



The Burgess Hill Academy Behaviour Policy

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1. Purpose

This policy establishes a safe, calm, respectful and purposeful academy environment in which teachers can teach, students can learn and all members of the community can feel safe and respected.

The academy's approach is based on clear expectations, visible adult leadership, positive relationships, consistent recognition, proportionate consequences and timely follow-through. In particular:

- positive behaviour is explicitly taught, recognised and reinforced;
- disruption is addressed consistently;
- students are supported to improve their behaviour;
- reasonable adjustments are made where required;
- consequences are proportionate and followed through; and
- serious or persistent behaviour is addressed promptly.

2. Academy vision and values

2.1 A Community Where Students Thrive

At The Burgess Hill Academy, we believe that school should give every student the knowledge, experiences and opportunities they need to thrive. We want our students to leave us as confident, capable young people with excellent outcomes and a wide range of choices open to them for the future.

Through our values of ambition, curiosity, determination and kindness, we work together to create an inclusive and supportive community where every student belongs. We challenge and support our students to succeed, helping them to achieve highly, contribute positively to the world around them, and understand what it means to be responsible and active citizens, both within our academy and beyond it.

2.2 Behaviour and future opportunity

Students' behaviour affects their own learning, the learning of others, safety and wellbeing, relationships, staff working conditions, the academy community and the opportunities available to them in the future.

3. Legal and statutory framework

This policy has been developed with regard to:

- the Education Act 1996;
- the Education and Inspections Act 2006;
- the Equality Act 2010;
- the Children and Families Act 2014;
- the Human Rights Act 1998;
- the Education Act 2002;
- the Academies Act 2010;
- the SEND Code of Practice: 0 to 25 years;
- Behaviour in Schools: Advice for Headteachers and School Staff;
- Keeping Children Safe in Education 2026;
- statutory guidance on suspension and permanent exclusion effective from 26 July 2026;



- current guidance on searching, screening and confiscation;
- current guidance on restrictive interventions and the use of reasonable force;
- the Prevent duty;
- the academy's funding agreement; and
- Sussex Learning Trust's scheme of delegation.

4. Principles

4.1 The right to learn and teach

Every student has the right to an education. All members of the academy community have a responsibility to protect that right. Students must not prevent teachers from teaching, other students from learning, staff from carrying out their duties or members of the community from feeling safe.

4.2 High expectations

SEND, disability, disadvantage, vulnerability or difficult personal circumstances do not remove behavioural expectations. They may affect how expectations are communicated, the support provided, reasonable adjustments, how behaviour is understood and the most appropriate consequence.

4.3 Consistency and fairness

Consistency does not always require an identical response. Staff will consider the behaviour, intent, harm, age, maturity, SEND, disability, communication needs, safeguarding information, relevant circumstances, previous behaviour, support already provided and whether reasonable adjustments were in place.

4.4 Prevention before escalation

The academy seeks to prevent escalation through:

- a well-planned and ambitious curriculum;
- high-quality teaching;
- predictable routines;
- positive relationships;
- Meet and Greet;
- clear explanations and instructions;
- appropriate adaptations;
- recognition of positive conduct;
- Connect before Correct; and
- early identification of barriers.

5. Roles and responsibilities

5.1 Sussex Learning Trust

In accordance with its scheme of delegation, Sussex Learning Trust will:

- set relevant Trust expectations;



- provide support, assurance and challenge;
- ensure statutory requirements are considered;
- monitor significant behaviour, suspension and permanent-exclusion information; and
- hold academy leaders to account.

5.2 Local Governing Body

The Local Governing Body will:

- monitor implementation and impact;
- hold the Headteacher to account;
- consider patterns in behaviour, rewards, Internal Suspension, suspension and permanent exclusion;
- seek assurance about SEND, equality and safeguarding;
- monitor differences between student groups;
- review whether the behaviour culture supports education and welfare; and
- carry out its statutory responsibilities relating to suspension and permanent exclusion.

5.3 Headteacher

The Headteacher will:

- establish the academy's behaviour culture;
- ensure that expectations are clear and staff are trained;
- monitor implementation and address inconsistency;
- ensure reasonable adjustments and statutory duties are met;
- decide whether to suspend or permanently exclude a student; and
- report to governors and Sussex Learning Trust.

