

# BEHAVIOUR POLICY

2025 – 2026



**Sedgehill Academy**  
The best in everyone  
Part of United Learning

Owner	Clare Cassidy
Date Ratified by Governing Body	October 2025
Next Review Date	October 2026

## **Expectations**

This policy sets out how the school will promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and regulate the conduct of pupils.

In applying this policy, the school will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs. The school will also have regard to its safeguarding policy where appropriate.

## **Policy Implementation**

We believe that everyone has a right to feel secure and to be treated with respect, particularly the vulnerable, and that harassment and bullying in any form will not be tolerated, including online, or outside of school. Furthermore, the School is strongly committed to promoting equal opportunities for all, and takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with disabilities.

**All staff** will implement the academy policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.<sup>1</sup>

**The senior leadership** team of the academy will ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required. The DfE Behaviour Guidance stresses that senior leaders should be highly visible and engage with all stake holders in setting and maintaining a behaviour culture. The Principal, Vice Principal Standards, Assistant Principal Standards and Heads of Year regularly communicate expectations to students. This is done daily at roll call, in some assemblies and via tutor time as well as regular conversations with individual students.

## **Working Together**

The way pupils behave within schools reflects the school's culture and ethos. We want all pupils at Sedgehill Academy to feel a sense of belonging, to want to do the right thing because it is the right thing to do, which helps make the school a positive place for all students.

The school takes a positive approach to managing behaviour. Reward and recognition is at the centre of our strategy. All students and parents sign a home-school agreement when they join the school and the importance of collaborative relationships between school, students and parents is critical.

## **Rewards**

We understand the importance of recognising routinely the children who do the right thing. Acknowledging good behaviour encourages repetition and communicates the school's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Pupils' sense of self-worth, well-being, achievement and overall enjoyment of school can be strongly influenced by a consistent and well implemented whole school rewards and recognition policy.

Rewards are appropriately adopted so that they are not discriminatory to children with SEND.

## **Supporting Students with Special Educational Needs and Disabilities (SEND)**

### [SEND Policy](#)

### [SEND Information Report 2025-26](#)

The SEND Code of Practice (2014) states that, *'Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.'*

### **Adaptations / Reasonable Adjustments**

At Sedgehill Academy we make adaptations / reasonable adjustments for managing behaviour which is related to a students' Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. These adaptations / reasonable adjustments are tailored to the individual student and consider the advice of professionals as required. These adaptations may relate to the way that instructions are given, the way that behaviour is managed or the consequences and rewards that are used. We are committed to providing early intervention to support student behaviour and to ensure that students are supported in improving their behaviour (see Annex A).

### **Considering whether a student may have unidentified SEND**

Where there are concerns that a young person may have unidentified SEND, the school will adhere to its SEND referral and identification processes in line with the graduated approach (see *SEND Information Report / SEND Policy and Annex A for further information.*) A meeting with the special educational needs co-ordinator (SENCO) may be arranged to discuss further.

### **Consequences or Sanctions**

Staff regularly recognise and describe the behaviours they want to see pupils display, so that wherever possible, pupils are encouraged through school culture and ethos to make the right choices. Where they do not do so however, there will necessarily be consequences in response to those choices.

In applying consequences, or sanctions, especially those with serious consequences, the school undertakes to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the school's obligations under the Equality Act 2010.

The behaviour of pupils with SEND will be responded to in consultation with the SENDCO. Additional support will be provided to ensure pupils can achieve and learn as well as possible. This will include:

- a consideration of whether behaviour on a particular occasion was affected by their SEND, this being a question of judgement based on the facts of the situation;
- Where it is considered that the pupil's SEND did contribute to the misbehaviour, that a sanction will be imposed where it is considered appropriate and lawful to do so;
- a consideration of whether any adaptations or reasonable adjustments need to be made to the sanction in response to any disability the pupil may have (see Annex A).

## ***Detentions***

Parental permission and providing 24 hours notice is not required. Provide that:

All staff may give detentions. To ensure consistency and fairness in their use, the process for detentions is communicated clearly to all pupils and staff.

