Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive." Behaviour in Schools (2024)

To maintain a focused environment, we use a graduated response system that allows students to reflect on their Curiosity, Ambition, Respect, and Engagement before a serious sanction is issued.

In the classroom this is as follows:

- **C1 (First Warning):** A formal reminder. The student is encouraged to show our CARE values for their learning by resetting their behaviour.
- **C2 (Second Warning):** Recorded as a lack of engagement. This may involve a move within the room or a departmental intervention.
- **C3 (Removal from Lesson):** Issued when a student's choices prevent others from showing ambition.
    - The student is removed to restart for the remainder of the lesson.
    - A C3 automatically triggers a same day detention.
    - The Academy reserves the right to bypass stages and move directly to a C3 or higher for serious breaches of respect or safety.

Detentions

At The Eastbourne Academy, detentions are used to provide students with a space to reflect on how they can better demonstrate our CARE values. In line with the Education and Inspections Act 2006, the Academy has the legal authority to issue detentions after the school day.

Incident Occurs	Initial Sanction	Escalation (If Missed or Failed)	Escalation (If Missed or Failed)
Initial incident	25-Minute After-School Detention (Next Day)	45-Minute After-School Detention (Next Day)	Isolation for the day

1. **Same-Day Detentions** - The DfE is clear that "*schools can issue same-day detentions without parental consent, provided the detention is reasonable, and staff have considered the pupil's circumstances.*" The Eastbourne Academy will notify parents via Edulink when a detention is set, but parental permission is not required for a student to be detained after the Academy day has ended.

- We consider our local context (e.g., the availability of the bus service) to ensure all after-school sanctions are "reasonable" as per DfE definitions.

2. **CARE Values**

- **Respect:** We expect students to attend detentions promptly. A failure to attend is viewed as a significant breach of respect.
- **Engagement:** Detentions are not just a consequence; they are an opportunity for students to engage in restorative reflection to prevent future disruption.

3. **Professional Discretion** - While the table above provides a standard framework, the Senior Leadership Team reserves the right to:

- **Bypass Tiers:** Move directly to a 45-minute detention or Isolation for serious incidents (e.g., physical aggression or extreme defiance).
- **Adjust Timings:** Increase the duration of a detention based on the student's attitude during the sanction.
- **Finality of Decision:** The decision of the member of staff or SLT regarding the "reasonableness" of a detention is final. Arguments regarding "minor" lateness or "misunderstandings" will not be used as grounds to waive a sanction.

4. **Failure to Attend** - Failure to attend a 45-minute detention is considered a serious breach of the respect value. This will automatically result in a referral to the Year Team and may lead to a full day in Isolation. If a student persistently fails to attend sanctions; the Academy may escalate to Suspension, as persistent defiance undermines the "*calm, safe and supportive environment*" (DfE) we are required to provide.

Isolation

An isolation may be issued to a student for multiple sanctions throughout a day, multiple missed detentions, or a serious incident (this is not an exhaustive list. The Headteacher or the Senior Leadership Team reserve the right to issue isolation if they feel appropriate).

Isolation: Isolation is an opportunity for a student to reflect on how they can better demonstrate curiosity and respect within the community.

- Expectations: Students must work in silence and complete all set tasks. This is a test of their ambition to catch up on lost learning.

- A student "fails" isolation if they refuse to work or disrupt the environment. The DfE notes that for serious or persistent breaches, "*suspension and permanent exclusion are sometimes a necessary part*" of a school's policy. Consequently, a failed isolation may result in a Fixed-Term Suspension.
- The decision to suspend rests with the Headteacher or the Senior Leadership Team, based on the context of the incident.
- A failed isolation period may be required upon return from suspension to ensure the student has demonstrated the necessary engagement to return to class.

Reasonable adjustments will be considered/made for any student with additional needs.