5.4 Senior leader responsible for behaviour and culture

The senior leader responsible for behaviour and culture will:

- lead implementation of the behaviour system;
- ensure routines and consequences are clearly communicated;
- support staff with serious or persistent incidents;
- monitor behaviour information;
- oversee Internal Suspension and The Haven;
- coordinate support and intervention;
- quality assure recording, parental contact and follow-through; and
- report significant issues to the Headteacher.

5.5 Staff

Staff will:

- model calm, respectful and professional behaviour;
- teach and reinforce academy expectations;
- use Meet and Greet and Connect before Correct;
- give clear instructions and recognise positive behaviour;



- apply the W1–W4 system accurately;
- make reasonable adjustments;
- record incidents factually;
- make required parental contact;
- complete restorative work and sanctions; and
- report safeguarding or serious incidents promptly.

5.6 Students

Students will:

- attend regularly and punctually;
- arrive ready to learn;
- follow staff instructions;
- allow teachers to teach and others to learn;
- behave calmly and safely;
- treat others with respect;
- meet uniform and equipment expectations;
- complete sanctions when issued;
- participate in restorative conversations; and
- take responsibility for their behaviour.

5.7 Parents and carers

Parents and carers will:

- support academy expectations;
- ensure their child attends punctually and prepared;
- support uniform and equipment requirements;
- provide relevant information that may affect behaviour;
- support reasonable consequences;
- attend meetings where requested; and
- work with the academy on agreed support plans.

6. Student code of conduct

Students are expected to:

1. Be ambitious in learning and conduct.
2. Show curiosity and engage positively with learning.
3. Demonstrate determination when work is difficult.
4. Treat others with kindness.
5. Follow reasonable instructions promptly.
6. Allow teachers to teach and other students to learn.
7. Move around the academy calmly and safely.
8. Follow the one-way system and designated eating arrangements.
9. Attend the correct lesson and remain there unless given permission to leave.



10. Wear the correct uniform and bring the required equipment.
11. Care for academy buildings, resources and property.
12. Follow the Mobile Phone Policy.
13. Accept consequences when issued and participate honestly in restorative work.
14. Avoid behaviour that brings the academy into disrepute.

7. Establishing positive behaviour

7.1 Meet and Greet

At the start of lessons, teachers will:

- be present at the classroom threshold;
- welcome students positively;
- monitor the classroom and surrounding area;
- reinforce entry expectations;
- direct students promptly to the Do Now or retrieval activity; and
- narrate positive conduct.

7.2 Connect before Correct

Where a student is not meeting expectations, staff should first seek to identify any immediate barrier to learning and offer a clear route back into learning. Connect before Correct supports positive relationships and de-escalation. It does not remove the requirement to give a clear instruction or apply the agreed consequence where behaviour does not improve.

7.3 Restorative conversations

Restorative conversations are used to understand what happened, explore impact, repair relationships, clarify expectations and agree how the next lesson will be successful.

A restorative conversation is unsuccessful where the student refuses to attend, refuses to participate meaningfully, does not accept the required expectations for the next lesson or behaves in a way that prevents the conversation from being completed.

Restorative conversations following removal will take place at 3.00 pm unless another arrangement is agreed.



8. Recognition and rewards

8.1 R1–R5 recognition structure

Recognition	Expectation	Points
R1	Demonstrating Ambition, Curiosity, Determination or Kindness	1
R2	Awarded after the student has received the relevant R1 and continues to demonstrate the same academy value	2
R3 Class Award	Awarded to exactly one student in each lesson; not linked to a specific academy value	3
R4 Helping in the Community	Recognition for helping or contributing positively within the academy or wider community	4
R5 Principal's Commendation	Exceptional recognition from the Principal	5

Recognition within each academy value is cumulative. A student must first receive the relevant R1 before receiving the corresponding R2. Students cannot be awarded R2 directly. R3 is awarded to exactly one student in each lesson and is not linked to a specific value.