**Detentions are set for a number of reasons which may include:**

- being sent to the reflection room
- lateness to the academy pupils arriving later than 8.25am will have a same-day lunchtime detention
- lack of equipment / no kit
- talking during line-up or assembly
- anti-social behaviour of any kind in or around the academy site
- poor uniform or appearance
- consumption of food around the academy site / chewing gum.
- lack of homework or homework to a satisfactory standard

These detentions are run centrally each day and are 30-90 minutes in length. Parents and carers will be usually informed of such detentions by an appropriate member of staff to ensure all support is in place to complete the detention successfully.

Saturday detentions are set for a number of reasons including persistent lateness and homework failure. Students are expected to arrive on time in full school uniform. They will be supervised by members of the Senior Leadership Team. Parents will receive a letter about Saturday detentions a few days in advance. The sanction for not attendance a Saturday detention may include a day in the reflection room.

A Senior Leadership Team (SLT) detention lasting 120 minutes can be assigned for pupils who are persistently failing to meet punctuality or behavioural expectations. The SLT detention can be set for:

- persistent lateness - to the academy or lessons in a week (2 or more lates to the academy or to lessons over a 5-day period);
- anti-social behaviour in the community
- 4 behaviour points in any week
- Three strikes on their Sedgehill Standards cards

When setting detentions staff at the Academy will consider:

- the welfare of the child
- access to food drink and toilet facilities during any lunchtime detention
- whether the child has caring responsibilities
- whether parents/carers should be informed of the detention and any travel arrangements. Inconvenience to the parents/carers does not matter as long as the child has a means to get home safely which will be the Academy's underlying priority when setting and deciding on when the detention is to be completed.

The permitted times for detentions at the Academy are:

- any school day when the pupil does not have permission to be absent
- weekends but not those at the beginning and end of half term holidays
- teacher training days

### **Use of reasonable force**

We suggest that the policy specifies that the school will follow the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies'.

Teachers and members of staff authorised by the Principal/Headteacher have the power to use reasonable force and the policy can provide that they may use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Members of staff (including non-teaching staff) may also use such reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (e.g., on a school trip or other authorised out of school activity).

### **Time away from the classroom**

Sometimes it may be appropriate for a pupil to have some time away from the classroom in a separate space, such as for the purposes of managing their own deregulation, to ensure the safety of other pupils, or as a consequence of disrupting the learning of others. Careful consideration needs to be given to how and in what circumstances such withdrawal from lessons is used. The use of removal from lessons should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

### **Suspensions and Permanent Exclusions**

Please see Exclusions Policy.

### **Behaviour and Conduct**

Pupils are inducted into our behaviour policy when they join the school through various assemblies, roll call announcement, practice sessions and tutor time presentations. In all year groups pupils are reminded through assemblies, roll calls and tutor sessions. In year admissions are inducted through a meeting with their Head of Year and written material in the welcome booklet and journal. Some children are given re-induction sessions each half term to overcommunicate the expectations and practice them.

#### **Pupils should:**

- ensure that all electronic devices such as mobile phones, tablets are out of sight and switched off in the academy. In Year 7-9 smart mobile devices are not allowed in school.
- refrain from bringing items of high value into the academy (the academy does not accept responsibility for loss, damaged or stolen items)
- ensure that standards of uniform and appearance are excellent:
- Pupils must have the uniform and equipment as explained in the parent welcome booklet on the website
- limit eating and drinking to the designated area and dispose of litter and food waste in the bins provided
- never engage in 'play fighting' or physical behaviour of any kind which could infringe the rights of others or risk physical injury
- use polite and appropriate language and communication when addressing members of the academy community and in public settings representing the academy community, taking account of all pupils' needs across the Academy
- follow reasonable instructions first time or as quickly as possible
- never engage in any behaviour which could be detrimental to any other individual's health or wellbeing (i.e. bullying)

## **Moving safely around the school site**

### **Pupils should:**

- at changeover, walk on the left, with pace, purpose and professionalism ensuring they are not blocking the way of any other members of the academy community
- ensure they are in full uniform whilst moving around the site, arriving and departing from the academy
- be courteous to staff, other pupils, visitors, and all members of the public
- refrain from being drawn into large crowds where an incident may have occurred/be occurring, but instead ensure a member of staff is alerted immediately. Never using a phone to record another student. Never to forward any photo or film of another student they receive.
- be silent and receptive when lining up as a year group and being addressed by member of staff
- never behave in a manner or indulge in any behaviour which could seriously be detrimental to their own or others' health/wellbeing.