7. Internal and External Truancy

Internal truancy (avoiding lessons, failing to report to the Late Room, or wandering the Academy site) is a serious breach of the CARE values and is not permitted for the following reasons:

- **Ambition:** Students who choose not to attend lessons miss vital learning opportunities. The DfE (2024) is clear that schools must promote "*regular attendance and punctuality*" to ensure pupils can reach their potential. Avoiding class directly limits a student's ability to achieve their goals.
- **Curiosity:** At The Eastbourne Academy, we expect students to show Curiosity by being present to explore new ideas. A student who avoids class is opting out of discovery and the development of key life skills.
- **Respect:** Internal truancy disturbs the "*calm, safe and supportive environment*" (DfE) of the Academy. It shows a lack of respect for staff and negatively impacts the education of peers who are trying to learn.
- **Engagement:** Arriving at every lesson on time is a core requirement of engagement. Students who are truant and ignore staff instructions pose a significant safeguarding risk. The DfE notes that schools have a statutory duty to "*safeguard and promote the welfare of children,*" which is impossible if a student's location is unknown.

7.1 Consequences for Internal Truancy

Internal truancy is treated as a high-level defiance of school rules. It is a safeguarding concern and disrupts the good order of the school.

1. **Immediate Sanction:** Any student found truant will be issued an immediate sanction, resulting in Isolation for the remainder of the day and an automatic 45-minute after-school detention.
2. **Persistent Truancy:** The DfE states that for "*persistent breaches*" of school policy, more severe sanctions are necessary. Therefore, repeated internal truancy may result in a Fixed-Term Suspension.
3. The school reserves the right to use professional judgment when determining the length of isolation or the severity of the sanction. We will consider mitigating circumstances, but the safety of the student and the integrity of the school's "Engagement" standards will always take priority. "Loopholes" regarding a student's intent or minor timing discrepancies will not be used to waive accountability.

Reasonable adjustments will be considered for any student with additional needs.

External truancy refers to the act of a student staying away from the premises during school hours without a valid reason. This is a safeguarding concern and the school may involve external agencies. This will also be recorded as unauthorised absence. The school also has to powers to discipline offsite

8. Attendance and Punctuality

Attending school every day is vital for students to make their maximum possible progress. Please read our Attendance Policy for more information on our approaches to promoting and managing attendance.

- All students are expected to have good attendance, which is considered to be at least 96%.
- All students are expected to arrive at school on time, arriving no later than 8.25am.

Punctuality: The "5-Minute Rule"

Being punctual is a sign of ambition and respect for the student's own learning, their fellow students and their teacher. It also helps to maintain the good order of the school.

- **The Rule:** Students must arrive at every lesson before the late bell. Any student arriving more than 5 minutes late to a lesson without a valid, staff-verified pass has failed to meet our engagement standards.
- **Action:** Students arriving on or after the late bell will not be permitted to enter the classroom and must report to the Late Room for the duration of that lesson to work independently in silence.
- **Accountability:** This will be recorded as a breach of the CARE values and will result in detention.

9. Communicating behaviour with parents

At The Eastbourne Academy, we believe that a strong partnership between home and school is essential to support our students' Curiosity, Ambition, Respect, and Engagement. We are committed to transparent, timely, and consistent communication regarding both positive achievements and behavioural concerns.

9.1 Edulink: Real-Time Updates

The primary tool for day-to-day communication is Edulink.

- **Rewards:** Parents will receive notifications when students are recognised for demonstrating the CARE values.
- **Sanctions:** Detentions, C-system warnings (C2–C3), and Late Room placements are logged on Edulink.
- **Parental Responsibility:** Parents are expected to check Edulink daily. The DfE notes that "*parents should be encouraged to support their child's adherence to the school's behaviour policy.*" As such, a notification on Edulink is considered a formal notice of a sanction.

9.2 Suspensions

A suspension is a serious sanction issued for significant or persistent breaches of the CARE values.

- **Initial Notification:** In the event of a suspension, the school will contact parents via phone call or email as soon as is reasonably practicable.
- **Formal Notice:** A formal letter will be sent (usually via email/Edulink) outlining the reasons for the suspension, the duration, and the date for a Reintegration Meeting.
- **Reintegration:** The DfE (2024) emphasises that a reintegration meeting is a vital step. We expect parents to engage in these meetings to show commitment to their child's future

success and to agree on a way forward.

9.3 Permanent Exclusions

A permanent exclusion is only used as a last resort in response to a serious breach or persistent breaches of the behaviour policy.

