

BEHAVIOUR POLICY

2026 – 2027



Sedgehill Academy

The best in everyone

Part of United Learning

Owner	Clare Cassidy
Date Ratified by Governing Body	October 2026 (tbc)
Next Review Date	September 2027

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.

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.

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

Policy Implementation

All staff will:

- implement this policy consistently and fairly throughout the school
- set and uphold the standards required to promote positive behaviour.

The senior leadership team will:

- ensure all staff adhere to this behaviour policy
- implement effective systems for keeping records of all reported incidents
- report to governors and parents when required
- communicate expectations to students, including through daily roll call, assemblies, tutor time and regular conversations with individual students.

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
- take into account the needs of pupils with special educational needs
- have regard to its safeguarding policy where appropriate.

Sedgehill Behaviour Model and Expectations

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.

The school takes a positive approach to managing behaviour. Reward and recognition are 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.

Pupils are inducted into our behaviour policy when they join the school through 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 reinforce and practice the expectations.

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.

At all times in school, pupils should:

- ensure that all electronic devices such as phones and tablets are out of sight (at the bottom of a school bag) and switched off in school and that headphones are out of sight. In Year 7-9 smart mobile devices are not allowed in school.¹
- refrain from bringing items of high value into school (the school does not accept responsibility for loss, damaged or stolen items)
- ensure that standards of uniform and appearance are excellent and meet expectations set out in the [Parent Welcome Booklet](#)
- have the equipment set out in the [Parent Welcome Booklet](#)
- 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
- follow reasonable instructions first time, as quickly as possible
- never engage in any behaviour which could be detrimental to their own or any other individual's health or wellbeing, including bullying
- never use a phone or other electronic device to record another student and never forward any photo or film of another student they receive

¹ If seen, these will be immediately confiscated. Following the first instance of confiscation they will be returned to the pupil at the end of the day. If confiscated again in any half term they will only be returned to the parent/carer.

- ensure that toilet visits are taken during break or lunch²

When moving 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
- 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
- be silent and receptive when lining up as a year group and being addressed by member of staff

In class and in relation to homework, pupils should:

- enter the classroom in a calm, orderly manner, sitting in the seating plan devised by the teacher and commencing the Do Now activity immediately, 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); this includes soft drinks, sweets and chewing gum
- 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 showing focus and diligence
- record all homework in planners
- ensure that all homework tasks are attempted and 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.

In the community and when representing the school in public settings, pupils should:

- demonstrate an appropriate standard of conduct on their journey to and from the school and in any situation where they are ambassadors for the school
- arrive at and leave the school in full uniform
- demonstrate politeness and courtesy at all times, using polite and appropriate language and communication
- 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.

² Unless the pupil has a medical condition, in which case a toilet pass will be issued by the appropriate Head of Year.

Behaviour policy: specific matters

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 Sedgemoor Academy. Pupils who feel they are being bullied either in or outside school by another pupil at Sedgemoor can report it to any member of staff. This also applies to parents/carers, who are encouraged to report any incidents of bullying. A thorough investigation will take place of any reported incidents of bullying.

Any pupil seen to be the perpetrator of bullying will be sanctioned in line with this policy and the [Anti-Bullying Policy](#). Sanctions range from restorative justice meetings to permanent exclusion. Please also see our [Safeguarding Policy](#).

Social Media

This applies to all forms of social media and the use of social media both for school purposes and for personal use that may affect the school, pupils or staff in any way. The same standards of behaviour are expected online as apply offline – everyone should be treated with kindness, respect and dignity. Sedgemoor Academy's responsible use of social media policy.

Actions and inappropriate behaviour committed using social media whilst not at school may be considered as a breach of 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, and/or could adversely affect the reputation of the school.

Pupils must not use social media to³:

- cause damage to the school or its reputation (directly or indirectly)
- defame academy staff or any third party
- harass, bully or unlawfully discriminate against staff, other pupils or third parties
- make a false or misleading statement
- impersonate staff, other pupils or third parties
- express opinions on the school's behalf
- make use of the school's logos or trademarks

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.