## **Behaviour for Learning**

### **Pupils should:**

- enter the classroom in a calm, orderly manner, sitting in the seating plan devised by the teacher and immediately commencing the Do Now activity once instructed to.
- listen to the best of their ability when a staff member is addressing the class, refrain from shouting or calling out
- refrain from consuming any food or drink (apart from water) purchased from any external establishments in or around the academy site; this includes soft drinks, sweets and chewing gum
- ensure that toilet visits are taken during break or lunch unless the pupil has a medical condition, in which case a toilet pass will be issued by the appropriate Head of Year
- take the necessary care and time to ensure that homework and classwork in books is well presented – titles underlined, feedback in red/green pen, dates and handwriting clearly legible
- work to the very best of their ability in each lesson showing focus and diligence
- ensure that all homework tasks are attempted and completed to the best of their ability
- record all homework in planners and ensure it is completed to the best of their ability
- seek a teacher or other adult's help if any aspects of homework or classwork presents serious difficulty.

## **Representing the Academy**

### **Pupils should:**

- demonstrate an appropriate standard of conduct on their journey to and from the academy and in any situation where they are ambassadors for the academy. Pupils are expected to:
- arrive at and leave the academy in full uniform
- demonstrate politeness and courtesy at all times
- use public transport, cycle lanes/pedestrian zones sensibly and safely
- dispose of litter appropriately
- respect members of the public/wider community and ensure that public areas and property are treated respectfully.

## **Parents** are responsible for:

The role of parents is crucial in helping any school develop and maintain good behaviour. To support the school, we encourage parents to get to know the school's behaviour policy and where possible, take part in the life of the school and its culture.

We place value in a close relationship with parents and encourage parents to work in partnership with the school to assist in maintaining high standards of behaviour both inside and outside of school. In particular, we expect parents to support the school's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue, staff will liaise closely with parents where practical and, if relevant, other local or national support agencies. Support that is offered when student's behaviour is of concern include:

- Parental meetings
- Report cards
- Mentoring
- Interventions
- Literacy Interventions
- Direct Instruction Maths Intervention
- Referral to SEND Department
- 6 weeks assessment placement at Abbey Manor College
- Jamie's Farm residential
- Bespoke reward plan
- The R & R intervention
- Various behaviour support intervention courses

## **Behaviour expectations**

There are some behaviours which fall outside the academy's expectations and would be dealt with by senior members of staff at the academy. In such circumstances, an investigation will take place and all relevant parties will be informed at the earliest convenience. Subsequent sanctions will be decided upon by the relevant senior member of staff or the Principal. An indicative but non-exhaustive list of such actions which could lead to such an investigation would be:

- being verbally abusive to a member of staff
- bringing illegal substances or items into the academy
- bringing a weapon or tool which could be used to injure another person in the academy (including BB guns, etc.)
- the use of racist, sexist, homophobic or transphobic language
- persistent levels of defiance or aggressive behaviour
- persistent bullying
- a physical assault on another pupil or member of staff
- behaviour which may bring the reputation of the academy into disrepute
- sexual relationships of any kind
- intentionally setting off the academy's fire alarm
- gambling or any behaviour designed to extort possessions or funds from others
- knowingly bringing a trespasser onto the academy site
- a significant breach of health and safety
- any behaviour which discriminates against the nine characteristics protected under the Equalities Act
- Serious misuse of the IT facilities

Once the investigation is complete, the senior member of staff investigating the incident will liaise with the Principal and decide on an appropriate and proportionate sanction/s which could include:

- community service
- referral to the academy's internal reflection room (DFL)
- liaison with outside professional agencies to gain further support
- meeting with members of the Local Governing Body
- internal suspension
- time spent at an alternative setting
- fixed-term suspension
- permanent exclusion

We work closely with three other schools so that students can attend their internal exclusion unit in appropriate circumstances. A policy and protocol is in place for this and it is always discussed and agreed with parents in advance.

All incidents of this nature will lead to a parent/carer reintegration meeting with a relevant member of staff, where additional support and intervention strategies can be discussed and agreed upon. The SENDCo will be involved for all children with an EHCP and one of the SENDCo team for all children on SEN Support.

