

# SECONDARY ACADEMY BEHAVIOUR POLICY & PROCEDURE

Royds Hall

MAT Version	1.7
Name of policy writers	John McNally/Matthew Burton
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Approved by Directors	9 <sup>th</sup> October 2025

**Schedule of amendments:**

V1.6 – Updated DfE guidance around suspensions / addition of ‘Not meeting expectations’ section around behaviour which is disruptive but falls outside of the B1 – B3 classroom sanctions system / addition of ‘Not meeting expectations on corridors and around the academy’ section / updated guidance around mobile phones (for schools to adapt to their practice) / Change of ‘exclusion’ to ‘suspension’ / updated information around permanent exclusions and governors’ roles within GDCs / updated information and guidance around searching, screening and confiscation / updated information around rewards.

V1.7 – Removal of B4-B7 terms. Paragraph included emphasising importance of strong routines. Short-term off-site direction as an alternative to suspension added. Addition of appendix on use of reasonable force.

## Introduction & Purpose

SHARE fundamentally believes that all students – whatever their individual academy's context - need a safe, secure and orderly environment in which to achieve their full potential, both academically and socially. We aim to create this environment by having the following:

- Clear, high expectations which allow students to learn and teachers to teach
- A simple and clear rewards system
- Open dialogue with parents/carers
- Clear consequences which are incremental, designed to allow time for reflection, and allow positive choices to be made at all levels
- A culture whereby every day is a 'fresh start'
- A culture which does not accept discriminatory or prejudicial language or behaviour
- A clear behaviour policy for each individual academy which is publicised to parents/carers once per year and is readily available on the website.

In essence, positive behaviour is **behaviour that supports the learning and safety of self and others through treating each other with kindness, dignity and respect**. All stakeholders in all academies have their part to play in ensuring consistent and effective implementation of the Policy. By upholding and encouraging the principles of the Trust's Behaviour Policy, this will help each academy live the values of 'Valuing People, Supporting Personal Best'. Individual academies' contexts will define the detail of behaviour policies, and these are listed in the appendix of this document, but this document aims to outline the key non-negotiables for all academies within the SHARE Multi-Academy Trust.

## Philosophy

The SHARE Behaviour Policy revolves around the values of the Trust, namely:

**Valuing People** – Every child attending any academy within the Trust is valued, respected and allowed to learn in a safe, well-ordered academy. Children can learn, teachers can teach. Every member of every academy values every other, regardless of background, ethnicity, religion, sexual or gender orientation. Everyone attending a SHARE academy – whether staff or student – is given the opportunity to thrive and develop.

**Supporting Personal Best** – Every member of the SHARE community tries their utmost to be the very best that they can be, at all times, in all activities. Students and staff support one another, encourage each other to strive to reach their potential, and celebrate and share successes.

SHARE recognises that the vast majority of students are well behaved, co-operative and responsible and the heart of our policy is based on recognising and rewarding good and responsible behaviour. Each academy's individual rules, expectations and the bespoke sanction/reward systems are displayed in every room and provide a clear explanation of our expectations and how rewards can be gained and how negative consequences will be applied.

A basic set of expectations are in place for all students who attend SHARE academies:

- Arrive on time and to lessons punctually
- Be prepared and ready to learn
- Wear uniform correctly
- Work hard during lessons and complete all tasks to the best of their ability
- Be polite, courteous and respectful to all members of the academy
- Respect each other's differences and behave in a way that is not prejudicial against any protected characteristic
- Follow the academy rules and comply with requests or instructions made by staff on the first time of asking
- Have regard for their own health and safety and that of others
- Show respect to the academy's environment and building
- Do not leave the academy site without prior permission.

## Legislation

We fully support the Department for Education's view that:

*Good behaviour in schools is central to a good education. Schools need to manage behaviour well so that they can provide calm, safe and supportive environments which children and young people want to attend and where they can thrive and learn.*

[Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/100000/behaviour-in-schools-guidance-2016.pdf)

Our headteachers also uphold the following standards expected by the Department for Education:

- Promoting self discipline and proper regard for authority among students
- Encouraging good behaviour and respect for others on the part of students and, in particular, preventing all forms of bullying among students
- Securing a standard of behaviour from students which is acceptable
- Ensuring that students complete any tasks reasonably assigned to them in connection with their education.

[Suspension and permanent exclusion guidance August 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/100000/suspension-and-permanent-exclusion-guidance-august-2024.pdf)

This policy follows Department for Education legislation in ensuring that SHARE academies are academies where teachers teach, and students learn.

## The Behaviour Curriculum

At SHARE academies, it is of paramount importance to make expectations around good behaviour known, and for staff to model those expectations through their daily work.

In order to ensure that all students are aware of expected behaviours, individual academies will use strategies including, though not exclusive to, the following in to provide clear instruction and direction:

- Clear information throughout all transitions (whether from Key Stage 2 to Key Stage 3 or transition support for a student newly starting at the academy)
- Regular assemblies
- Regular lesson visits to monitor behaviour and climate for learning
- Personal Development
- Parental meetings
- Mentoring
- Through the Student Planner
- Wellbeing and behaviour interventions
- Regular checks on specific pastoral focus areas such as uniform and equipment.

Where re-teaching is required – whether that be for an individual student, a small group or a larger group of students – bespoke arrangements may be made.

At all SHARE academies, clear and simple routines are in place and staff are trained to implement these consistently. This helps to automate pastoral systems, trains students to be ready to meet expectations, and supports the upholding of a positive culture of students being polite, purposeful and respectful. In Royds Hall, students are taught, and are expected to follow, clear routines around the following:

- Entering and leaving the academy
- Lunchtime queueing
- Lining up before lessons
- Transition between lessons
- Entering and leaving assembly
- Fire evacuation.

Where adaptations are required to expected routines, for example for a student with SEND, these are made appropriately and in consultation with the SEND Department and parents/carers. Where possible, adaptations should be for a short term.

## The Student Planner

Central to communication between home and the academy is the student planner. This is an important document which holds a great deal of information for both students and parents. It is absolutely important that each child has this with them every day. If they lose it, or it is destroyed, it needs to be replaced at a cost. Students should consult their head of year / form tutor to replace it if this happens. If a child forgets their student planner, they will receive a negative consequence.

