

# BEHAVIOUR POLICY

2024 – 2025



**Sedgehill Academy**

The best in everyone

Part of United Learning

Owner	Clare Cassidy
Date Ratified by Governing Body	October 2024
Next Review Date	October 2025

## **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.

## **Behaviour and Conduct**

### **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 mobile devices will be handed in at the start of the school day.
- 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 wear appropriate outdoor shoes (no boots, trainers or steel- capped footwear); no excessive jewellery - 3mm gold or silver stud earrings – 1 per ear. Facial piercings, excessive make-up or unorthodox hair styling or colours are not permitted – only natural hair colours are acceptable and hair should not be shorter than a ‘grade 1 setting’ (no ‘skin-fade’ type hair-cuts). Beard or moustache length and styling must be short and conventional. Shaven hair / eye-brow lines are not permitted and nails should be not be false or painted. Hair should be an acceptable length and for smartness should be tied back / placed in a bun if longer than collar length. Only black or navy blue, simple hair accessories
- not wear non-uniform items in and around school, including jumpers, hoodies or outdoor coats
- 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
- 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 Connect activity once instructed to take a seat
- listen to the best of their ability when a staff member is addressing the class, refrain from shouting or calling out
- be equipped: pupil journal, appropriate bag, pens, pencils etc.
- 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 Green Room intervention
- Various behaviour support intervention course

### **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.

### **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.

### **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
- aerosols
- bandanas, masks or anything which could be utilised to conceal identity
- hooded sweatshirts
- branded coats
- jewellery
- 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.



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 or fixed term 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 exclusion which may be permanent. 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 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**

#### **Detentions**

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

- being sent to DFL
- lateness to the academy pupils arriving later than 8.30am will have a same-day detention for 1 hour
- 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 informed of such detentions by an appropriate member of staff to ensure all support is in place to complete the detention successfully. However, parental permission is not required for detentions and 24 hours' notice of a detention is no longer required. We will always consider the welfare of the child, whether the child has caring responsibilities.

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 attending a Saturday detention may include a fixed term suspension.

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

### **Graduated Approach**

The Academy will make **reasonable adjustments** for the thresholds outlined above for accumulating behaviour referral points as we recognise pupils' needs are very different and may be due to an underlying or diagnosed special educational need / disability relating to learning, communication, interaction or social, emotional and health needs. In these cases, the Academy's SENCO and inclusion team will be involved throughout in trying to ensure the pupil's needs are being met whilst still adhering to the high standards the school sets. This process of reasonable adjustment is 'fluid' and will be ever-changing depending on the level of pupil need and in collaboration with all relevant stakeholders. This is done in accordance with the school's obligations under the Equality Act 2010.

### **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 DFL room:
  - b) The pupil is asked to sit and complete a reflection sheet.
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- 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 DFL Room Manager at the academy to inform them that their child has been referred:

- The DFL 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. Any phone seen or heard will be confiscated and taken to reception. Pupils can collect at the end of the school day from reception. If a student is persistently found with a phone or uses a phone during the school day, they will be instructed to hand in their phone for safe keeping for the duration of the school day. In some instances, we will expect parents to collect the phone if confiscated.

Year 7 are encouraged not to bring a smart phone to school and are expected to hand in their phone when they arrive at school. Their phones are locked away until they are returned by their class teacher at the end of the day.

## **Rewards**

At the heart of any successful behavioural policy there has to be a system that recognises, reinforces and rewards positive behaviour and achievement. At Sedgehill Academy we have introduced the 'Values' achievement points system. Pupils can be awarded achievement points for a number of different reasons:

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

Each of these rewards carries one achievement point and all Academy staff can award these to any pupil throughout the course of the academy day. Accumulation of achievement 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.

### ***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.

## Appendix A

### Individual Reasonable Adjustment to the Behaviour Policy

*This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in schools Advice (2022).*

**Rationale** Sedgehill Academy is fully inclusive and recognises that additional needs, in some cases are classified as a disability. We want all students to have the best possible chance to reach their potential in our School. To ensure discrimination does not take place, specific policies and practice may need to be adjusted. Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Asses, Plan, Do, Review' cycle.

#### Example of the Graduated Approach to adjustments

**Stage 1** – Meeting with parents/carers, the student, Head of Year and the SENDCo to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the student, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place. The Senior Leader for Culture and Behaviour may be in attendance.

**Stage 2** – If adjustments and specific learning strategies are agreed, the SENDCo and Head of Year will create a specific Learning Plan for the student. This document communicates to all their teachers and support staff the key strategies that need to be implemented for the student to have every chance of success in the classroom, as well as any adjustments to the Behaviour Policy (examples are given in the table below). This plan will also be uploaded onto the student's electronic file, so all staff can identify the strategies and adjustments to the Behaviour Policy. If deemed necessary, the SENDCo and Head of Year may meet with all teachers to further outline the strategies and adjustments.

**Stage 3** – If deemed necessary, further external specialist advice may be sought to assess a student's need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: an Educational Psychologist, Speech and Language Therapist, Autism outreach worker, Behaviour specialist. This may occur if the student is not already involved with these professionals.

**Stage 4** - A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, dependent on the student. All stakeholders are invited to this meeting. If amendments are agreed, this will be updated in the Student's Learning Plan and shared with key staff.

Examples of specific supportive learning strategies	Examples of adjustments to the Behaviour Policy
Increased use of praise	Pre-warning given
	Homework detention sat in The Green Room or C Block
Attendance to homework club	Access to keyworker support in the DFL room, when required, via The Green Room
Seating Plan adjustment	
Short and repeated instructions	Shorter time spent in the DFL room
Use of a visual checklist on student expectations	Higher frequency of failed homework's to be set a Homework Club detention
Private notification of warnings, including post it notes on desks	DFL room time does not roll over to the following day



Use of a fidget toy in a pocket	Access to a laptop in the DFL room
Chunked tasks	Restorative discussion with the teacher to take place during the day, rather than the end of the day wherever possible. Discussion with AHOY otherwise

**Please note the above are examples; strategies and adjustments will be arranged on a personalised basis dependent on need.**

**If a student is in receipt of an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the Plan at the next Annual Review meeting.**