- **Direct Communication:** The Headteacher (or a designated representative) will contact parents via phone call to inform them of the decision.
- **Statutory Letter:** A formal letter will follow, outlining the legal rights of the parent, the reason for the exclusion, and the process for representation to the Governing Board.

While the Academy strives to provide same-day notification for sanctions such as detentions or Late Room placements via Edulink, the validity of a sanction is not dependent on a parent successfully receiving or acknowledging a notification.

In line with the Education and Inspections Act 2006, the Academy reserves the right to issue detentions and sanctions without parental/carer "consent." While we value dialogue, the Academy's professional judgment in applying this policy is final. Failure to reach a parent via phone will not delay the commencement of a necessary sanction (such as Isolation or Suspension) if the student's presence in the general population is deemed to undermine the "*calm, safe and supportive environment*" of the Academy.

10. Anti-Discrimination, Racism and Bullying

Discrimination of any kind, including racism, is not tolerated at The Eastbourne Academy. Incidents of this nature are treated seriously. The school will log prejudice-based incidents. The school may involve external agencies, such as the police, when managing incidents of this nature.

The Eastbourne Academy will protect all pupils from harassment or victimisation based on "protected characteristics," including race, religion, sexual orientation, disability, and gender reassignment.

Please see section 20 of this policy for our equalities statement

Bullying is not tolerated at the Eastbourne Academy. Incidents of this nature are treated seriously. If bullying causes "significant harm," it must be treated as a child protection concern under the Children Act 1989 and reported to local authority children's services.

Please see our anti-bullying policy for further information.

11. Threatening, aggressive and sexualised behaviour

The Eastbourne Academy is committed to providing a calm, safe and nurturing learning environment for the whole school community.

Threatening, aggressive and sexualised behaviour is not tolerated at The Eastbourne Academy. Any incidents of this nature will be treated seriously. The school may involve external agencies, such as the police, when managing incidents of this nature.

12. Malicious Allegations

All allegations will be viewed impartially, fully investigated and discussed by multiple members of the senior leadership team. Our aim is to ascertain the truth of what occurred, regardless of implications for staff, and to keep staff and students safe and happy in school.

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether sanctions are appropriate. This is to protect staff, as well as educate our students regarding the seriousness of making a malicious allegation.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of support. If so, a referral to local services may be appropriate. The school will also consider the pastoral needs of staff and students accused of misconduct.

Our aim is to have considered, measured, proportional responses to all allegations. Malicious allegations are taken very seriously by the academy and the response will reflect this.

13. Suspensions & Exclusions

Our approaches to suspensions and permanent exclusions follows the guidance set out in the following policies:

- Suspension and Permanent Exclusion - DfE guidance 2026
- Swale Academies Trust Suspensions and Permanent Exclusion Policy

Whilst every effort is made to support student behaviour and conduct at The Eastbourne Academy, suspensions and permanent exclusions 'are sometimes a necessary part of a functioning system where it is accepted that not all student behaviour can be amended or remedied by pastoral processes, or consequences within the school' (DfE guidance 2026).

Whilst used as a last resort, suspensions and permanent exclusions may be used to ensure that the academic welfare and safety of staff and students is maintained.

A student's behaviour outside of school can be considered grounds for a suspension (or permanent exclusion) and decisions made must be made in line with the principles of administrative law i.e. that it is lawful, reasonable, fair; and proportionate.

When investigating the evidence in relation to a suspension or permanent exclusion the Headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' rather than the criminal standard 'of beyond reasonable doubt' (DfE guidance 2026).

Suspension
A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy (DfE guidance 2026).

A suspension can also be for parts of the school day. For example, if a student is continually disruptive during lunchtimes, they may be suspended from the school premises.

Only the Headteacher can suspend or permanently exclude a student, however, in instances where the Headteacher is absent from school and is uncontactable for an extended period, the Acting Head of School has delegated authority to suspend a student from school. In extreme circumstances the suspension will be immediate and parents and carers may need to collect their child at short notice.

A suspension may be for a fixed period but in some cases this may lead to a permanent exclusion from school.

A suspension may be for up to 45 days in a school year. The Eastbourne Academy is responsible for 6th day provision if the suspension is longer than five days.