## Uniform expectations

SHARE academies have high expectations of students' appearance and uniform. Academy uniform is an important part of creating an identity and pride in an academy, and students attending a SHARE academy must meet the reasonable expectations.

In all SHARE academies, the required uniform is listed in the student planner and displayed on the academy website. Typically, this will include:

- Academy blazer
- Smart black trousers (Not leggings or made of jersey material)
- Academy tie
- White shirt
- Black socks
- Black, smart shoes (not trainers)
- Appropriate length skirt (knee length and not made of jersey material)
- Salwar kameez/abaya (if collar is visible, shirt and tie must be worn)
- Academy PE kit
- Piercings must be kept to a minimum (*one small ring, watch, charity band, clear nose stud, one pair of stud/sleeper earrings*).

Tattoos, inappropriate piercings, extreme haircuts and the wearing of hats (including baseball caps, beanie hats, topis and du-rags) is not permitted. Whilst these are examples, this is not an exhaustive list of unacceptable uniform items. The headteacher of an individual academy will make the final decision regarding what is acceptable and what is unacceptable.

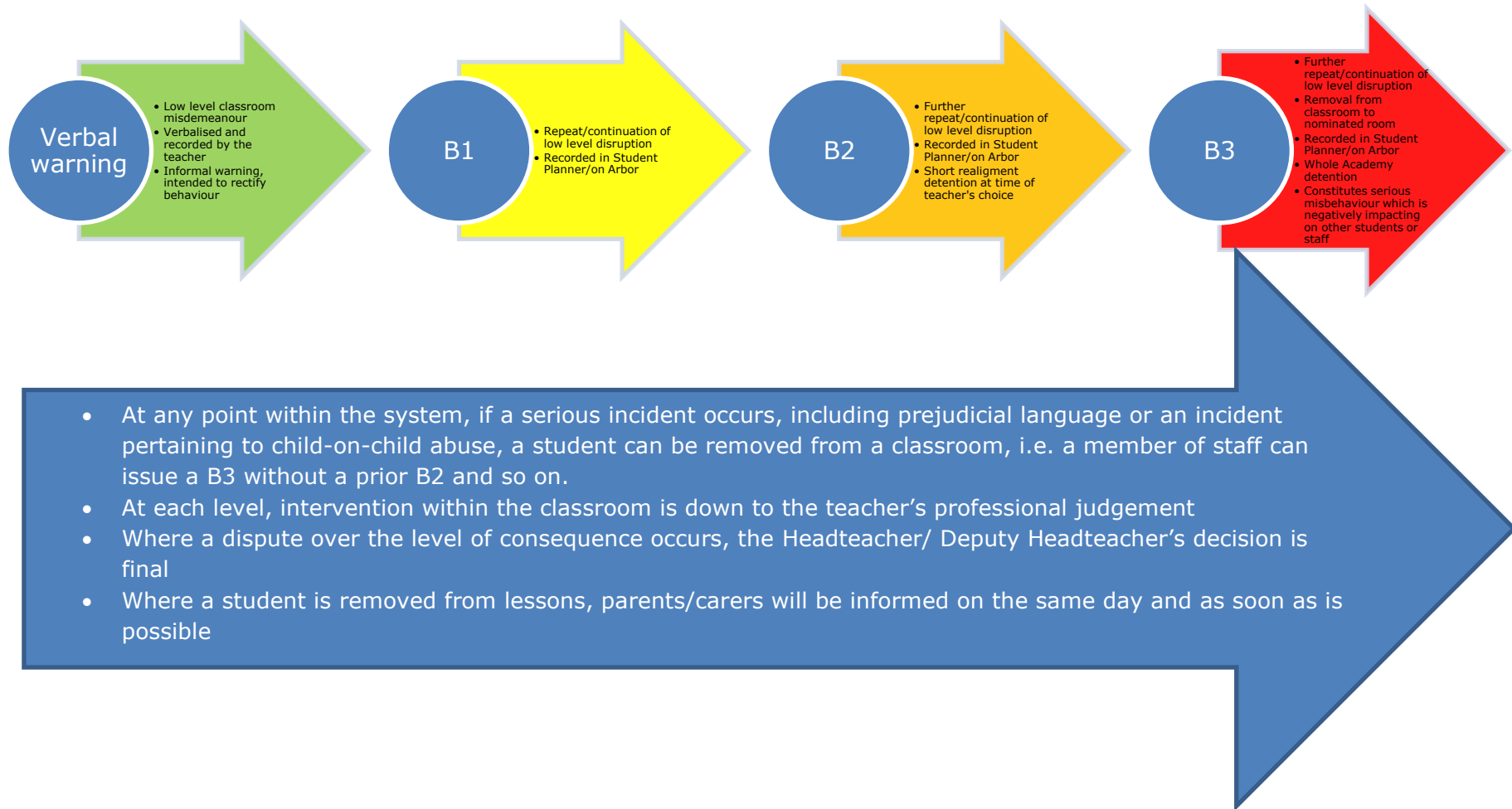
## Rewards

SHARE believes that recognising students' achievements is very important in encouraging positive behaviour and meeting expectations. Rewards are highly valuable in every academy within the Trust. Whilst individual academies may celebrate different achievements at different times within the academic year, SHARE believes in rewards for meeting, exceeding or excelling when demonstrating the Trust or academy values. Whilst individual academies will have differences between how they reward and recognise students' excellent achievements, and these will be detailed in the appendices of this document, SHARE academies' rewards include:

- Certificates
- Letters
- Lapel badges
- Trips and visits
- One-off benefits
- Verbal praise
- End of term/year reward events.

