

Seaford Head School

Achieving Excellence Together



Behaviour Policy 2026/7

FGB Approved: September 2026
Next Review: July 2027

At Seaford Head School we aim to ensure that every child achieves the best they can. We strive to inspire a love of learning and curiosity about the world in a safe and stimulating environment; where everyone has the right to feel valued and respected. We believe the most effective teaching and learning takes place in a well-managed environment that is calm, happy and safe for the whole school community. In order to achieve this every member of our school community has a responsibility for behaviour. Our behaviour policy focuses on achieving positive behaviour for learning through high expectations for behaviour, attendance and uniform and a culture of recognition and reward. The importance of all members of our school community contributing to a positive school environment is outlined in our Home School Agreement which must be signed by all students and parents/carers prior to enrolment at Seaford Head School.

Aims:

- To make school a safe and welcoming place where students have a desire to succeed and respect the rights of others
- To promote the importance of positive mental health and well-being for all members of the school community
- To have a coherent and consistent approach which encourages and rewards hard work and good behaviour at every opportunity, and to recognise and reward those who make positive changes in their behaviour
- To establish clear guidelines of behaviour with appropriate rewards and educative consequences which are clearly understood across the school
- To use a restorative and solution focused approach
- To implement a staged system of support for those students who struggle to meet our expectations for behaviour, which is understood by staff, the relevant students and their parents
- To expect students to take responsibility for their actions and to accept the consequences
- To support students in learning how to manage and regulate their behaviour
- To make reasonable adjustments for students who are disaffected and at risk from exclusion
- To develop in students a sense of pride in themselves and their school
- To provide a clear system which supports staff to achieve positive behaviour for learning
- To expect members of staff to take responsibility for the behaviour of students in their lessons as well as around the school at all times

This policy embraces the principles of the Equality Policy, Safeguarding and Child Protection Policy, Online Safety Policy, Anti-Bullying Policy and Special Educational Needs Policy. It is written with reference to the DfE guidance:

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

1. Behaviour and discipline in schools
2. Bullying at School
3. School suspensions and Permanent Exclusions
4. Searching, screening and confiscation in schools
5. The Equality Act 2010
6. The Children's Wellbeing and Schools Act 2026
7. **Restrictive interventions, including the use of reasonable force, in schools'**
8. Supporting pupils with medical conditions at school
9. Keeping Children Safe in Education

It is also based on the

1. special educational needs and disability (SEND) code of practice.
2. Mobile phones in schools - GOV.UK

In addition, this policy is based on: Section 175 of the Education Act 2002, which outlines a

school's duty to safeguard and promote the welfare of its pupils, Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property, DfE guidance explaining that maintained schools must publish their behaviour policy online

It is underpinned by our key values: Respect for All, Honest Intentions, Working Hard, Can do Attitude and Positive Contributions.

Roles and Responsibilities:

Staff and students should:

- Show respect, consideration, kindness and courtesy
- Listen to the views, concerns and perceptions of others
- Work in partnership to achieve the school ethos, vision and values
- Protect the right to work and achieve without hindrance
- Respect school property and the property of others
- Respect the school environment
- Act in a safe and responsible manner
- Adhere to school policies
- Protect members of the school from bullying, harassment, homosexual, bisexual or transphobic discrimination, racism or any other type of discrimination

Staff should:

- Set clear consistent expectations for behaviour, effort and achievement
- Support students with their work
- Intervene early when behaviour, work, attendance, punctuality, or adherence to school policy is unacceptable
- Identify underlying causes of poor behaviour
- Prioritise restorative work to rebuild trust and reinforce mutual expectations
- Support behaviour management strategies and work supportively with students to help them improve their behaviour when necessary
- Work in partnership with parents and keep them informed
- Recognise achievement (praise should be part of every lesson)
- Support behaviour management strategies as defined in school policy and through INSET or CPD, including reasonable adjustments for particular students

Students should:

- Support the school values by demonstrating respect, working hard and ensuring a calm environment;
- Co-operate with and show respect to all staff
- Show compassion and kindness to other students;
- Participate in restorative work when appropriate

Parents should:

- Support their children to behave in an acceptable manner which demonstrates our key values
- Support their child to meet expectations regarding uniform
- Support excellent attendance and punctuality
- Support the school in maintaining a positive ethos in which good behaviour is recognised and valued
- Ensure their children behave in a socially responsible way on the way to and from school and in the wider school community
- Work in partnership with the school (see partnership agreement).