Where an incident raises a safeguarding concern (for example, the sharing of nudes or semi-nude images and/or videos) the member of staff should refer the incident to the designated safeguarding lead (or deputy) in accordance with Sedgemoor Academy's [Safeguarding Policy](#). 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.

Drugs

Sedgemoor Academy operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. Our policy on drugs applies to all school and school-related activities whether on or

³ This is an illustrative, not exhaustive, list

off site. This includes the journey to and from school. The word 'drugs' used in this policy extends to alcohol, tobacco products, vapes, volatile substances and legal highs. Over the counter and prescription medicines are dealt with in the [Supporting Students with Medical Needs Policy](#). Our policy takes account of guidance issued by the Department for Education.

We will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents.⁴ Any incidents will be reported to the governors and United Learning Regional Director.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with this policy, the [Exclusions Policy](#) and the substance misuse policy. Permanent exclusion is a likely sanction for both use of and dealing in illegal drugs.⁵ Sometimes, it will also be necessary to involve the police. Sedgely Academy will take advice as necessary and will work closely with families to facilitate access to support and any appropriate local services.

Any drugs, suspected drugs or drugs-related paraphernalia found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education.

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.

Prohibited items

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

- any item that could be used with the intention of causing harm, including knives, guns or other weapons*
- alcohol*
- illegal drugs (see Home Office controlled drugs list [here](#)) including drugs paraphernalia*
- 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*
- stolen items*
- fireworks*
- tobacco, cigarettes or any smoking paraphernalia including e-cigarettes, vapes or shisha-type devices⁶*
- any paraphernalia designed to promote racist or derogatory themes or ideals, including extremist propaganda or pornography of any kind*
- electronic devices which can be heard or are visible, including smart watches of any type and cameras*
- smart phone/mobile device in Year 7-9*
- chewing gum, fizzy drinks and large amounts of sweets*
- stink bombs / water bombs
- aerosols
- bandanas, masks or anything which could be utilised to conceal identity
- hooded sweatshirts
- branded coats

⁴ Pupils receive drugs education as part of the PSHE programme

⁵ Dealing is classed as the intention to supply others with illegal drugs both for profit and non-profit purposes; use means only drugs intended for the pupils own use

⁶ Vaping is not allowed under any circumstances and is treated in the same way as cigarette smoking/illegal substances

- jewellery other than earrings allowed in the uniform policy
- make-up
- nail varnish

Possession – or reasonable suspicion of possession – of any of the items marked by an asterisk in the list above may give rise to a search without consent, which may be carried out by the Principal (or an authorised member of staff).

Details of the law regarding searches and how searches will be carried out at Sedgemoor Academy are at Annex A.

Any discovery of a prohibited item will result in immediate confiscation of the item 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.

Use of reasonable force

Members of staff authorised by the Principal have the power to use reasonable force – defined as no more force than is needed, depending on the circumstances of the case – to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. This also applies at any time off the school premises where the member of staff has lawful charge of the pupil (e.g. on a school trip or other authorised out-of-school activity).

The use of reasonable force will only be used when absolutely necessary and as a last resort, in line with government guidance.⁷ Where reasonable force is used a report to the Principal will be made immediately. 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.

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.

⁷ [Use of Reasonable Force – advice for school leaders, staff and governing bodies](#)

Rewards and recognition for positive behaviour and achievement

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 and contributes towards pupils' sense of self-worth, well-being, achievement and overall enjoyment of school.

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

We are 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. All rewards are appropriately adapted so that they are not discriminatory to children with SEND (for example, when rewarding pupil attendance).

House points are awarded every lesson for:

- Hard work
- Integrity
- Excellence
- Kindness

Accumulation of house points will result in pupils being rewarded through certificates, letters home, special lunches/rewards trips and nominal prizes each term.