## Classroom based consequences

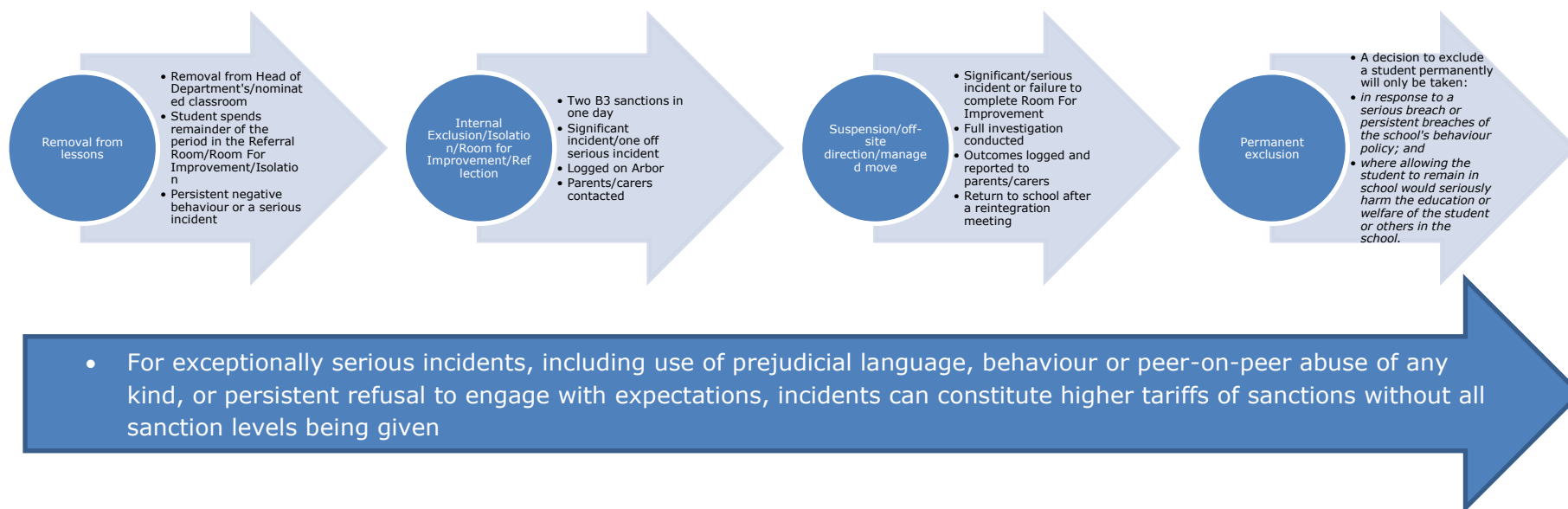
In all academies, consistency of behavioural systems is important in ensuring the climate for learning is positive and allows progress to be made. Each SHARE academy follows the basic principles outlined below:



Low level disruption could constitute (*but is not exclusive to*):

- Off task behaviour
- Talking when asked not to
- Inappropriate conversation/language
- Chewing
- Not paying attention
- Lack of work/effort
- Attempting to disrupt their own/others' learning.

In very serious and isolated incidents or in the case of persistent incidents of poor behaviour, a student may require further intervention and negative consequences. For incidents of this nature, parents/carers will be informed as to investigations and decisions made by staff.



## Behaviour outside the classroom

Good behaviour in social areas and around corridors is essential for maintaining a safe environment. We expect students to conduct themselves well when walking around school, at the start and end of the school day and at social times, such as the lunchbreak.

Staff may issue consequences, following the system described above, for behaviour that does not meet this high standard. This will include any silly, unsafe or harmful conduct. Staff may also issue appropriate consequences for less serious infringements, such as failing to wear uniform correctly or behaviour that could disrupt others, e.g. those studying in lessons. It is for the member of staff to determine the appropriate consequence, up to and including a B3. Senior or pastoral leaders will decide if more a more serious sanction is required.

## Following a consequence being implemented

It is important that where negative behaviours are identified, and consequences are implemented, students are supported to ensure that this does not happen again. In SHARE academies, follow up support could be in the form of the following (but is not exclusive to):

- Targeted discussions with appropriate staff to reflect on the incident
- Mentoring support
- Contact with parents/carers through a face-to-face meeting or phone call
- Further enquiries regarding patterns of negative behaviour
- Interventions designed to track improvements and closely monitor behaviour such as a report card
- Where appropriate, engaging with a range local partners and agencies to provide support
- More serious incidents, which lead to a suspension, will be met with further support to reduce the risk of reoffending.