When the Headteacher suspends a student for a fixed period, parents/carers will be informed of the length of the suspension and the reason for it. When a student is suspended for a fixed period, arrangements will be made for the student to receive work to do at home. This can include online platforms such as Google Classroom or Oak Academy. There may be occasions where students re-integrate through the IER and will require a parental meeting before the student can return to mainstream learning. On return to lessons, the student will be monitored closely and support strategies, discussed at the reintegration meeting, will be employed in an attempt to improve student behaviour.

For a suspension of more than 5 days, but less than 15 in a seasonal term, parents can make representation. The governing body would then need to convene a meeting to consider reinstatement within 50 school days of receiving the notice of a suspension. If the result of suspension would be that the student may miss a public examination (although at The Eastbourne Academy we would endeavour to avoid this), a meeting of the Committee will be arranged.

The reasons below are examples of the types of circumstances that may warrant a suspension. **It is important to note that this list is not exhaustive.**

- Defiance;
- Persistent disruption affecting the good order of the school;
- Verbal abuse against an adult;
- Verbal abuse or threatening behaviour against a student;
- Physical assault against a student;
- Encouraging and/or participating in a physical assault against a student;
- Being in possession of a prohibited item or items relating to a prohibited item, such as an offensive weapon or dangerous piece of equipment, alcohol or drugs, pornographic images, or any item likely to cause significant disruption to the good order of the school;
- Child on child abuse, including various forms of bullying, including cyber-bullying;
- Abuse directed at race, sexual orientation, gender reassignment, disability and any other vulnerability or protected characteristic;
- Actions which are deliberately designed to bring the name of the school into disrepute, particularly relating to false allegations.

Permanent exclusions

If a student exhibits extreme behaviour, then the Headteacher has the right to pursue a permanent exclusion. As aforementioned, the Headteacher must consider if the decision to permanently exclude is lawful, reasonable, fair and proportionate.

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

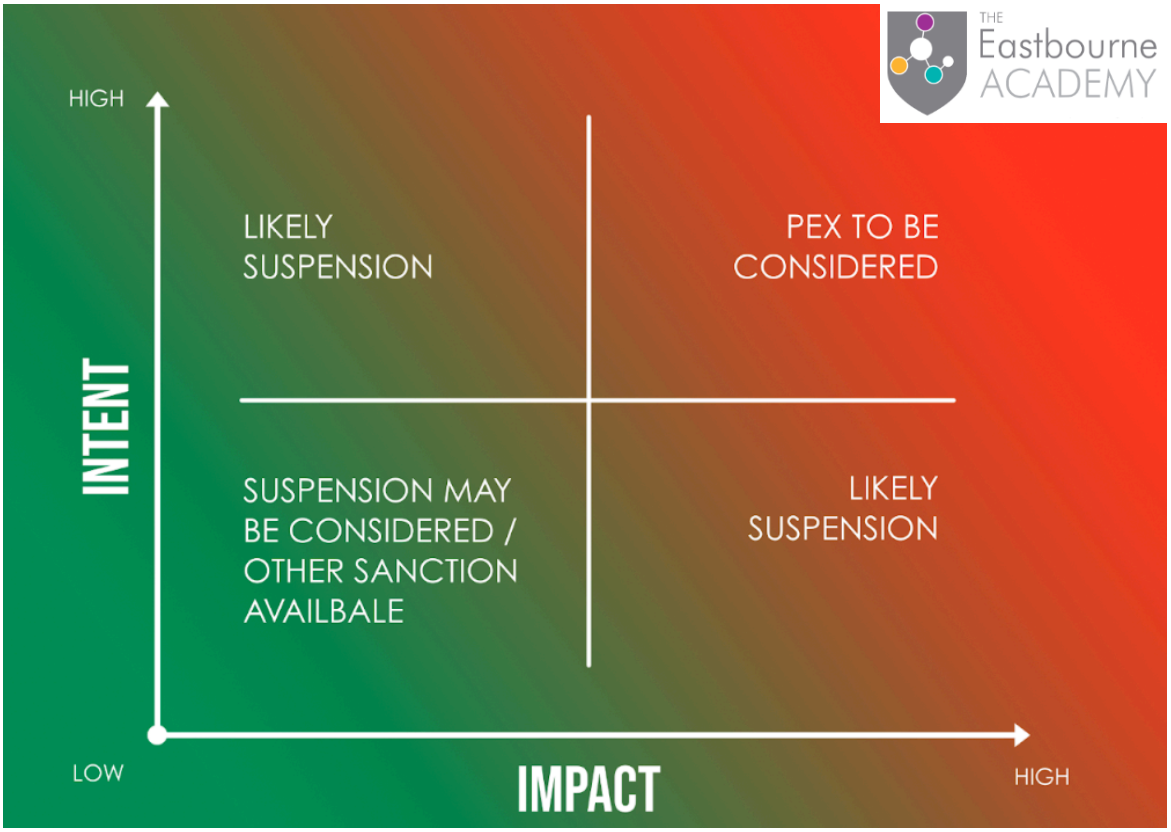
- In response to serious or persistent breaches of the school's behaviour policy, and;
- If allowing the student to remain in school would seriously harm the education or welfare of others.