Pupils will also be commended for acts of positive behaviour that are to be celebrated and recognised at the Academy. These behaviours should reflect Sedgehill Academy's values and can be demonstrated in and out of lessons over a period of time. Pupils are also encouraged to demonstrate positive behaviours beyond the Academy and support the local community through their actions and attitudes. Pupil rewards at the Academy are extensive and include House points, positive postcards, badges, a weekly tannoy announcement, end of term/year reward trips and graduation event.

### **Contextual Safeguarding**

Staff always consider the context and motive of a pupil's misbehaviour and whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they will follow the procedures set out in the Safeguarding / Child Protection Policy and discuss their concerns with the school's Designated Safeguarding Lead, without delay.

Staff will also consider if any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss their concerns with the pupil's parents accordingly when agreeing the plan for support for any student.



## **Bullying**

Bullying is behaviour by an individual or group, sometimes repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the Academy. Pupils who feel they are being bullied either in or outside the Academy can report it to any member of staff. This also applies to parents/carers who are encouraged to report any incidents of bullying to the Academy where a thorough investigation will take place. Any pupil seen to be the perpetrator of bullying (as defined by the definition above) will be sanctioned according to the behaviour and anti-bullying policy at the Academy. Sanctions range to permanent exclusion to restorative justice meetings.

Please also see our Safeguarding Policy and Anti-Bullying Policy on our website.

## **Prohibited Items / Searching Pupils**

The following items are banned from the Academy premises and school visits:

- any item that could be used with the intention of causing harm
- alcohol / drugs
- fireworks
- cigarettes or any smoking paraphernalia including e-cigarettes, vapes or shisha-type devices  
Vaping is not allowed under any circumstances and is treated in the same way as cigarette smoking/illegal substances
- stink bombs / water bombs
- mobile phones or headphones (immediately confiscated if seen and returned at the end of the day or to the parent/carer only when confiscated again in any half term)
- electronic devices which can be heard or are visible
- Smart phone in Year 7-9
- aerosols
- bandanas, masks or anything which could be utilised to conceal identity
- hooded sweatshirts
- branded coats
- jewellery other than earrings allowed in the uniform policy
- make-up
- nail varnish
- chewing gum
- any paraphernalia designed to promote racist or derogatory themes or ideals, including extremist propaganda or pornography of any kind
- smart watches of any type
- fizzy drinks and large amounts of sweets

Items such as the above (this is not an exhaustive list) will immediately be confiscated by a member of staff and lead to an appropriate sanction dependent on the level of severity. Parents/carers will also be informed to ensure effective lines of communication are maintained.

## **The law relating to searches**

The Principal or authorised member of staff have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession e.g. a weapon or illegal drug.

The specific items which can be searched for without consent are provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#). This includes “any item banned by the school rules which has been identified in the rules as an item which may be searched for” (“Specific Banned Items”).

Only the Principal or a member of school staff authorised by the Principal/Headteacher, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Principal or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil’s own person or of their possessions will be carried out with due consideration for the pupil’s personal dignity, health and safety, the school’s Safeguarding policy, United Learning staff-pupil relations guidance, and the school’s Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

The school will inform the pupil’s parents of a search conducted after the event, particularly where alcohol, drugs or potentially harmful substances have been found as a result of the search. The parent’s prior consent to undertake a search is not required.

Searches are always be viewed as a last resort, when other methods of investigation and communication have failed and only when absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Any staff authorised to carry out searches will have had sufficient training to enable them to carry out their responsibilities.

### **Searches without Consent**

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- Knives or weapons
- Alcohol
- Tobacco (including vapes and other liquid electronic smoking materials)
- Illegal drugs (see Home Office controlled drugs list [here](#)) including drugs paraphernalia
- stolen items
- fireworks
- pornographic images

- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - i) to commit an offence,
  - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).
- So-called “legal high” drugs including those which are edible (regardless of whether they are technically legal or illegal) and/or anything pertaining to be a drug.
- Mobile phones/cameras.
- Banned food items.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for other items. However physical resistance by a student to a search for these other items may be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the Child Protection / Safeguarding Policy.

The school may erase any data or files from the device if the school considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the school can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School Policy, and may then punish the pupil in accordance with this policy and, Exclusions where appropriate.

<sup>1</sup> All schools should also have regard to DfE guidance <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

## **Searches with Consent**

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

### **Extent of search**

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes coats; blazers; hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

(It is a condition of having a locker in school that the student gives their consent to it being searched – none at present outside sixth form).