## Bullying

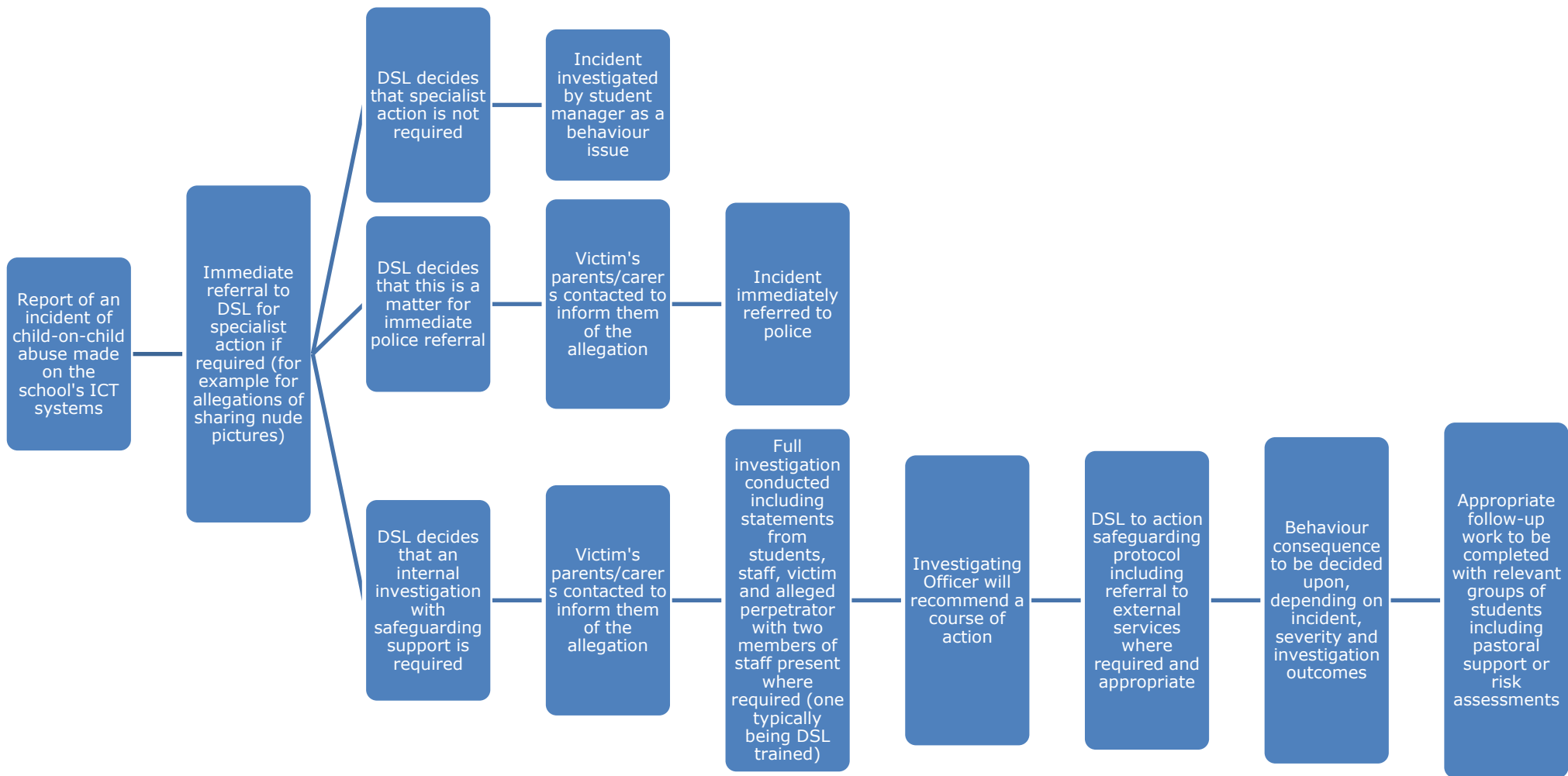
SHARE takes a strong and consistent approach to any issues which relate to bullying. Further details of this are listed below in the 'child-on-child abuse' section. Academies within SHARE each have an anti-bullying policy which outlines the approach the academy will take to safeguard its students from exposure to bullying and also links to this behaviour policy in relation to consequences for students who are identified as exhibiting bullying behaviours. For information on the management of bullying, please refer to the sanction system outlined in this policy and the academy's own anti-bullying policy.

## **Child-on-child abuse**

The term 'child-on-child abuse' covers a wide range of serious misconduct. It could include bullying, discriminatory language, physical or sexual abuse. More details are provided in the academy's Safeguarding and Child Protection Policy & Procedure.

SHARE takes allegations of child-on-child abuse very seriously, and leaders will always investigate all such allegations. It is important to be clear that SHARE academies will not tolerate instances of child-on-child abuse and will not pass it off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. We will recognise that abuse can occur between and across different age ranges and we will operate a zero tolerance to it in our academies.

Where an incident of this nature is observed or suspected, senior leaders and the academy's designated safeguarding lead will be informed. The following process will apply:



It is important to stress that consequences for child-on-child abuse could be from a wide range of the consequences listed above including, where appropriate, permanent exclusion. This will be decided upon, and clearly communicated to the student and parent/carer at the appropriate time.

We will support the alleged victim of the incident(s) too. Further details are to be found in the academy's safeguarding policy.

## Mobile phones

In line with the Department for Education's 'Mobile phones in schools' guidance, in SHARE academies, mobile phones are not allowed to be seen, heard or used.

This is because:

- Mobile phones risk unnecessary distraction, disruption and diversion
- Without mobile phones in the academy, the environment becomes safer, protecting students not only from the short-term distraction of a notification but also the background noise of their lives outside the academy
- By prohibiting mobile phones, academies can create safe and calm environments free from distraction so all students can receive the education they deserve.

At Royds Hall, day-to-day rules and procedures around mobile phones are as follows:

<p><b>First instance of confiscation (mobile phone is seen, heard or used)</b></p>	<p>Mobile phone is confiscated, and the mobile phone is returned to the parent/carer when they can collect it from school</p>
<p><b>Regular and repeated instances of mobile phone usage</b></p>	<p>As above, but with a parent/carer meeting outlining the issues and implementing a plan to stop the issue. This may include:</p> <ul style="list-style-type: none"> <li>• The student handing over the phone daily to staff and collecting at the end of the day</li> <li>• The student handing the phone to a parent in sight of members of staff</li> </ul> <p>At this stage, there may also be wellbeing support offered to the student linked to mobile phone addiction or concerns over screen time</p>
<p><b>Exceptional circumstances, including but not exclusive to:</b></p> <ul style="list-style-type: none"> <li>• <b>Where a mobile phone has been used in a crime</b></li> <li>• <b>Where a mobile phone is deemed to be the cause of risk to a student</b></li> </ul> <p><b>Where a mobile phone links to a safeguarding concern</b></p>	<p>In these instances, we will work within the guidance outlined in the following documents:</p> <ul style="list-style-type: none"> <li>• <a href="https://publishing.service.gov.uk">Mobile phones in schools - February 2024 (publishing.service.gov.uk)</a></li> <li>• <a href="https://publishing.service.gov.uk">Searching, Screening and Confiscation (publishing.service.gov.uk)</a></li> </ul>

## **Discipline beyond the academy gate**

SHARE believes in educating students to understand the importance of their orderly conduct whilst off the academy site. This includes encouraging positive behaviour online. Subject to the Behaviour Policy, SHARE academies may discipline pupils for misconduct when the pupil is:

- taking part in any academy-organised or academy-related activity or
- travelling to or from the academy or wearing academy uniform or
- in some other way identifiable as a pupil at the academy
- engaging in behaviour, whether online or face-to-face, which links to the above section on child-on-child abuse or potentially adversely affects the effective running of a positive academy culture.

In addition, SHARE academies will deal with students' misconduct at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the academy or
- poses a threat or causes harm to another pupil or member of the public, or
- could adversely affect the reputation of the academy.