The Headteacher should:

- Ensure that the policy is implemented and report to the Governors on its impact.
- Carry out the statutory duties of the Headteacher with regard to behaviour and exclusions as defined by the DfE.

The Governing Body should:

- Carry out the statutory duties of the Governing Body with regard to behaviour and exclusions as defined by the DfE.

Behaviour for Learning at Seaford Head School

We have very high standards for behaviour at Seaford Head School which align with our key values: respect for all, honest and kind intentions, positive contributions, hard work and a can-do attitude (see Appendix One). Recognition of how students demonstrate these values within the school community is important for student achievement, aspiration and wellbeing. Please see Appendix Two for our system of recognition and rewards.

Seaford Head School Culture Curriculum

At Seaford Head School we believe it is important that pupils are taught the appropriate manner in which to behave both in school and in our local community. With this in mind, all pupils, have a weekly 'Culture Curriculum' session in tutor time. This session enables the school to demonstrate the positive behaviours we like to see from our pupils, with a particular focus on the school's core values. Pupils will be given an opportunity to discuss the benefits of positive behaviour and practice displaying these behaviours.

SHS Learning environment expectations

- 1) Arrive on time to lessons, properly equipped and ready to learn
- 2) Enter classrooms quietly and calmly and sit in your allotted seating plan/where your teacher/staff member asks
- 3) Wear correct uniform and remove all outdoor clothing
- 4) To follow all staff instructions.
- 5) Students must have their mobile phone switched off during the school day and kept in their school bag
- 6) No chewing gum on site or eating during lesson times.
- 7) Always speak in a respectful way to all staff and students.
- 8) To listen in silence to staff and students. There should only be one voice in the room.
- 9) To attempt all work to the best of your ability and to remain on task.
- 10) If requiring assistance, students must raise their hand and wait for a member of staff to help. Students must not go over to the member of staff.

The school defines unacceptable behaviour as behaviour that causes others within the community physical and/or mental harm and/or behaviour that disrupts the learning within the school. This includes:

- Disruption to learning
- Disrespectful language and attitudes, including defiance
- Threats to the welfare and safety of its members or members of the wider community, particularly through verbal abuse, online abuse, aggression and violence
- Theft or any other form of dishonesty
- Harassment and bullying, including sexism, racism and Hate Based Targeting, as well as other forms of negative discrimination. (*See Anti-Bullying Policy*)
- Harmful sexual behaviour and sexual violence (*see Safeguarding and Child Protection Policy*)
- Misuse of mobile phones
- The sharing of views or opinions that could be considered to be extreme in nature, designed to cause alarm / distress or spread hate amongst groups within the school or community as a whole. (*see Safeguarding and Child Protection Policy*)
- Vandalism
- Possession and supply of items banned in school, including drugs, vapes, cigarettes,

alcohol, pornography, any items which could be regarded as weapons or items intended to cause a nuisance, e.g. stink bombs, fireworks, laser pens, matches, lighters and aerosols. The school reserves the right to decide if an item is appropriate to bring into school.

Seaford Head Student Behaviour for Learning Management System

The intention of this system is to ensure consistency of classroom management across the school and for teachers to be able to deliver outstanding lessons. If students are not following our expectations of classroom behaviour, all members of staff should calmly work through the following system.