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

### **Confiscation of articles**

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

### **Disposal or retention of articles confiscated from students**

The academy will follow the Department for Education guidance '[Screening Searching and Confiscation - advice for headteachers, staff and governing bodies](#)' in deciding what to do with confiscated items.

## **Drugs**

The Academy operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The Academy policy on drugs applies to all academy and academy-related activities whether on or off site. This includes the journey to and from the academy. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, vapes; volatile substances and legal highs. Over the counter and prescription medicines are dealt with in the medical treatment section of this policy.

The Academy will take into account guidance issued by the Department for Education. The Academy will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and the academy will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors and United Learning Regional Director for their consideration.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the academy's behaviour policy. The sanction is likely to include permanent exclusion from the Academy. Dealing illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. This distinction between dealing and using is particularly important (using is for that pupil's use only found with the illegal drugs, dealing is classed as the intention to supply others with illegal drugs both for profit and non-profit purposes). Sometimes, it will also be necessary to involve the police. The Academy will discuss

this and take advice as necessary. The Substance Misuse Policy will be used. The school will work closely with families to facilitate access to support and any appropriate local services.

### **Confiscation of drugs**

Any drugs or suspected drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner. The Academy may carry out searches for drugs in accordance with this policy. Usually the Academy will inform parents/carers when their child has been found to be involved with drugs, but where there are potential safeguarding issues the academy must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

The school will usually inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school will act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision would be taken very seriously and usually with the benefit of legal advice.

### **Sanctions**

#### **Sedgehill Behaviour Model**

At Sedgehill Academy we recognise the importance of providing a learning environment which is both engaging and conducive to learning. It is our firm belief that all pupils deserve disruption-free learning in their classes, to ensure that all subject content can be delivered in the most effective methods by our teaching staff and that pupils are encouraged to have ambitious academic aspirations of themselves.

Pupils who fail to meet clear, consistent and reasonable classroom expectations will be issued a formal warning by a member of staff, followed by having their name written on the board. The warning should be brief and specific – simply outlining that the pupil has been issued a warning and what it is for. If the pupil fails to meet the behavioural expectations in class for a second time, they are asked to report to the DFL room for a period of one school day. Failure or refusal to go to the DFL room when sent by a member of staff may result in a one-day fixed-term exclusion, with a possible day spent in DFL completed upon their re-admittance to the academy.

The member of staff who sent the pupil to the reflection room will meet with the pupil for a restorative conversation (may need to include an additional adult in the mediation depending on need) where they will outline what about the pupil's behaviour was disruptive and what would be an appropriate action/response in the future. The staff member will then reset the expectations for their next lesson. There are a number of things that happen once a pupil has been referred to the DFL room. Below is a brief synopsis.

- a) The pupil arrives at the Reflection Room:
- b) The pupil is asked to sit and complete a reflection sheet.
- c) Once the reflection sheet is completed the pupil is given timetabled work to complete in English, Mathematics and Science.
- d) At the end of the day the pupil is expected to engage in a restorative conversation with the referring teacher.
- e) The pupil remains in reflection for the rest of the school day.
- f) The student will sit a 90min detention at the end of the day.

During the period a pupil is in reflection they are expected to complete work silently and not engage in any behaviour which is defiant or disruptive.

Parents/carers will be contacted by the Reflection Room Manager at the academy to inform them that their child has been referred:

- The Reflection Room Manager will email the teacher to remind them to attend the restorative conversation and contact home.
- The teacher will complete a restorative conversation with the pupil who they sent to the reflection room.
- The teacher will contact home to explain/discuss the incident.

In any whole-school based behaviour system it is important for all stakeholders to recognise the importance of making **reasonable adjustments** for pupils who may be unable to comply with the rules and expectations set out above for very legitimate reasons. The academy would seek to make reasonable adjustments for pupils who have a clear, diagnosed and underlying special educational need / disability as well as pupils who have identified additional needs which require SEND / pastoral support, which makes reaching the expected standard of behaviour consistently challenging.