8.2 Reward and end-of-year events

Participation in reward events, celebration activities and end-of-term and end-of-year events, including the Year 11 Prom, is a privilege and is not an automatic entitlement.

The academy will communicate the eligibility criteria for each event in advance. Criteria may include attendance, punctuality, behaviour, engagement with academy expectations and completion of sanctions. Participation remains conditional on students continuing to meet the published expectations.

Each decision will be considered individually. The academy will take account of relevant personal circumstances, SEND, disability, safeguarding information and any reasonable adjustments required. Decisions will not be made through an inflexible or automatic tariff.

The academy may withdraw an invitation where a student's participation would create a significant conduct, welfare or safety concern, or where the published eligibility criteria have not been met.

9. Class Charts recording structure

Class Charts is the academy's principal behaviour-recording system. Staff must use the correct button so that information is accurate, proportionate and useful.

Area	Purpose
Behaviour Standards	General behaviour concerns such as lateness, uniform infringements, lack of equipment or anti-social behaviour.
Parental Contact	Records telephone contact with parents or carers, including Parent Called: No Sanction; Parent Called: 15-Minute Detention; Parent Called: 30-Minute After-School Detention; Parent Called: 1-Hour After-School Detention.



Area	Purpose
Pastoral and SLT: Incident Outcomes	Used by pastoral staff and senior leaders to record outcomes of more serious incidents, such as bullying, fighting, Internal Suspension or suspension.
Report Serious Incident	Used to report a serious incident requiring prompt pastoral or senior-leadership review.

10. Classroom behaviour system

10.1 Scope

The W1–W4 pathway is used for disruptive behaviour in lessons.

10.2 W1: Disruptive Behaviour

The teacher will inform the student that W1 has been issued and:

- identify the disruptive behaviour clearly;
- explain what the student needs to do differently; and
- give the student a clear opportunity to refocus.

10.3 W2: Refocus – Disruptive Behaviour

Where disruption continues, the teacher will inform the student that W2 has been issued, identify the required change and use an appropriate refocus strategy. This may include:

- a seat change;
- a brief corrective conversation;
- clear restatement of the expectation;
- support to re-engage with the task; and
- asking the student to wait immediately outside the classroom for up to two minutes.

A student must not be left outside for longer than two minutes under this stage.

10.4 W3: Parked – Disruptive Behaviour

Where disruption continues after W2, the student may be Parked in another classroom. In these circumstances:

- the student will attend the designated Park classroom immediately;
- the teacher will provide suitable work;
- the receiving class should preferably be in the same year group;
- the referring teacher will make a factual record;
- the referring teacher will telephone the parent or carer, preferably on the same day; and
- a restorative conversation will take place at 3.00 pm.

Outcome	Follow-up	Consequence
Successful Park and successful restorative conversation	Parent called	No detention



Successful Park but unsuccessful restorative conversation	Parent called	15-minute next-day detention
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10.5 W4: Support Required – Continued Disruptive Behaviour

W4 is used where a student refuses to attend the Park classroom, remains disruptive in the Park classroom, leaves a lesson without permission, refuses to enter or remain in a lesson, or continued disruptive behaviour cannot be managed safely or effectively within the classroom.

The student will be supported in The Haven. Its purpose is to support regulation, establish what has happened, reinforce expectations and support the student to return to learning at the earliest safe and appropriate point.

Where a student has been removed from the teacher's lesson, the referring teacher must telephone the parent or carer, preferably on the same day, and record the call using the appropriate Parental Called button on Class Charts. This applies whether the student was Parked, left the lesson, refused to enter or remain, or required support from The Haven.

Outcome	Follow-up	Consequence
W4 incident followed by a successful restorative conversation	Parent called	30-minute next-day detention
W4 incident followed by an unsuccessful restorative conversation	Parent called	60-minute next-day detention

10.6 Serious incidents

Where immediate assistance is required, staff will use W4: Support Required – Continued Disruptive Behaviour to alert Patrol or the appropriate member of staff. Where the matter is a serious incident, the full incident must also be recorded using Report Serious Incident. Using W4 to request support does not mean that the incident must be managed through the ordinary staged classroom-warning process.