Warning	Action	Teaching strategy
Reprimand	An informal warning. This is for low level disruption, such as chewing, talking, not on task Lateness to lesson without a note would lead to a reprimand.	• Eye contact • Finger on lips • Shaking of head • Approaching the student and standing next to them. • Patrolling the work area • Private encouragement
Official and Final warning	On call/Student Services must be called for support if the child continues to misbehave after the reprimand A clear warning will be given by the on call staff. 'This is your official and only warning before being relocated.' 'Your behaviour was unacceptable because' ... 'This is your chance to change your behaviour as I want you to remain in this lesson.' This must be said in a calm and discreet manner, ideally outside the classroom. On Call is also used if students are not producing the quality of work for their ability. On Call will give students a final warning. If a student continues to produce poor quality work after their warning, they need to be placed in an hours detention (set by the classroom teacher) and work must be given to student service for them to re-do. Members of staff must enter the final warning on Edulink.	• Moving seat • Cooling off period (no longer than 3 minutes) • Subject report card and support from HoD if repeated behaviour You can call Student Services to support a child encouraging positive behaviour. The person on- call will wherever possible settle the child back into the lesson to support them.
Relocation	If a child does not rectify their behaviour following a final warning, they should be removed from the lesson to an alternative environment, where they will be given the opportunity to continue their learning. They will also be set a relocation detention after school on the same or next available day. Class teacher to fill out the relocation form on Edulink and contact home.	• It is the teacher's responsibility to manage behaviour in the class room and to follow through by informing parents and the HOD. • Restorative meeting can be arranged for the end of the day between 15.00 – 16.00, depending on the severity of the incident. You can ask to be supported in this by HOD/DOL/SSO • 'On-call' must be used if a child is

	Detention will be booked on Edulink by the SSO team. A student should only go straight to a relocation if they swear at members of staff or if they pose a serious danger to themselves or others. Please call 'on call' immediately. They will then receive a relocation or an internal exclusion depending on the severity of the incident. A child who is relocated twice in a day or refuses to return to their learning for the remainder of the day will be internally excluded A student who refuses to be relocated will be internally excluded	refusing or is a serious danger to the welfare of others
--	--	---

What happens if students do not meet Seaford Head School's expectations and rules?

Examples provided are not exhaustive and the school retains the right to make decisions for each incident, based on the individual circumstances. Sanctions can be altered throughout the year.

Stage 1: 20 minutes detention- 1 minus behaviour point
• Being late to school by 20 minutes or less • Incorrect equipment/untidy uniform • Possession of banned item, eg chewing gum, aerosols <i>[This will also be confiscated]</i> • First instance of poor behaviour at break, lunch or in the corridors • As part of the stage report
Stage 2: 1 hour after school detention- 2 minus behaviour points
• No independent study/independent study that does not meet expectations may result in a detention • To re do substandard work • Late and incorrect equipment, in a week • Uniform: students can be sent home to rectify and then be given a detention to make up time lost • Second time in a term displaying poor behaviour at break, lunch or in a corridor • Possession of the same banned item. <i>[The banned item is confiscated until the end of term. In the case of a mobile phone, the child will be expected to hand in at the start of every day and collect it]</i> • Not attending a twenty-minute detention • Smoking/vaping paraphernalia • Abusive/hurtful language in the community • As part of the stage report
Stage 3: SLT detention- 1 hour and 30 minutes after school- 3 minus behaviour points/Relocation detention
• Truancy- detentions given until time is made up • Refusing to follow staff instructions • Smoking/vaping in school uniform off site • Refusal to hand over banned item • Third time of poor behaviour in a term • Not attending the stage 2 detention • Swearing • Repeated Bullying • As part of the staged report • Minor Physical aggression • Relocation from lesson – relocation detention

Stage 4: Internal Exclusion/Fixed Term Suspension- 1-10 days based on the schools decision- 5-6 minus behaviour points

- Relocation twice in a day
- Physical aggression (This includes spitting) *[although, if serious, could lead to Permanent Exclusion]*
- Swearing at a staff member
- Repeated truancy
- Severe bullying
- Repeated verbal abuse to staff in a term
- Setting the Fire Alarm off
- Misuse of digital technology
- Hate incident
- Refusal to attend stage 3 detentions
- Vaping/smoking on school site
- Possession of drug paraphernalia

Stage 5: School directed placement/application for alternative provision and/or Permanent Exclusion

- **Incidents relating to drugs and weapons**
- **Severe physical aggression**
- **As part of Stage 3 and 4 behaviour reports**
- **Continual disruption of the learning of others**

Trips and Representing the School

All trips and events representing the school should be seen as a privilege by the students and not a right. Student behaviour will be taken into account for students applying to go on trips and representing the school. Students who receive sanctions such as relocations, internal exclusions or exclusions will not be able to represent the school at fixtures/events for a period of time. The duration of the non-representation will be dependent on the behaviour demonstrated by the student. The school reserves the right to withdraw students from trips, school events and fixtures based on serious behaviour incidences/accumulative behaviour incidents and/or poor attendance.