## **Behaviour of students with SEND**

All SHARE academies have high expectations of the behaviour of all students. For those with SEND, this is no different. For students with SEND, SHARE academies will:

- Continue to promote high standard of behaviour
- Provide appropriate support to ensure that all students can achieve and learn as well as possible
- Not assume that a child's SEND is the reason for poor behaviour, and will investigate all incidents without prejudice
- Consider whether a child's SEND has contributed to a particular behaviour, and therefore whether it is appropriate to sanction the student
- Make reasonable adjustments to consequences as appropriate to accommodate a child's SEND
- Follow up with behaviour incidents involving students with SEND to find whether further support is appropriate.

## **Working with external agencies**

SHARE believes it is important to work in partnership with external agencies to support the improvement in behaviour of its students both whilst at the academy and beyond the academy gate. Where a student's behaviour is becoming of increasing concern due to continued disruptive or anti-social behaviours either inside the academy or in the community, the academy will, where possible and appropriate, engage with additional agencies (including but not limited to: CAMHS; the police; social services; and other local agencies) to support the student in developing the skills and knowledge required to manage their behaviour in an appropriate way.

Academies within SHARE already have strong and effective relationships with a variety of agencies who support students and their families to make progress towards being effective and valued members of their local communities and wider society.

## Internal Isolation (RFI)

At SHARE academies, internal exclusion/internal suspension/isolation/reflection is typified by:

- The removal of a student from mainstream lessons and social time for a fixed period away from the main body of the academy
- A student completing curriculum work in silence, whilst supervised an appropriate member of staff at all times
- A proportionate response to a serious breach of the behavioural expectations
- A purpose-built provision which gives regard for students' rights.

Internal exclusion/internal suspension/isolation is **not**:

- In breach of a student's human rights
- In a locked, intimidating space.

Internal exclusion/ isolation is an extremely serious sanction. The internal exclusion/isolation room has a functional and purposeful environment with a bank of work which covers every curriculum area for students.

Students will be 'isolated' in the fullest sense of the word. All unstructured time will be spent in the RFI room. The room will be fully supervised by a member of staff at all times. Students are expected to work hard in the RFI room for the duration of their placement, which will be time specific, short-term and in response to serious breaches of the behaviour policy.

The duration of the day in the RFI room will differ between academies within the Trust, detailed in the individual academies' Behaviour Policies within the appendices. All students who are placed in the internal suspension room must bring their set books and equipment for that day.

If a student does not meet the behavioural expectations of a session in RFI room then he/she will receive a suspension, and will then repeat his/her day in there.

The following lists the warning system in place in the RFI room:

### **Verbal Warning**

A minor misdemeanour – explicit expectations reissued to student

#### **B1**

Further poor behaviour – a reminder of the consequences for not meeting Internal Exclusion expectations is suspension

#### **B2**

Explicit reminder that one further issue will result in being suspended and restarting the day of Internal Exclusion the following day

### **Suspension**

Completes the day on a suspension because of persistently failing to follow expectations. This outcome will lead to a reintegration meeting with parents/carers the following day.

## Managed moves

At SHARE academies, managed moves are:

- Used to initiate the permanent transfer of a student from a SHARE academy to another academy
- In a student's best interests.

## Off-site direction

Where internal measures and support has not been successful in improving a student's behaviour, SHARE academies will, on occasion, direct students to attend another educational provision. This could include (but is not exclusive to):

- An alternative provision (AP)
- Another SHARE academy
- Another mainstream school outside of SHARE Multi-Academy trust.

When a student is directed to attend off-site provision, the student will remain on their original academy's roll, and regular, structured safeguarding and wellbeing checks will be made by appropriate staff from their original academy. These are short term placements as part of the trust's approach to managing disruptive student behaviour.

Before an off-site direction is issued, the original academy and receiving provision will decide upon:

- Period of the placement
- Whether the placement is full time or part time, with time being spent in the original academy
- Regularity of face-to-face safeguarding and wellbeing checks.

The governing body will hold regular review meetings which will include:

- Ensuring that parents/carers are aware of the 'what, when and where' of the off-site direction
- Appropriate academy staff
- Appropriate external agencies (including, but not exclusive to CAMHS, police, local authority, MASH team, social workers)
- Parents/carers.

A written invitation will be sent at least six days before the meeting, and following the review meeting, the written outcome of the meeting will be communicated to all appropriate stakeholders within six days.

## Academies' individual routines

Each SHARE academy has its own internal routines and structures in order to ensure that behaviour and conduct are conducive to a positive learning environment for students, a positive working

environment for staff and to ensure that the high standards and expectations set are achieved and met by all stakeholders.

All staff and students are expected to uphold all systems.

Leaders should:

- Provide training and rationale for all processes and systems
- Ensure staff have sufficient time to amend short term plans to accommodate systems
- Model systems and procedures in their own work to the highest of standards
- Hold staff and students to account for upholding systems and procedures.

Staff should:

- Positively uphold all instructions pertaining to systems and procedures
- Consistently reward students' effort in and out of lessons
- Hold students to account for failure to partake in any part of any system
- Implement negative consequences appropriately for failure to meet expectations and log these centrally on appropriate data management systems.

## Senior Leader Presence

SHARE believe that leaders in all academies should model all processes and expectations to the highest standard, and should hold stakeholders to account where standards are not in place. To aid staff embed and benefit from all systems and procedures, constant supportive monitoring of each academy by senior leaders through learning checks is in place. These checks are in place to:

- Celebrate and praise conduct which is deserving
- Identify excellent practice in working with students
- Provide holistic support for all classroom-based staff, regardless of role or experience
- Identify students who may require follow up conversations from pastoral staff or other staff later in the day
- Identify students not meeting expectations within academies
- Support staff with students not meeting expectations
- Hold students to account for not meeting expectations.

Individual academies' rotas for the 'learning checks' will be held centrally and a log will be kept of all checks made.

## **Formal Warnings**

The headteacher/principal may, in certain circumstances, wish to give formal warnings to students, based around their conduct. These can include:

### **Verbal warning**

A recorded sanction registering displeasure with behaviour or patterns of behaviour

### **First written warning**

A further sanction which is in place to further indicate the severity of poor behaviour

### **Final written warning**

A final warning before permanent exclusion is a distinct possibility with referral to the Board of Trustees being made.