Serious incidents may include:

- violence or threatened violence;
- aggressive or intimidating behaviour;
- serious discriminatory or abusive conduct;
- possession or suspected possession of a prohibited item;
- serious damage;
- serious defiance;
- behaviour creating an immediate safety or safeguarding risk; or
- another incident requiring pastoral or senior-leadership review.

Staff may bypass W1–W4 and seek immediate support where the behaviour is sufficiently serious.

The investigation will normally be led by the Pastoral Leader for the year group of the alleged victim. The lead member of staff will ensure that relevant accounts and statements are obtained, available evidence is considered and any immediate safety, welfare or safeguarding action is taken. Records must be factual, clear and completed as promptly as reasonably possible.



Once the initial investigation has been completed, all statements and relevant evidence must be provided to the Assistant Principal responsible for Behaviour and Culture. The Pastoral Leader and Assistant Principal will review the information, discuss the appropriate next steps and determine whether any further enquiries are required.

Following review, the outcome may include:

- no further action where the allegation is not substantiated or no breach of academy expectations is established;
- advice, support, restorative work or another pastoral response;
- contact with the parents or carers of the students involved;
- an appropriate academy sanction;
- referral for safeguarding, SEND, attendance or other specialist support;
- referral to the Headteacher to consider suspension; or
- referral to the Headteacher for another decision where the seriousness or complexity of the incident requires it.

Any decision will be based on the available evidence, including the accounts of those involved, and will take account of the balance of probabilities, the harm caused or risked, the student's level of responsibility, relevant safeguarding information, SEND, disability, reasonable adjustments and any mitigating or aggravating circumstances. Only the Headteacher, including a properly appointed Acting Headteacher, may decide to suspend a student.

11. Behaviour Standards

Behaviour Standards buttons are used for general behaviour concerns or where the W1–W4 disruption pathway does not apply. This may include:

- lateness to school or lessons;
- uniform infringements;
- lack of equipment;
- anti-social behaviour;
- unsafe behaviour;
- unacceptable language;
- littering;
- food outside designated areas;
- failure to follow the one-way system;
- being out of bounds; and
- other comparable breaches of academy expectations.

12. Detentions and Behaviour Standards

12.1 Break detention

The academy operates a 15-minute break detention from 11.05 am to 11.20 am. This allows students five minutes at the start of break to walk to the break detention location.



12.2 After-school detention

The academy may impose same-day after-school detentions. Parents and carers will be notified through the academy's agreed communication on Class Charts. This will be seen by looking at the time and date the detention needs to be completed on Class Charts. The academy is not required to provide 24 hours' notice, but will consider safeguarding, travel, caring responsibilities, medical needs, SEND, disability and other relevant circumstances.

12.3 Detention expectations and non-attendance

Students attending detention are expected to meet the academy's Behaviour Standards. They must:

- arrive on time;
- follow instructions;
- sit in the allocated place;
- work or reflect in silence where directed;
- complete the required work or reflection;
- remain respectful; and
- stay for the full duration.

A two-stage warning system will operate during detention:

First warning: The student will be reminded of the required Behaviour Standard and given a clear opportunity to correct their behaviour.

Second warning: The student will be deemed to have failed the detention. The detention will be rescheduled or escalated to a longer detention, and the parent or carer will be informed where necessary.

Where a student fails to attend or complete an academy detention without an agreed reason, they will normally be required to attend the Senior Leadership Team detention until 4.00 pm on the following Friday. Parents or carers will be informed.

Where the student fails to attend or complete the Senior Leadership Team detention, the matter will be escalated for pastoral or senior-leadership review and may result in Internal Suspension or another proportionate sanction.

13. The Haven

The Haven is the academy's SEND and inclusion area. It also provides short-term support where a student cannot immediately remain in, or return to, a lesson. Behaviour that results in a student requiring support from The Haven may indicate an unmet SEND, pastoral, safeguarding or emotional-regulation need. Staff will consider this alongside the student's responsibility to meet academy expectations. Support may include de-escalation, emotional regulation, clarification of events, reinforcement of expectations, consideration of reasonable adjustments, completion of appropriate work and preparation to return to learning. If a student's behaviour in The Haven does not meet classroom standards they will be removed and placed in Internal Suspension.