Out of school Behaviour

Students are expected to maintain a high standard of behaviour when they are out of school. According to the Department for Education's policy, Behaviour and Discipline in Schools, (page 9, paragraph 25) explains that, in line with the behaviour policy, teachers may discipline students for misbehaviour when they are on a school trip or representing the school, and when they are travelling to and from school, and when they are wearing school uniform.

Uniform

At Seaford Head School we have very high standards of uniform and students are expected to abide by the uniform policy – see uniform policy for further details.

Confiscations and Search for Inappropriate Items

This policy is written with reference to the updated 'Searching, Screening and confiscation advice for schools' see <https://www.gov.uk/government/publications/searching-screening-and-confiscation>. To ensure the safety and well-being of our students and members of staff, we reserve the right to carry out searches without formal written consent, as directed in the Education Act 2011. This act also empowers us to download any recorded items that students have made on their mobile phones or any other electronic devices, which may be kept as evidence or deleted as required.

Under Section 90 of the Education and Inspections Act 2006 and Part 2 of the 2011 Education Act, the school has the right to confiscate, retain or dispose of students' property. The school, at any point, can ask parents/carers to collect the confiscated item. The school reserves the right to search, without consent, for prohibited item/s. These include: cigarettes, vapes, snus, vaping and smoking paraphernalia, alcohol, illegal drugs, stolen items, weapons or any other item the school deems could be considered harmful to a student. Refusal to comply with a school search could result in a fixed term suspension and a request for the police to attend to undertake the search.

Mobile Phones/headphones: To promote a calm, focused and respectful learning environment, students must keep mobile phones and other personal electronic devices switched off and out of sight throughout the school day, including during lesson changeovers, changing sites during the school day, breaktimes and lunchtime. Students are expected to take responsibility for complying with this expectation from the moment they enter the school gates to when they leave the site at the end of their school day.

Any student who chooses to use a mobile phone without permission will have the device confiscated in line with the school's behaviour policy. This approach is in line with DfE guidance [Mobile phones in schools - GOV.UK](https://www.gov.uk/guidance/mobile-phones-in-schools) and supports students' learning, wellbeing, positive relationships and engagement by reducing distractions, encouraging face-to-face communication and helping to maintain a safe and purposeful school environment.

Malicious Allegations

Under the Education Act of 2011 the school reserves the right to take disciplinary action against any student who, in the view of the Headteacher, based on evidence before them, has made a malicious allegation against a member of staff, which is unproven. This may result in a permanent exclusion.

Physical Restraint

DFE guidelines state the following: "All school staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others or damaging property. School staff would only be expected to use reasonable force at Seaford Head School in the above circumstances. The decision whether or not to physically intervene is down to the member of staff's professional judgement and will depend on individual circumstances. *[see Seaford Learning Trust Use of Restrictive Interventions Policy for more details]*

Sanctions Explained

Detentions: Students can be given a twenty-minute after school detention without notifying parents. Lunchtime detentions are held every day for up to thirty minutes. All afterschool detentions (1 hour, relocation and SLT detention) can happen on the same night. Parents/carers will be notified through Edulink.

Relocation: This is when all behaviour management strategies have failed and a student has been removed from a lesson. Students will be removed from the lesson and will stay until 4.30 on the same day. If a child is relocated twice in a day, they will be issued with an internal exclusion. If a student refuses to undertake the relocation they may be issued with a suspension.

For incidents that the school perceives to be of a serious nature, students will be issued with either an internal exclusion, suspension or an offsite behaviour placement.

Internal Exclusion: Internal Exclusion runs from 11.30 until 16.30. However, if students display negative behaviour whilst completing their consequence they will repeat a full day. Seaford Head School also has agreements with other local schools in which we are able to direct pupils to complete their Internal Exclusion at another local school.