## **Parents'/carers' role within promoting good behaviour**

Parents play a critical role in working with the individual academy to ensure that their child's behaviour meets the expectations of this policy, and contributes to ensuring a calm, ordered environment where staff and students are treated with kindness, dignity and respect.

Accordingly, parents/carers are expected to:

- Reinforce the behavioural expectations at home in response to praise or sanction
- Ensure that their children's behaviour online is appropriate and not defamatory, abusive, bullying in nature or intended to cause harm or bring their academy's reputation into disrepute
- Raise concerns about the management of behaviour with the appropriate contact in their child's academy, should they have concerns
- Attend meetings and consultation events as appropriate to ensure that their child is supported to meet the academy's expectations of conduct and behaviour
- Actively engage with appropriate members of staff in order to maintain excellent behaviour or change negative behaviour patterns where they occur.

## **Governing bodies' role within promoting good behaviour**

It is important that members of SHARE Multi-Academy Trust's board and local governors have an involvement and knowledge of behaviour within academies. This can inform robust challenge of leaders and is an important function of the strategic oversight of academies.

As such, trustees and governors will be involved in the following activities both at trust and individual academy level:

- Reviewing suspension and permanent exclusion data
- Considering the characteristics of students who have been suspended or excluded
- Challenging leaders around trends or issues both locally or nationally
- Holding governor disciplinary panels for students and their families at risk of permanent exclusion
- Reviewing student movement data and cases, to ensure leaders act properly at all times.

## Prohibited items

SHARE MAT and its academies take the possession and/or use of banned and prohibited items extremely seriously. Such items are identified as ones which could cause serious harm to the health and safety of the individual in possession of them, or to those around them, including staff, students and visitors to academy site.

The items below are prohibited in SHARE MAT academies at all times:

- Aerosols
- Knives and weapons
- Any item which could be reasonably expected to be used to enact harm upon a person
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of, any person (including the student)
- Tobacco, cigarette papers and smoking items including vapes or e-cigarettes
- Fireworks
- Pornographic images.

This is not an exhaustive list of prohibited items; the headteacher of each academy has final say over what items are deemed to be prohibited and when made these decisions will be final.

Possession or use of such items will be dealt with through consequences in line with the behaviour policy of the academy and may be deemed as grounds to implement fixed-term, or in extreme cases where it is believed the safety of other pupils, visitors, staff or the public is at risk, permanent exclusion.

## Staff training

In all SHARE academies, behaviour is a key priority. It is recognised that good behaviour is important in ensuring that the climate and culture of the academy is a positive one. Therefore, staff are trained in all key aspects of behaviour management and are given appropriate development time to focus on maintaining a high level of consistency.

This may include, but is not limited to:

- Whole staff training and updates on key documentation
- Action research
- Individual support for staff
- Coaching for all staff
- ECT and ITT mentoring and coaching
- Academy and trust level quality assurance of behaviour and attitudes.

This policy links to others which are either individual to each academy within SHARE Multi Academy Trust (and are available to view on each academy’s individual website) or are linked to SHARE Multi-Academy Trust policies which are available to view on the SHARE website. Details of which policies are individual to each academy and which are overarching SHARE policies are below:

Individual academy policy	SHARE Multi-Academy Trust policy
<ul style="list-style-type: none"> <li>• Academy behaviour policy (following this template)</li> <li>• Safeguarding and Child Protection Policy</li> <li>• Use of Reasonable Force Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding and Child Protection Policy template</li> <li>• Trust behaviour policy template</li> <li>• Equality and diversity policy</li> <li>• Complaints Policy</li> </ul>

## Appendix 1 – Suspensions and permanent exclusions

### Suspensions

At SHARE Multi-Academy Trust, suspension and permanent exclusions are used when required. SHARE Multi-Academy Trust follows Department for Education guidance, which is available at the following link:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1162401/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_August\\_2024.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_August_2024.pdf)

We will not use suspensions lightly but agree with the guidance, which notes a headteacher can use suspensions and exclusions:

*"...as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school."*

Headteachers may use suspensions if one or more of the following conditions have been met:

- An incident that has harmed or could have harmed another pupil or member of staff but does not meet the threshold for permanent exclusion;
- When a pupil is disrupting the learning and/or wellbeing of others and other sanctions have not been successful or when the disruption has caused a more serious disturbance;
- When a pupil is not responding well to other strategies and sanctions and is therefore at risk of permanent exclusion;
- Where a suspension is required to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy.

Headteachers have the right to impose a suspension or permanent exclusion for behaviour outside school, provided it is a reasonable, fair and proportionate sanction.

### Length of suspensions

We will always attempt to ensure that suspensions are for the shortest time necessary and will follow Department for Education guidelines which suggest that a period of 1 – 5 days is often long enough to secure the benefits of exclusion without adverse educational consequences. A student cannot be suspended for longer than 45 days in any one academic year.

SHARE academies will:

- Inform parents/carers immediately of the suspension and without delay
- Inform parents/carers of their responsibility to ensure that their child is not present in a public place in academy hours during the first five days of any fixed term exclusion
- Provide work to be completed at home and ensure that work completed while excluded is marked and the student receives appropriate feedback
- Provide full-time education (off-site) from the 6th day of any period of suspension of 6 days or longer where a permanent exclusion has not been processed
- Work in partnership to improve behaviour
- Arrange a reintegration interview following the expiry of a suspension
- Liaise with and inform the police where any criminal offence has taken place, alongside

contacting any other relevant agencies (including but not exclusive to):

- Youth Offending Team
- Anti-Social Behaviour Unit
- Social worker
- Local authority, regardless of the length of suspension.

Actions following a suspension:

SHARE academies will offer support to students who are suspended in order to support them to improve their behaviour. The table below clarifies what measures will be taken at each step in order to support this process.