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 school
- 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 Sedgehill standards card

Postcards of excellence are posted home by the school after being awarded by a member of staff. Pupils who receive 5 postcards of excellence are invited to present this evidence of their achievement to their Head of Year, who will then add their name 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 school on the 'Be Exceptional' board for all pupils, teachers and parents/carers to view
- be invited to lunch with the Principal.

Consequences and 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.

Reflection Room

Pupils who fail to meet clear, consistent and reasonable classroom expectations will be issued a formal warning (brief and specific) by a member of staff, followed by having their name written on the board. If the pupil fails to meet the behavioural expectations in class for a second time, they are asked to report to the Reflection Room for a period of one school day. When a pupil is sent to the Reflection Room:

- they will be asked to sit and complete a reflection sheet
- following completion of the reflection sheet they will be given timetabled work to complete in English, Mathematics and Science
- they are expected to complete their work silently and not engage in any defiant or disruptive behaviour
- they will remain in the Reflection Room for the rest of the school day
- at the end of the day they will sit a 90 minute detention and be expected to engage in a restorative conversation with the referring teacher⁸

Failure or refusal to go to the Reflection Room when sent by a member of staff may result in a one-day fixed-term exclusion, with a possible day spent in Reflection completed upon the pupil's return to school.

Parents/carers will be contacted by the Reflection Room Manager to inform them that their child has been referred. Following the restorative conversation at the end of the day the referring teacher will also contact home to explain/discuss the incident.

Detentions

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.

The permitted times for detentions 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

When setting detentions staff will consider:

- the welfare of the child
- access to food, drink and toilet facilities during any lunchtime detention

⁸ This may include an additional adult to support the conversation, depending on need. The teacher will outline what about the pupil's behaviour was disruptive and what would be an appropriate action/response in the future.

- whether the child has caring responsibilities
- whether parents/carers should be informed of the detention and any travel arrangements⁹

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

- being sent to the reflection room (90 minute end-of-day detention)
- lateness to school (same-day lunchtime detention for any pupil arriving later than 8:25am)
- 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 outside break and lunch time / chewing gum
- lack of homework or homework not completed to a satisfactory standard

These detentions are run centrally each day and are 30-90 minutes in length. Parents and carers will usually be informed of such detentions by an appropriate member of staff to ensure all support is in place to complete the detention successfully.¹⁰

A Senior Leadership Team (SLT) detention lasting 120 minutes can be assigned for pupils who are persistently failing to meet punctuality or behavioural expectations and for all students who get 4 behaviour points in one week.

Saturday detentions are set for:

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

Pupils are expected to arrive on time in full school uniform. Parents will receive a letter about Saturday detentions a few days in advance. The sanction for not attendance a Saturday detention will initially include a day in the reflection room.

Serious breaches of behaviour policy

There are some behaviours which fall significantly outside Sedgehill Academy's expectations. These will be dealt with by senior members of staff: 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. The following is an indicative but non-exhaustive list of these behaviours:

- being verbally abusive to a member of staff
- bringing illegal substances or items into school
- bringing a weapon or tool which could be used to injure another person in school (including BB guns, knives etc.)
- the use of racist, sexist, homophobic or transphobic language

⁹ Staff will prioritise ensuring that the child has a means to get home safely following a detention when setting and deciding on timing but will not take into account inconvenience to parents/carers.

¹⁰ Sedgehill Academy does not require parental permission in the case of a detention and there is no requirement to provide 24 hours' notice

- persistent levels of defiance or aggressive behaviour
- persistent bullying
- a physical assault on another pupil or member of staff
- behaviour which may bring Sedgehill Academy's reputation into disrepute
- sexual relationships of any kind
- child-on-child sexual violence and sexual harassment, including the use of inappropriate language
- intentionally setting off the school's fire alarm
- inventing or making malicious accusations, whether against other pupils, staff or other individuals¹¹
- gambling or any behaviour designed to extort possessions or funds from others
- knowingly bringing a trespasser onto the school site
- a significant breach of health and safety
- any behaviour which discriminates against the nine characteristics protected under the Equality Act 2010
- 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
- liaison with outside professional agencies to gain further support
- meeting with members of the Local Governing Body
- internal suspension outside the Principal's office or at another local school
- time spent at an alternative setting¹²
- fixed-term suspension
- permanent exclusion

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.