For those identified pupils a number of strategies may be employed to try and ensure ongoing success at the academy (the list below is not exhaustive, but an indication of the reasonable adjustments the academy is able to implement):

- An on-call can be issued by the relevant member of staff (form tutor, HOY, SENCO, Vice Principal) which will allow the Behaviour Manager to escort the pupil from the lesson and to the inclusion base at the school, preventing the need to attend the DFL room.
- When a referral to the reflection room is made, the named pupil would report straight to the inclusion base and complete work under the care and guidance of inclusion trained staff. Parents and carers would then be informed by the staff in the inclusion team.
- A decision as to when the pupil would return to mainstream lessons after a period in inclusion would be made at the end of the academy day or end of the particular lesson. All relevant stakeholders would be involved in this decision (parent/carer, inclusion staff, form tutor, Head of Year and senior member of staff).
- On a needs basis, and at the discretion of inclusion-trained staff, small group support would be available to these pupils who access the inclusion base to ensure their needs are best met whilst not in mainstream lessons.
- A medical pass may be issued to ensure access is quickly gained when needed and leaving the classroom is done in a sensible and discreet manner.
- Temporary removal from the classroom by a member of staff to allow movement/ rest break. This would be facilitated by a member of the inclusion team or Behaviour Manager.

Pupils who accumulate 3 fixed-term exclusions or 6-7 referrals in one academy term will be considered for a Behavioural Support Programme alongside other relevant and available support, this will include:

- a meeting with HOY/Assistant Principal to review behaviour and attitude across academic subjects.
- a meeting with Behavioural Manager / Inclusion team to ascertain possible impact of a Behavioural Support Programme – this would involve a 3-week period working on key aspects of behaviour in target-driven workshops.
- a review of the Behavioural Support Programme after 3 weeks to ascertain impact.

- referral to the academy's outreach and pastoral support service where help and support can be sought. This is particularly important for pupils who may require reasonable adjustments to be made to their provision.
- inclusion team undertaking any relevant testing that may indicate an undiagnosed need which would lead to reasonable adjustments and additional support being offered by the academy.

## **Social Media**

This applies to all forms of social media and the use of social media for both academy purposes and personal use that may affect the academy, pupils or staff in any way. All staff are aware of the dangers of social media and pupils; parents/carers can report any concerns they have to any member of staff who will pass it onto a Head of Year or senior member of staff at the Academy.

Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity.

Where an incident involves nudes or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

Instances of prohibited use are listed below (this is not an exhaustive list) and will lead to appropriate pupil sanctions:

- damage to the academy or its reputation even indirectly
- use that may defame academy staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statement
- use that impersonates staff, other pupils or third parties
- expressing opinions on the academy's behalf
- using academy logos or trademarks

Even when a pupil commits inappropriate online behaviour whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within the Academy is in place. The Academy has a responsible use of social media policy and any breach of that policy on the use of social media will result in disciplinary sanctions.

## **Use of reasonable force**

The Academy will follow the Department of Education advice 'Use of Reasonable Force – advice for school leaders, staff and governing bodies' (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>). Members of staff at the Academy authorised by the Principal, have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. The use of reasonable force will only be used when absolutely necessary and as a last resort.

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

Where the use of force has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the Academy will write a positive handling plan (an annex to the Behaviour Plan) and share this with the parents/carers and relevant school staff. Parents will always be told when it has been necessary to use physical restraint on their child. Staff training on the use of reasonable force will deal with factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate, including considering if a pupil has vulnerability or SEND. When reasonable force is used a report to the Principal must be made immediately.

### **Mobile Phones**

Mobile phones must not be seen during the school day. They must be switched off and in the bottom of a school bag. Any phone seen or heard will be confiscated and taken to reception. Pupils can collect at the end of the school day from reception.

Year 7-9 cannot bring smart phones into school. They can bring in a non-smart phone.

### **Rewards and Rewards Routines include:**

House points are awarded every lesson for:

- ✓ *Hard Work*
- ✓ *Integrity*
- ✓ *Excellence*
- ✓ *Kindness*

Accumulation of house points will result in pupils being rewarded certificates, letters home, special lunches/rewards trips and nominal prizes each term. We are an academy committed to rewarding at all levels as a means of celebrating achievement across the entire community. All reward systems will be kept under review to ensure that no group of pupils is significantly under-represented or disadvantaged by the reward criteria.