Repeated use of The Haven will trigger review of patterns, curriculum access, SEND, attendance, student voice, safeguarding, parental involvement and intervention already provided.



14. Internal Suspension

Internal Suspension is a serious academy sanction in which a student is removed temporarily from the wider academy community while continuing to receive education.

Internal Suspension may be used in response to:

- a serious incident;
- persistent disruptive behaviour;
- repeated lesson refusal or truancy;
- repeated failure to remain in lessons;
- repeated failure to engage with The Haven;
- failure to address an on-the-day uniform infringement
- refusal to complete an imposed sanction;
- two failed Parks within one academy day; or
- another serious or persistent breach authorised by an appropriate senior leader.
- for holding students while statements are completed and incidents investigated before a sanction is determined

Internal Suspension operates from 9.00 am to 4.00 pm.

Students in Internal Suspension will receive suitable curriculum work and will have supervised breaks, access to food, water and toilets, welfare and safeguarding oversight, and any reasonable adjustments required. Parents or carers will be informed. Staff will record the student's conduct and engagement, and reintegration arrangements will be agreed before the student returns to the wider academy community.

15. Repeated lesson refusal, truancy and leaving lessons

A student who deliberately leaves or refuses to remain in a lesson will normally receive W4: Support Required – Continued Disruptive Behaviour.

Repeated incidents may constitute persistent disruptive behaviour and will result in a coordinated review involving the student, parents or carers, pastoral and inclusion leaders and, where appropriate, the Inclusion Panel.

The Teaching and Learning Framework is the academy's overarching framework for all teachers and students. It includes SEND adaptations, high-quality instruction, modelling, guided practice, checks for understanding and responsive teaching. This is important because behaviour cannot be considered separately from curriculum access and classroom teaching.

16. SEND, disability and additional needs

Staff must consider whether behaviour may be connected to SEND, disability, communication difficulty, literacy need, sensory need, mental health, trauma, medical need, safeguarding or another vulnerability.

Support may include student-passport review, seating adjustments, adapted instructions, visual or written prompts, processing time, predictable routines, movement breaks, adapted resources, Learning Support Assistant support, environment review, specialist advice or referral to the SENDCO where there is evidence of possible or unmet SEND.



Support does not remove behavioural expectations. It should help students understand and meet them.

17. Bullying and child-on-child abuse

Bullying is intentional, hurtful behaviour that is repeated or likely to be repeated and involves an imbalance of power. It may be physical, verbal, emotional, relational, sexual, discriminatory, online, direct or indirect.

Behaviour may also constitute child-on-child abuse, including sexual violence, sexual harassment, harmful sexual behaviour, online abuse, coercive or controlling behaviour, serious bullying, prejudice-based abuse, initiation or hazing and exploitation.

Responses may include safeguarding action, support for the targeted student, investigation, parental contact, monitoring, restorative work where safe and appropriate, sanctions, pastoral intervention, suspension or permanent exclusion where the statutory threshold is met.

18. Prejudicial and discriminatory behaviour

The academy will challenge behaviour connected to actual or perceived race, nationality, ethnicity, religion or belief, sex, sexual orientation, gender reassignment, disability, pregnancy or maternity or another protected characteristic.

Incidents will be recorded, investigated, addressed and monitored.

19. Extremism and Prevent

Students will not be sanctioned merely for expressing a lawful opinion or asking a challenging question.

Expressions of hatred, support for violence, extremist ideology, discriminatory hostility, threats or conduct creating a safeguarding concern will be challenged and referred through safeguarding and Prevent procedures.

20. Malicious allegations

No student will be sanctioned because an allegation is unsubstantiated, unfounded, mistaken or not proven.

Where, following an appropriate investigation, an allegation is found to have been deliberately invented or malicious, the academy may impose a proportionate sanction. A single malicious allegation may result in a significant sanction, including suspension, where proportionate.

Each case will be considered individually, including age, maturity, understanding, SEND, vulnerability, intent, planning, culpability, actual or likely harm, impact on the person accused, safeguarding circumstances and previous behaviour.