The reasons below are examples of the types of circumstances that may warrant a permanent exclusion. **It is important to note that this list is not exhaustive.**

- Persistent breaches of the school's behaviour policy, including, but not limited to, the list of behaviours in the suspensions section, particularly after significant interventions have been put in place by the school or outside agencies.
- It is important to note that a school can only use suspensions up to a maximum of 45 days in a single academic year. At this point, a permanent exclusion is highly likely;
- Violent assault against a student causing significant harm or discomfort;
- Physical assault or threatening physical assault against an adult;
- Using, threatening to use, or distributing an offensive weapon;
- Using, threatening to use, or distributing a prohibited item, such as alcohol or drugs, which could cause a significant safeguarding risk to the individual or other members of the school community;
- Extreme incidents of child on child abuse including sexual violence, sexual harassment, teenage relationship abuse, consensual and non-concensual sharing of nude/semi-nude images and upskirting.

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

When deciding whether to use a suspension or permanent exclusion, leaders will always consider the impact and intent of any particular behaviour. See below for guidance:



Off-site Direction and Managed Moves
As per the Department for Education's Suspension and Permanent Exclusion Guidance (August 2024), an off-site direction is used as a preventative measure to permanent exclusion.

It states that 'school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and to maintain safety of school communities'.

Off-site direction is when a school requires a student to attend another education setting to improve their behaviour. Off-site direction should be used to arrange time-limited placements at an alternative provision or another mainstream school

Off-site direction may only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct. Off-site direction should only be used where in-school interventions and/or outreach have been unsuccessful.

As opposed to an off-site direction, 'a managed move is used to initiate a process which leads to the transfer of a student to another mainstream school permanently.'

Parents and the schools must all be in agreement to ensure the move is part of a planned intervention to support the student.

Whilst offsite directions and managed move are not an avenue (The Eastbourne Academy) would want to pursue, they can and will be used where appropriate.

14. Uniform

School uniform is important as it demonstrates fairness and a sense of belonging. All students are expected to comply with the school uniform policy which can be found here.

If a student arrives at school with missing or incorrect uniform, the school will support the student to be compliant.

If the provision of uniform is not possible or the student refuses to comply, then a sanction will be issued at the discretion of the Senior Leadership Team.

15. Valuables

The school is not responsible for loss or damage to valuables. Students are encouraged to leave non-essential items at home.

Valuables that may affect the good order of the school, such as speakers and mobile devices, may be confiscated.

16. Policy on breakages by students

The school expects all students to treat the school community with respect.

Where breakages, damage, defacement or loss of school property (this includes books, equipment, furniture, fittings, and the fabric of the school) are a result of a student's action, whether deliberate or reckless, there may be a consequence.

Parents may be charged for the breakage or for the replacement of the damaged, broken, defaced or lost item(s) and/or the cost of materials and labour to replace, repair, or restore as necessary.

A receipt will be issued for all payments made.

17. Screen, Search and Confiscate

The school retains the right to search any student who we suspect of having contraband items on their person. This is outlined in 'Behaviour and discipline in school - guidance for headteachers'.

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher (DSL or safeguarding team only), or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student, or;
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student.

During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

If the student is not willing to cooperate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a student refuses to be searched they will be isolated until their parent or carer arrives to conduct the search with a senior member of staff.