Suspension length	Action
½ day – 4 days	<ul style="list-style-type: none"> <li>• Parents contacted</li> <li>• Reintegration meeting with student by appropriate member of staff on return (with report card and relevant support)</li> </ul>
5 days	<ul style="list-style-type: none"> <li>• Parents contacted</li> <li>• Reintegration meeting with student by appropriate member of staff on return (with report card and relevant support)</li> <li>• Any appropriate referrals made to external services or internal resources</li> </ul>
6+ days	<ul style="list-style-type: none"> <li>• Parents contacted</li> <li>• Reintegration meeting with student by appropriate member of staff on return (with relevant support)</li> <li>• Educated off site from day 5 onwards and reintegration meeting on return (with relevant support)</li> </ul>

When students reach either 15 days of suspension in one term, and/or where there have been five separate suspensions within the same academic year, and/or the suspension will result in the student missing a public examination, the individual academy’s governing body must meet with the student and parent/carer in order to:

- Discuss the issues with the student and parent/carer having been given full information by the individual academy
- Offer support and challenge

Suspensions exceeding fifteen days or permanent exclusions are subject to the right of parents to appeal to the governing body. For shorter suspensions, parents may make representations (in writing) to the governing body but they have no power to overturn the headteacher’s decision.

Following any suspension or at any point dictated by the SHARE headteacher/principal, additional support may be put in place.

## Short-term off-site direction

As an alternative to suspension, SHARE academies may use a short-term placement at another local school in lieu of a suspension. Typically, these placements will involve a student using the Internal Exclusion/Isolation/Reflection of another school for a short term.

In these instances, the following will be clearly communicated to parents/carers:

- The reason for the off-site direction
- The duration of the off-site direction
- The timings of the off-site direction

The principles of follow-up after a short-term off-site direction remain the same as those in place for suspensions.

Where parents/carers require support for their child to travel to another school, SHARE academies will endeavour wherever possible to support.

## Permanent exclusions

Permanent exclusion from academy is a last resort when all attempts to modify a student's behaviour have failed. At this point, the student will not be conforming to academy rules and his/her behaviour will be having a serious impact on the learning of others. Permanent exclusion could also be used for particularly serious incidents including, but not limited to, dealing in illegal substances or assault on a member of staff. Guidance will be followed from the following Department for Education document:

[Suspension and permanent exclusion guidance August 2024 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/811222/Suspension_and_permanent_exclusion_guidance_August_2024.pdf)

A decision to exclude a student permanently should only be taken:

- in response to a serious or persistent breaches of the academy's behaviour policy; and,
- where allowing the student to remain in the academy would seriously harm the education or welfare of the student or others in the academy.

Where this decision is taken, the headteacher/principal will take reasonable steps to ensure that work is set and marked for the first five days where the student will not be attending an alternative provision. This decision will only be made by the headteacher/principal and then must be considered by the governors' discipline committee.

The full details of the steps the headteacher, governing body and other responsible bodies must take can be found here: [Suspension and permanent exclusion guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/811222/Suspension_and_permanent_exclusion_guidance_August_2024.pdf)

## Appendix 2 – Searching, screening and confiscation

### Searching

In appropriate cases, and in order to ensure that staff and students feel safe and secure in SHARE academies, staff have powers to search, screen and confiscate should they be required. Any and all searching in SHARE academies will be conducted in the interests of maintaining a safe and orderly environment; they will also be conducted in a safe, proportionate and appropriate manner.

Headteachers/principals authorise appropriate staff to conduct searches and searching students will only be done:

- When the member of staff has consulted the headteacher, deputy headteacher, designated safeguarding lead or assistant headteacher with responsibility for pastoral matters with rationale for the search and this has been approved
- If there are reasonable grounds to suspect that a student may have a banned item (see above)
- By a member of staff who has been delegated authority by the headteacher/principal alongside another staff member
- In an appropriate location, away from other students and on the academy's premises or where the member of staff has lawful control of the student
- Of outer clothing, pockets, possessions, desks or lockers and **not** of clothing worn wholly next to the skin
- By a member of staff the same gender as the student being searched, except in exceptional cases where serious harm may be caused without the search taking place and it there is clearly insufficient time to identify a member of staff of the same gender.

If CCTV is available, this may be used to further identify evidence which may indicate a search is required.

Wherever possible, searches will be completed with the agreement of the student being searched. Where this is not the case, a consequence may be given and the student will be supervised away from other students whilst advice is sought from either the headteacher/principal (or deputy headteacher), designated safeguarding lead or appropriate pastoral members of staff. Should there be a requirement for a search using reasonable force (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>), this will only be done to seek a prohibited item, not one that is only banned under the academy's rules.

If a student refuses to be searched, the assumption will not be that they do not have a prohibited item and this may influence the outcome of the investigation. The outcome will be based on the balance of probabilities; refusal to consent to a search may lead to a consequence, up to and including a permanent exclusion.

After a search takes place, the following will occur:

Prohibited item found	Prohibited item not found
<ul style="list-style-type: none"> <li>• Post-search support if appropriate</li> <li>• Incident reported to DSL</li> <li>• Appropriate follow-up consequences implemented commensurate with prohibited item found</li> <li>• Parents/carers to be informed as soon as practicable</li> <li>• Clear recording of the search</li> </ul>	<ul style="list-style-type: none"> <li>• Post-search support if appropriate</li> <li>• Parents/carers to be informed as soon as practicable</li> <li>• Clear recording of the search</li> </ul>

All searches in SHARE academies will be clearly recorded on CPOMS. Records will include the following:

- The date, time and location of the search
- Which student was searched
- Who conducted the search and any other adults or students present
- What was being searched for
- The reason for searching
- The consent gained prior to the search starting
- What items, if any, were found
- What follow-up action was taken with the prohibited item
- What follow-up consequence was taken with the student
- Details of the communication with parents/carers
- Details of any follow-up action with any external agencies

Where appropriate, a search may include the use of an electronic device to identify prohibited items.

An electronic device to support a search would only be used in circumstances where:

- Credible information has been gathered which suggests a student has a prohibited item in their possession, and/or
- Random or scheduled searching is built into a student’s risk assessment

On the occasion that a student with SEND is identified as needing to be searched, further consideration will be given to ensure that appropriate reasonable adjustments based on both the necessity of the search and the student’s needs are considered before proceeding.

Should any more invasive searching be required, the parent/carer and potentially the police will be contacted. The academy’s staff cannot and will not complete any such searches.

If an external agency would like to conduct a search and that student consents to the search, the academy **must** provide an appropriate adult present. This can be a member of staff acting in that capacity **or** their parent/carer.