21. Off-site behaviour, trips and visits

The academy may address behaviour outside school where the student is taking part in an academy activity, travelling to or from the academy, wearing academy uniform, identifiable as a TBHA student, on work experience, behaving online in a way clearly connected to the academy, threatening another member of the academy community or disrupting the orderly running of the academy.

The academy may withdraw a student from a trip or visit where there is reasonable cause to believe participation may present a risk. Decisions will consider individual circumstances, SEND, reasonable adjustments, previous behaviour, the nature of the activity, supervision and the risk assessment.



22. Mobile phones, uniform and appearance

Mobile phones and personal electronic devices are governed by the academy's Mobile Phone Policy. Uniform and appearance are governed by the Uniform and Appearance Policy. Failure to follow either policy or a reasonable instruction may be addressed under this Behaviour Policy.

23. Searching, screening and confiscation

Searching may be necessary to protect students and staff, prevent harm, maintain discipline, recover prohibited or banned items, respond to safeguarding concerns and preserve evidence. Searches will be carried out lawfully, proportionately, respectfully and with regard to safeguarding.

23.1 Authorised staff

The Headteacher and members of staff authorised by the Headteacher may conduct searches in accordance with statutory powers and current DfE guidance. The member of staff conducting the search must decide whether there are reasonable grounds for the search and what level of search is necessary.

23.2 Searches with consent

Staff may search a student, the student's possessions or an academy locker with the student's consent for any item. Consent may be verbal. Staff should explain what they are looking for and why. A refusal to cooperate with a reasonable search may be addressed under this policy and may also require pastoral or safeguarding follow-up.

23.3 Searches without consent

An authorised member of staff may search without consent where there are reasonable grounds to suspect that a student has a statutory prohibited item or another item for which the academy has lawfully established a power to search. The search must be limited to what is reasonably required to locate the suspected item.

23.4 Refusal to cooperate with a search

Where a student refuses to cooperate with a reasonable and lawful search:

- the student will be kept under appropriate supervision in a suitable location;
- the student must not be allowed to leave the academy unsupervised while the potential safety or safeguarding concern remains unresolved;
- parents or carers will be contacted and asked to support the academy in securing the student's cooperation;
- an appropriate senior leader will consider any relevant SEND, disability, communication, medical, safeguarding or vulnerability factors;
- staff will consider whether the suspected item can be recovered safely through less intrusive means;
- the police may be contacted where the suspected item presents a serious risk, may constitute evidence of an offence or cannot safely be recovered by academy staff; and
- the refusal and the academy's response will be recorded.

Refusal to cooperate with a lawful search is a serious breach of the academy's Behaviour Policy. The student will normally be suspended where they continue to refuse to cooperate and the search cannot be completed safely. Any decision to suspend will be made by the Headteacher, taking account of the reason for the search, the



suspected item, the level of risk, the student's explanation, culpability, actual or potential harm, SEND, disability, safeguarding information, reasonable adjustments and the individual circumstances.

Where a parent or carer attends the academy, their support may be sought to encourage the student to cooperate. A parent or carer cannot give consent on the student's behalf where academy staff do not otherwise have lawful authority to conduct the search.

23.5 Statutory prohibited items

Statutory prohibited items include:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images; and
- articles reasonably suspected to have been, or likely to be, used to commit an offence, cause injury or damage property.

23.6 Academy-banned items

The academy also bans e-cigarettes and vapes, lighters and matches, phones, smart-watches, earbuds and EarPods, aerosols except where authorised, energy drinks, chewing gum, devices used contrary to policy, intoxicating substances, medication retained contrary to academy arrangements, items used to threaten or intimidate, and any other item identified by the Headteacher as harmful to safety, welfare or discipline.

23.7 Possessions and lockers

A student's possessions may include bags, clothing, pencil cases and other items under the student's control. Academy lockers and storage spaces remain academy property and may be searched where there is a reasonable basis to do so. Searches will be conducted with the least intrusion reasonably necessary.