- Students eat their lunch in the Internal Exclusion room
- Students will not communicate with other students within the Internal Exclusion room.
- Mobile telephones, electronic devices and headphones belonging to students will be handed in/locked in a locker at the start day.
- Students will be expected to undertake work set from their teachers during this time, or other provided learning. Unacceptable or incomplete work may result in the Internal Exclusion day being repeated.
- Students may be required to complete educative booklets as part of their Internal Exclusion.
- Students are graded for each session in Internal Exclusion. Students must 'pass' the day to be reintegrated into lessons. A 'failed' day will result in the Internal Exclusion being repeated.
- Depending on the nature of the internal exclusion, students may have to attend a reintegration meeting with their parent or carer, and may be placed upon report as a supportive measure.

Suspensions: Fixed term suspensions are used as part of a process of escalation, in response to a serious breach or persistent breaches of the school's behaviour for learning policy.

Fixed term suspension means that a student may be excluded from the school for a period of up to 45 days in any one academic year. (At 46 days this becomes a permanent exclusion). Fixed term suspensions must be agreed by a member of the senior management team and would normally be for a period of up to five days. The decision to exclude a student can only be made by the Headteacher or member of staff authorised by the Headteacher. Alternative educational provision will be arranged by the school from the sixth (cumulative) day of exclusion. Following a fixed term suspension a meeting between the school, the student and the parent is held before the student returns to mainstream.

Permanently Excluded: SHS follows guidance from the Department for Education, entitled "Guidance on the suspension and permanent exclusion of pupils from local-authority-maintained schools, academies and pupil referral units" which is available at <https://www.gov.uk/government/publications/school-exclusion>

In line with this guidance, Permanent Exclusion will only be used in response to a serious breach or persistent breaches of the school's Behaviour Policy, and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Exclusion will be permanent if a student fails all stages of the staged behaviour system, which includes a range of supportive measures including a period of time in the school's Learning Hub/school directed placement/alternative provision or for a one-off serious incident, such as:

- Serious physical assault,
- A drug incident [*This includes possession, bringing in drugs, supplying drugs or being under the influence of illegal substances*]
- Supplying of illegal substances
- Possession of an offensive weapon

Any student that the school deems to be at risk of accumulative permanent exclusion may be requested to attend a Governors Behaviour Review Panel.

As an alternative to permanent exclusion, the school may seek, as part of its behaviour policy, to utilise the agreed local partnership protocol involving directing a student to a supported placement at another school or other alternative provision providers.

Reports: Reports are not a sanction but a monitoring tool and a method used to support behaviour for learning. There are clear consequences for failing the report. These will be made clear in the parental meeting.

The Learning Hub: This is our in school provision that supports students to re-engage with learning through personalised and alternative learning programmes. A student can be supported by the Hub as part of the behaviour management process in a number of ways including mentoring, 1-1 support, a period of re-engagement or a longer-term alternative pathway.

School directed Placement: In accordance with the agreed East Sussex local partnership protocol; this will be used for students who are failing the staged behaviour process or for a serious incident. They may be used as an early intervention on a case by case basis. The school has the power to direct a student to another school. The school directed placement can be a short term or a long term provision. These are supportive placements to enable students to experience another school setting and help them reset their behaviour and relationships.

Alternative Provision: The school can direct a student to attend an alternative provision on a full or part time basis. The school uses a range of alternative provision placements from the East Sussex Alternative Provision Directory to support students. In some circumstances, the parents/carers may not be supportive and therefore powers of direction may be needed:

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
Alternative provision - GOV.UK

Support and Early Intervention for Students

We closely monitor behaviour in order to support students who are not meeting our expectations. All students are expected to follow the behaviour policy and comply with sanctions. We recognise that some students may struggle to meet our expectations for a number of reasons (including vulnerabilities, SEND and Looked After Children) and we use a Graduated Support Framework and Process in our work to provide appropriate provision to meet all students' academic, behavioural and attendance needs, to support students with their SEND needs and to address the needs of individuals who may require extra support. We may also put in reasonable adjustments for students regarding consequences, dependent on the individual student's circumstances.