If a student continues to refuse to be searched the school may contact the police.

Students' school internet accounts will be regularly screened to ensure they are not viewing harmful content. The school does not have to return confiscated items.

For further information, refer to the Department for Education's guidance on searching, screening and confiscation.

Prohibited items include, but not limited to:

Category A items (illegal items or those that may cause a danger to health and safety) may include:

- knives and other offensive weapons;
- alcohol;
- illegal drugs and drug paraphernalia ;
- stolen items;
- tobacco and cigarettes / cigarette papers / lighters / matches;
- vapes and e-cigarettes;
- fireworks;
- pornographic images / content ;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Category B (items that may cause disruption or disturbance to the smooth running of the school) may include:

- energy drinks and sugary drinks such as Coca-Cola;
- sugary sweets;
- large quantities of unhealthy food;
- jewellery (including rings / earrings / necklaces / bracelets / nose-studs / false eyelashes);
- electronic (including bluetooth) speakers;
- any item banned by the school rules which has been identified in the rules as an item which may be searched for (such as mobile phones, iPads, airpods, smart-watches, aerosols, water based sprays, water pistols, stink bombs, water balloons).

In order to ensure staff and student safety, vape detect*ors and wands (hand-held metal detectors) may be used.*

Offensive weapons

At The Eastbourne Academy the safety and wellbeing of students, staff and visitors is of paramount importance. The school takes a zero tolerance approach to offensive weapons to ensure the safety of all.

An offensive weapon can be deemed as any article, made or adapted, for use for causing injury to the person, or intended by the person.

For further information on offensive weapons will be dealt with by (The Eastbourne Academy), reference should be made to the Swale Academies Trust Offensive Weapons Protocol.

Returning items

Depending on the category of the confiscated item, a decision will be made on if or when an item will be returned. Items that are illegal or dangerous (category A) may need to be reported to the Police and will not be returned.

For other items, such as those in category B, they may, at the discretion of senior staff, be handed back at the end of the school day, the end of the school week or the end of the school term.

Students who refuse to hand over items or continue to repeat the behaviour may face sanctions in line with this behaviour policy and items will need to be collected by parents.

18. Use of Reasonable Force

Any member of staff can use reasonable force in order to prevent a student from doing, or continuing to do, any of the following:

• Committing a criminal offence
• Injuring themselves or others
• Causing damage to property (including their own)
• Engaging in behaviour prejudicial to maintaining good order and discipline at the school.

Although the use of reasonable force is sanctioned by Section 93 of the Education and Inspections Act 2006, the staff of The Eastbourne Academy will always seek to use other methods to resolve situations as we believe that reasonable force is used as a last resort.

Use of Force in Schools - Department for Education guidance (currently out for consultation)

19. Power to Discipline Offsite

As outlined in the Department for Education's 'Behaviour and discipline in school - guidance for headteachers', the school has the power to discipline students, for their conduct and behaviour outside of the school premises (as well as online). The school will sanction any student whose behaviour could have the following impact:

- repercussions for the orderly running of the school
- poses a threat to another student, member of staff or member of the public
- could adversely affect the reputation of the school

Offsite behaviour includes, but is not limited to behaviour:

- Whilst online;
- During any school-organised or school-related activity;
- Travelling to or from school;
- Whilst wearing school uniform;
- Whilst being identifiable as a student at the school.

The school is in regular contact with local service providers and will sanction when informed of incidents of poor behaviour committed by students in the local community.

20. Equality

Swale Academies Trust Equality Statement

The Eastbourne Academy is committed to providing all students with equal access to a rich, broad, balanced and relevant curriculum. Regular monitoring and evaluation of behaviour data in school will allow for this policy to be used fairly so that all students are treated as equal. Furthermore, reasonable adjustments will be considered (and acted upon where necessary and appropriate) to ensure that the needs of each individual child are taken into account. Please refer to Appendix One for further information as to how this is applied for students with SEND. To ensure the thoughts and opinions of students are listened to, student voice will be conducted by senior leaders throughout the year.