23.8 Searcher, witness and urgent exceptions

The authorised searcher and witness will normally be of the same sex as the student. A search may proceed without a same-sex witness only in the limited urgent circumstances permitted by law, where there is a risk that serious harm may be caused if the search is not carried out immediately and it is not reasonably practicable to summon another member of staff.

23.9 SEND, communication, trauma and safeguarding

Before and during a search, staff will consider the student's age, SEND, disability, communication needs, trauma, medical needs and safeguarding information. Reasonable adjustments will be made where required, provided these do not prevent urgent action needed to protect safety.



23.10 Strip searches

Academy staff will not conduct strip searches. A strip search may be carried out only by the police and only in accordance with the law and statutory guidance. Where police involvement is considered, the academy will take account of safeguarding, the student's welfare and the need for an appropriate adult.

23.11 Confiscation, retention, disposal and police referral

Items found during a lawful search may be confiscated. The academy will decide whether an item should be retained, returned to a parent or carer, disposed of, deleted where lawful, or passed to the police. Illegal items, weapons, suspected drugs and evidence of an offence will normally be referred to the police. Decisions will follow current statutory guidance.

23.12 Recording and informing parents or carers

Searches without consent and searches for prohibited items will be recorded in the academy's agreed system. The record will include the reason for the search, the people present, the item sought, the outcome and any follow-up. Parents or carers will normally be informed where a prohibited item is found, a search without consent takes place, police are involved or a significant safeguarding concern arises, unless doing so would create an additional safeguarding risk.

24. Reasonable force and restrictive intervention

Any use of reasonable force or restrictive intervention will be undertaken, recorded, reported and reviewed in accordance with the academy's separate Use of Reasonable Force and Restrictive Interventions Policy. Force will never be used as punishment.

25. Suspensions

Only the Headteacher, including a properly appointed Acting Headteacher, may suspend a student on disciplinary grounds.

Suspension may be considered for serious or persistent breaches, including violence, threats, prohibited items, serious bullying, discriminatory abuse, serious defiance, persistent disruption, repeated lesson refusal or truancy, serious damage or behaviour placing others at risk.

25.1 Decision-making

The Headteacher will establish the facts on the balance of probabilities. Before making a decision, the academy will obtain and consider the student's views, where it is reasonable and practicable to do so, and will consider any relevant evidence from staff, students, witnesses, records and safeguarding information.

The Headteacher will consider the seriousness and persistence of the behaviour; actual or likely harm; the student's role and culpability; whether the behaviour was planned, impulsive, coerced or reactive; mitigating and aggravating factors; previous behaviour and support; the impact on education and welfare; and whether a lesser response could reasonably address the concern.



The Headteacher will also consider SEND, disability, communication needs, safeguarding information, whether reasonable adjustments were in place, equality duties and whether the proposed response is proportionate. Suspension will not be automatic and each case will be considered individually rather than through a fixed tariff.

25.2 Work and education during suspension

During the first five school days of a suspension, the academy will take reasonable steps to set and mark suitable work. From the sixth school day, suitable full-time education will be arranged where required by law.

25.3 Parent or carer responsibilities

Parents or carers will be informed of the suspension, the reason, the period of suspension, arrangements for work and reintegration, and their right to make representations. During the first five school days, the parent or carer must ensure that the student is not present in a public place during school hours without reasonable justification.

25.4 Representations and independent advice

Parents or carers may make representations to the Local Governing Body in accordance with statutory guidance. The suspension letter will explain the applicable process and will signpost sources of independent advice, including the Department for Education guidance and appropriate independent information or advocacy services.

25.5 Reintegration

The academy will communicate reintegration arrangements clearly. A reintegration meeting will normally take place before or on the student's return. The meeting will review what happened, the required standard, support and reasonable adjustments, any restorative work and the plan for a successful return.

Following suspension, the student will normally complete one academy week on report to an appropriate senior leader. A written summary of the student's conduct, attendance, engagement and support will be reviewed by the senior leader at the end of that week, unless the Headteacher approves a different arrangement.

25.6 Duration and changes to suspension

A suspension cannot simply be extended or converted into a permanent exclusion. Where further evidence or a separate incident arises, the Headteacher must make a new decision and issue the required notification in accordance with statutory guidance.