Sedgehill Academy's exclusion policy can be found [Exclusions Policy](#).

Behaviour causing concern

Where a pupil's behaviour is a persistent cause for concern, 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

¹¹ 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.

¹² Sedgehill Academy works 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.

- 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

Pupils who accumulate referrals to the Reflection Room in one 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.

Supporting pupils with additional needs

Sedgehill Academy recognises 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. We seek to make reasonable adjustments for pupils who have a clear, diagnosed and underlying special educational need / disability as well as for pupils who have identified additional needs which require SEND / pastoral support, making it consistently challenging for them to reach the expected standard of behaviour.

These adaptations / reasonable adjustments are tailored to the individual student and consider the advice of professionals as required. They 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 ensure that students are supported in improving their behaviour and are able to thrive at Sedgehill Academy. The following is not exhaustive but provides an indication of the reasonable adjustments we are able to implement), with further details of our Graduated Approach available at Annex B:

- An on-call can be issued by the relevant member of staff (form tutor, HOY, SENDCO, 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 may report straight to the inclusion base and complete work under the care and guidance of inclusion trained staff. Parents and carers will be informed by the staff in the inclusion team.
- A decision as to when the pupil should return to mainstream lessons after a period in inclusion will be made at the end of the school day or end of the particular lesson. All relevant stakeholders would be involved in this decision (parent/carers, 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 may be made available to these pupils who access the inclusion base to ensure their needs are met while they are not in mainstream lessons.
- A medical pass may be issued to ensure the pupil is able quickly to access the toilet when needed (leaving the classroom 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.

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:

- bespoke positive discipline and reward techniques to manage behaviour more effectively and improve educational outcomes
- 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.

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 set out in its SEND Policy and SEND Information Report. A meeting with the SENDCO may be arranged to discuss further; the inclusion team may also undertake relevant testing to support identification.

Staff always consider the context and motive of a pupil's behaviour and whether it raises any concerns

for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or be likely to suffer significant harm, whether inside or outside of school, they will follow the procedures set out in the [Safeguarding Policy](#) and discuss their concerns with the school's Designated Safeguarding Lead, without delay.

Annex A – The law relating to searches and our approach to searches at Sedgehill Academy

Searches without consent

The Principal (or member of staff authorised by the Principal) has 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”. These are set out in the list of prohibited items in this policy (marked with an asterisk).

Only the Principal or a member of school staff authorised by the Principal can undertake the search of a pupil. Before carrying out a search the member of staff must reasonably suspect that the pupil has the prohibited item in his/her possession.

There must also 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, Sedgehill Academy’s [Safeguarding Policy](#) and United Learning staff-pupil relations guidance. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the Principal (or authorised member of staff) 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. In such circumstances a different approach would be taken to dealing with the situation, bespoke to the needs of the child.

Prior parental consent to undertake a search is not required. 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.

Searches will only be carried out as a last resort and when absolutely necessary, when other methods of investigation and communication have failed and in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil).

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

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.

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.¹³ When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.¹⁴

Electronic devices: data search

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 this behaviour 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.¹⁵

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 may then punish the pupil in accordance with this policy and the [Exclusions Policy](#) where appropriate.

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 and desks.

¹³ School staff have the power to confiscate property from pupils under their general right to discipline contained in s91 of the Education and Inspections Act 2006

¹⁴ [Screening, Searching and Confiscation – advice for headteachers, staff and governing bodies](#)

¹⁵ The school will 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>

Any formal complaints about searches should be made in accordance with [Complaints Policy](#). Annex B - 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