Appendix 1: SEND

Educational Needs and Disability (SEND) and vulnerable individuals:
We fully appreciate that some children will find it more difficult to respond to the rewards and consequences in this policy. In particular, students with SEND may require reasonable adjustments to be made in line with their primary and secondary needs. These individuals require a carefully planned and personalised response involving parents or carers and the inclusion team. We also understand that a child may require increased support and care when they experience trauma and loss in their lives. The school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs such as:

- Positive reports to enable celebration of good behaviour
- Increased communication between home and school
- Individual behaviour plans.
- Mentoring
- Support from the special educational needs coordinator (SENDCo) or identified teaching assistants
- In house counselling service to offer 1:1 support to develop self-esteem and social skills
- Lunchtime social skills group sessions
- Additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the student's behaviour
- Adjusted curriculum provision
- An adapted timetable with an agreed timescale
- Pastoral support meeting with parents and carers
- Facilitate multi agency meetings to plan next steps for a child's SEND provision
- Involve external professionals such as Planning Officers, Provision Evaluation Officers and Inclusion and Attendance Officers
- Strategies recommended by professionals are consistently implemented
- Referral to outside agencies such as: ISEND Front Door Education Support, LIFT, Behaviour and Attendance Service (ESBAS), the Educational Psychology Service, Child and Adolescent Mental Health Services (CAMHS), the local paediatric unit, (CLASS) or the Virtual School for Children in Care

Risk Assessments and Risk Reduction Plans:
- The leadership team may judge it to be necessary to construct a risk assessment or a risk reduction plan for identified children
- These will be constructed in collaboration with key members of staff and parents/carers. The information recorded will then be disseminated to staff
- The plan will be reviewed at the end of each seasonal term or sooner if circumstances change, e..g as part of a reintegration meeting following a fixed term suspension

A whole school overview is updated to reflect the number of children on these plans and with their review dates

- If the behaviour of a child escalates suddenly, then a member of the senior leadership team will carry out a dynamic risk assessment as stated in the individual risk assessment/risk reduction plan
- This is to ensure that alternative provision with specific supervision is agreed for the next session or the afternoon so that the child does not resume their scheduled, timetabled activities
- This is to allow a continued period of quiet reflection for the child in an alternative, safe space. Parents/carers will also be updated

Equality Act 2010:
The governing body, the leadership team and staff will ensure there is no variation in the application of this positive behaviour policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children are listened to and appropriately addressed.

Appendix 2: Supporting student behaviour – guide for staff

Staff should be given the opportunity to amend or correct behaviour whenever possible.

The following guidance provides a script for staff to challenge and correct any behaviour issues while de-escalating behaviour problems in the classroom.

Staff should:	**Suggested language:**
Define the issue – tell the student what they are doing wrong	(Student name), I can see you are … This is preventing you / other students from making progress.
Restate your expectations (link to code of conduct where appropriate). Be specific about what the student should be doing.	At (The Eastbourne Academy) we … I expect…
Be explicit about the consequence of not changing behaviour	If I do not see xxx change, I will be setting a detention.
Give the student time to make the expected changes.	
EITHER praise the improvement OR sanction the behaviour	(Student name), I have noticed an improvement in xx since I last spoke to you, well done! As a result of xxx you will have a 30 minute detention at the end of the day. You will be escorted by your period 6 teacher but it's your responsibility to attend.

Appendix 3: Useful links

- Behaviour and Discipline in Schools - A guide for headteachers and school staff
- Searching, screening and confiscation - GOV.UK
- Part Time Timetable Protocols
- Use of Force in Schools - Department for Education guidance
- Swale Academies Trust Offensive Weapons Protocol
- Suspension and Permanent Exclusion - DfE guidance 2026
- Swale Academies Trust Suspensions and Permanent Exclusion Policy

Appendix 4: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others, learning is at the core of everything we do.

- All pupils, staff and visitors are free from any form of discrimination and feel supported in reporting incidents swiftly and confidentially.

- Staff and volunteers set an excellent example to pupils at all times - modeling prosocial behaviours and talking with respect and professionalism to pupils and each other.

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.

- The behaviour policy is understood by pupils and staff and used to support an orderly learning environment.

- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.

- Pupils are helped to take responsibility for their actions.

- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life.

The Local Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances and will likely result in permanent exclusion from the Academy.