26. Permanent exclusion

The Headteacher may permanently exclude a student only in response to a serious breach or persistent breaches of this policy and where allowing the student to remain at the academy would seriously harm the education or welfare of the student or others.

Permanent exclusion will be used only where the statutory test is met and after the individual circumstances, evidence, SEND, reasonable adjustments, safeguarding and alternatives have been considered.



27. Monitoring and quality assurance

The academy will monitor:

- rewards and R1–R5 recognition;
- W1–W4 incidents;
- Parks and use of The Haven;
- Behaviour Standards concerns;
- detentions and conduct within detention;
- use of Internal Suspension;
- suspensions and permanent exclusions;
- bullying and discriminatory incidents;
- serious incidents;
- searches and confiscations;
- repeat incidents;
- behaviour by subject, year group and student group; and
- staff implementation.

Actions arising from monitoring will have a named owner, deadline, support, implementation check and review of impact.

28. Equality and safeguarding

The academy will have due regard to the Equality Act 2010. Behaviour decisions will consider protected characteristics, disability, reasonable adjustments, SEND, communication needs, indirect discrimination, potential bias and impact on access to education.

Safeguarding takes priority over ordinary behaviour management where there is a concern that a student is at risk of harm, has harmed another child, may be experiencing abuse or exploitation, is carrying a dangerous item, is affected by substance misuse, is experiencing a mental-health crisis or presents another significant welfare concern.

29. Concerns and complaints

Parents and carers should initially raise concerns with the relevant member of staff, then the appropriate pastoral or subject leader, and then the senior leader responsible for behaviour and culture.

Formal complaints will be considered under the academy's Complaints Policy. Complaints concerning suspension, permanent exclusion, safeguarding, discrimination or SEND provision will be handled through the relevant statutory or academy procedure.

30. Monitoring and review of this policy

The Headteacher will ensure that this policy is implemented and reviewed. The Local Governing Body and Sussex Learning Trust will receive appropriate assurance about implementation, behaviour culture, rewards, disruption, Internal Suspension, suspensions and permanent exclusions, safeguarding, SEND, equality and actions taken to address inconsistency.



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This policy will normally be reviewed annually or sooner where statutory guidance, academy systems, Trust requirements, safeguarding arrangements or implementation evidence change.



Appendix 1: Classroom behaviour pathway

Stage	Class Charts button	Staff response	Outcome
W1	Disruptive Behaviour	Identify disruption and explain what must change	Student refocuses
W2	Refocus – Disruptive Behaviour	Corrective instruction, support and up to two minutes waiting outside	Student returns to learning
W3	Parked – Disruptive Behaviour	Park in another class, work supplied, parent telephoned, restorative conversation at 3.00 pm	No detention if successful; 15-minute detention if restorative conversation unsuccessful
W4	Support Required – Continued Disruptive Behaviour	The Haven support following a W4 incident, including failed Park, lesson refusal, leaving or continued disruption. Parent telephoned and restorative conversation at 3.00 pm	30-minute detention if restorative conversation successful; 60-minute detention if unsuccessful

Appendix 2: Restorative conversation structure

- What happened? What were you thinking and feeling? What was the impact?
- What is needed? What must change and what support would help?
- What is the plan? What will happen next lesson and how will success be recognised?

A restorative conversation is unsuccessful where the student refuses to attend, refuses to engage meaningfully, rejects the required expectations or prevents the conversation from being completed.

Appendix 3: Suspension decision considerations

15. What behaviour is alleged and what evidence is available?
16. Has the student's account been obtained?
17. What is established on the balance of probabilities?
18. What harm occurred or was reasonably risked?
19. What was the student's level of culpability?
20. Was the behaviour planned, impulsive, coerced or reactive?
21. Were there aggravating or mitigating circumstances?
22. Are there SEND, disability, communication or safeguarding factors?
23. Were reasonable adjustments in place?
24. What previous behaviour and intervention is relevant?
25. Could a lesser response reasonably protect education and welfare?
26. Is the proposed duration proportionate?



Document Version Control

Date	Version	Comment	Ratified by	Reviewer
September 2026	v1		TBHA LGB	Headteacher