Assistant Heads of Years (AHOYs) have been appointed for each site to support all students pastorally as well as with behaviour. AHOYs undertake regular training to be able to effectively support students including de-escalation, mental health and wellbeing and Class training for ASC. Furthermore, all students have a Head of Year to ensure excellent standards of behaviour, attendance and outcomes. The school works closely with the local authority and external agencies. All students with an EHC Plan will need an emergency Annual Review before reaching Behaviour Stage 4.

Complaints

If a student feels they have not been treated fairly, they are encouraged to speak to their Assistant Head of Year, Head of Year, form tutor, or another trusted member of staff. We are committed to listening carefully to students' views, ensuring they feel heard, and working collaboratively to

resolve concerns in a respectful and constructive way. Staff will support students to reflect on the situation, understand different perspectives and identify appropriate ways to move forward, helping them to manage any strong emotions calmly and positively.

Students are encouraged to discuss any concerns with their parents or carers, who may then contact the school to seek clarification or discuss the matter with the student's tutor, Head of Year or Assistant Head of Year. We value positive partnerships with families and are committed to open, respectful communication.

We recognise that young people may sometimes find it difficult to interpret situations fully, particularly when emotions are heightened or when they are disappointed by an outcome. For this reason, we ask parents and carers to allow the school the opportunity to investigate concerns thoroughly before reaching conclusions. Our aim is always to ensure that decisions are fair, proportionate, consistent and in the best interests of all members of the school community.

Parents/Carers wishing to make a complaint about any decisions relating to the Behaviour Policy should follow the school's Concerns and Complaints Policy *[see the website or obtain a copy from the School Reception]*.

Appendix One - Our ethos *in action*

Respect for All Treat everyone with respect Be kind to everyone Do not discriminate Do not judge others Think about things from other people's perspectives Awareness and understanding of global issues and our connection to them Awareness and understanding of other cultures, identities and beliefs	Working Hard Set yourself goals and aspirations and work out how to achieve them Set yourself high expectations in all lessons Reflect on feedback and using it to make progress Work independently Get involved in group and paired tasks Develop strategies for staying on task when feeling distracted
Honest Intentions Having the courage to do what is right Resisting Peer pressure Taking responsibility for your actions Don't be a bystander –being aware of different forms of discrimination and bullying and act to prevent and challenge these Doing things to help others and not just your own gain	Can do Attitude Being on time to school and to lessons Having the right equipment and attitude for learning Not being afraid to make mistakes Persevering Being resilient Asking for support if you need it Taking on challenges Being prepared to ask for ideas/advice Having self-belief in your abilities and strengths Producing your best effort
Positive Contributions Taking part in extra-curricular activities Representing the school Giving constructive feedback to others Doing things for your community – the school and where you live Being nice, doing good things for someone else or other people	

Appendix Two: Recognition and rewards

Students are placed in a house on entry to Seaford Head School and earn points for their house and for themselves. The house points are based on the school ethos: a 'can-do' attitude, hard work, positive contributions, honest Intentions and respect for all. If students meet and exceed these expectations, we will look to reward them as often as possible. This includes recognising improvement and effort.

Examples of Rewards at Seaford Head School

- Verbal praise
- Written praise
- Postcards
- Book of Excellence
- Stars of the Week
- Achievement Assemblies
- House reward Assemblies
- Achievement Evening
- Golden tickets

One House Point Recorded on SIMs

Students can receive one house point which teachers record on SIMs. Teachers are expected to give out **positive points each lesson**.

- Based on the school ethos
- 100% attendance and punctual for a week
- 100% correct uniform and equipment

Postcards

Students can receive postcards for the following:

- Based on the school ethos

The Key Badges

Seaford Head School key badges will be awarded for exceptional performance based on the school ethos, a 'can do' attitude, hard work, positive contributions, respect for all and honest intentions. The aim is to get all five keys by the end of Year 11 which will be recognised by the Headteacher as an outstanding achievement.

Attendance

Students receive house points for 100% weekly attendance, 100% termly attendance and 96-99% termly attendance. Improved attendance will also be recognised.

House Rewards

There are many House competitions throughout the years in which the winning house will win trophies. All houses compete for the largest amount of house points and best attendance. There will be rewards throughout the year for those Houses who earn the most House Points and have the best attendance.