### **Postcards of Excellence**

Postcards of excellence are a way of recognising the achievement of a pupil which goes beyond that of most pupils. They are awarded to pupils for:

- significant achievements both inside and outside the academy
- an outstanding piece of classwork, project work or homework
- significant contribution or effort within a subject or over a sustained period of time.
- three positive ticks on their Sedgemoor standards card

Postcards of excellence are posted home by the academy after being awarded by a member of staff. Once a pupil has 5 postcards of excellence they are asked to bring these in and present this evidence of their achievement to the Head of Year. Their name is then added to a list of pupils who may:



- be offered a place on special rewards trips
- be entered into a prize raffle at the end of term to win major prizes
- have their names displayed within the academy on the 'Be Exceptional' board for all pupils, teachers and parents/carers to view
- be invited to lunch with the Principal.

All rewards are appropriately adapted so that they are not discriminatory to children with SEND. E.g. 100% Attendance certificates, attendance required for graduation. Staff consider where challenging behaviour is related to a pupil's disability and will try bespoke positive discipline and reward techniques to manage the behaviour more effectively and improve educational outcomes.

- Weekly tannoy announcements and certificates
- Proud Friday certificates
- Badges for values

### ***Allegations against staff***

The school takes its responsibilities for safeguarding extremely seriously, and all members of the school community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the Child Protection / Safeguarding Policy.

### ***Malicious accusations against staff***

The school reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals. Sanctions will involve detentions, meetings, suspensions and exclusions.

### **Supporting pupils following a sanction**

Following most sanctions, a member of staff will explain to the pupil what they need to do to improve and avoid a repeat. This will include giving them guidance.

### **Specific Behaviour Issues**

Child-on-child sexual violence and sexual harassment

Sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils whose behaviour falls below expectations in this regard will be sanctioned. Staff are expected to challenge all inappropriate language and behaviour between pupils.

## **Annex A - The Graduated Approach**

### **Adaptations or Reasonable Adjustments**

In addition to early intervention, we will consider the following areas in making adaptations or reasonable adjustments. This is not a prescriptive or exhaustive list and will be decided dependent on an individual's needs.

Any adaptation will be agreed between the school, student and parent/carer and recorded on the student's Individual Education Plan (or equivalent). These plans will be reviewed regularly (at a minimum, every 12 weeks in line with guidance from the SEND Code of Practice, 'Assess Plan Do Review' cycle).

Adaptations will be applied as consistently as possible across all aspects of school provision: lessons, social times, extra-curricular activities, lesson removal / internal suspension rooms.

### **General Adjustments (where additional behaviour support may be needed)**

- Work in collaboration with students and parents/carers to agree an overall approach.
- Identify a key adult and supervised safe space to go to in school. Agree when and how this support can be accessed (for example, weekly check in meetings)
- Agree daily / weekly home-school reports or home-school mood diary / tracking

### **Transitions**

Starting a new school, returning after an absence, changes to routine or even moving between lessons / activities can be a real challenge for some students. At such times, we will use inclusive strategies such as effective routines, visual timetables or step by step instructions for those students who may need extra support.

### **Learning Environment**

- Where applicable, we will consider the student's sensory needs – smells, sounds, lighting, temperature, and complete a sensory profile, if needed.
- Seating plan adaptations / position in room will be considered where necessary.

### **Learning Strategies**

- Cue student to stay on task with agreed non-verbal / private signal
- Provide additional think time or pre-prepare student prior to reading aloud / questioning
- Increase immediacy / frequency of bespoke rewards
- Provide exam access arrangements (see below) as normal working practice

### **Exam Access Arrangements**

We will support students with exam access arrangements, either across all subjects or for specific subjects, as required. We will ensure early application for such arrangements (where necessary) in line with the JCQ guidance. Examples include:

- Reader / computer reader / read aloud
- Scribe
- Supervised rest breaks (brain breaks / movement breaks). Pre-agree the frequency and length of these
- Prompter
- Visual timer / individual timer on student's desk
- Access to word processor
- Separate room
- White noise / music through headphones (*JCQ update 24/25*)

- Allow the student to see the exam room / meet their invigilator prior to the exam/s

The JCQ guidance here gives further information and is used by school to determine what arrangements individual students may need: [JCQ-AARA-24-25\\_FINAL.pdf](#)

**Internal suspension (reflection) room**

*All other pre-agreed reasonable adjustments applied as normal working practice. Additionally:*

- Key worker support / extraction to enable success
- Completion of a problem-solving frame / reflection document with key worker

**SENCo / External Professional Input**

- Solution focused planning session
- Further recommended staff CPD