If the agency declines for us to be present, academy staff must challenge this and the search not be permitted to go ahead until the headteacher/principal/executive headteacher/CEO gives their permission. If this type of search is permitted to go ahead it should be recorded on CPOMS including the agency’s reason for not allowing an appropriate adult to attend the search.

## Screening

Screening can help provide reassurance to pupils, staff and parents that the academy is taking measures to create a calm, safe and supportive environment.

Academies' statutory power to make rules on pupil behaviour and their duties as employers in relation to the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.

Where SHARE academies use screening, this will be with an appropriate device before students enter the academy building.

Where a student has a disability, academies should make any reasonable adjustments to the screening process that may be required.

If a student refuses to be screened, the members of staff conducting the screening should consider why the student is not co-operating, and make an assessment of whether it is necessary to carry out a search.

If a screening returns a positive result (and a banned item is discovered as a result), this will be dealt with through the behaviour policy and procedure detailed in this document.

If a screening returns an unexplained positive result (a sound is heard but no item is found following a subsequent search), the student will be questioned as to the reason, parents/carers will be informed, and/or the police will be informed.

## Confiscation

Following a search, if a prohibited item is identified, it may be confiscated by a member of staff who has been delegated authority to conduct a search by the headteacher/principal.

Any item which is deemed to fall into one of the following three categories can be confiscated by staff members undertaking searches:

- An item which poses a risk to staff or pupils;
- An item which is prohibited, or identified in the academy rules for which a search can be made
- An item which is evidence in relation to an offence.

The table below details arrangements for confiscation:

Item	Confiscation arrangements
Controlled drugs	Liaise with the police to agree on appropriate next steps
Other substances (not believed to be controlled)	<ul style="list-style-type: none"> <li>• Delivered to the police as soon as possible</li> </ul>
Alcohol, tobacco, cigarette papers or fireworks	<ul style="list-style-type: none"> <li>• Retained or disposed of (based upon judgement of authorised member of staff conducting search)</li> <li>• Not returned to student under any circumstances</li> </ul>
Pornographic images	<ul style="list-style-type: none"> <li>• Disposed of</li> <li>• If possession constitutes a specific offence, it will be delivered to the police as soon as possible</li> </ul>
Stolen items	<ul style="list-style-type: none"> <li>• Depending on circumstances outlined in paragraph 64 of the document below, either:</li> <li>• Delivered to the police as soon as possible, or</li> <li>• Returned to the owner</li> </ul>
Weapons or items which are evidence of a suspected offence	<ul style="list-style-type: none"> <li>• Delivered to the police as soon as possible</li> </ul>
Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property	<ul style="list-style-type: none"> <li>• Based upon the professional judgement of authorised member of staff conducting search, items could be:</li> <li>• Delivered to the police as soon as possible, or</li> <li>• Retained, or</li> <li>• Returned to the owner</li> <li>• The decision will depend on circumstances outlined in paragraphs 67 and 68 of the document below</li> </ul>
Items banned under the academy's rules	<ul style="list-style-type: none"> <li>• Based upon the professional judgement of authorised member of staff conducting search, items could be:</li> <li>• Retained, or</li> <li>• Returned to the owner</li> <li>• The decision will depend on circumstances outlined in paragraph 70 of the document below</li> </ul>

In all matters pertaining to searching, screening and confiscation, SHARE Multi-Academy Trust will follow the guidance available at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

### Appendix 3 – Academy-specific rewards

At Royds Hall, rewarding and positively recognising when students work hard and demonstrate excellent behaviour is an important part of what we do. Our positive recognition matrix shown below details how rewards shape academy life on a daily, weekly, termly and annual basis. Every member of staff in the academy plays a central role in recognising the positive contributions our students make:

<b>Positive Recognition Matrix</b>		
	<b>Lessons &amp; Departments</b>	<b>Whole academy</b>
<b>Daily</b>	<ul style="list-style-type: none"> <li>• Arbor positives</li> <li>• Praise boards</li> <li>• Verbal/non-verbal feedback in lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Every Lesson checks</li> <li>• SLT distribution of awards badges and vouchers</li> <li>• SLT/HOY excellent effort stamps</li> </ul>
<b>Weekly</b>	<ul style="list-style-type: none"> <li>• Flash marking</li> <li>• Observing positive behaviour - conversations on duty</li> <li>• Postcards home</li> <li>• Positive phone calls home</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance rewards for forms</li> <li>• Positive calls home by SLT/HOY</li> <li>• Headteacher awards</li> </ul>
<b>Half Termly</b>		<ul style="list-style-type: none"> <li>• Year group praise assemblies</li> <li>• Attendance badge rewards</li> </ul>
<b>Termly</b>	<ul style="list-style-type: none"> <li>• Progress badges</li> </ul>	<ul style="list-style-type: none"> <li>• Year group praise assemblies</li> </ul>
<b>Yearly</b>		<ul style="list-style-type: none"> <li>• End of year reward trips</li> <li>• Reward afternoons</li> <li>• Whole school Graduation</li> <li>• Sports Day</li> </ul>

### Appendix 4 – Use of reasonable force

In all SHARE academies, we follow the guidance in the following document pertaining to use of reasonable force with students:

[https://consult.education.gov.uk/behaviour-unit/revised-use-of-reasonable-force-guidance/supporting\\_documents/Use%20of%20reasonable%20force%20and%20other%20restrictive%20interventions%20guidance.pdf](https://consult.education.gov.uk/behaviour-unit/revised-use-of-reasonable-force-guidance/supporting_documents/Use%20of%20reasonable%20force%20and%20other%20restrictive%20interventions%20guidance.pdf)

The use of reasonable force and other restrictive interventions is a last resort, to be used only:

- When a student's behaviour poses an immediate risk of harm to themselves or others
- To prevent damage to property

SHARE academies are committed to prioritising prevention and de-escalation strategies to minimise the need for physical intervention.

Where the use of reasonable force is necessary and proportionate to the circumstances, it must be carried out in a way that:

- Respects the students dignity
- Is the least restrictive option required
- For the shortest possible duration

All staff who may need to use reasonable force are appropriately trained by Team Teach in safe and lawful practices.

In line with statutory guidance from September 2025, the academy will record and report every significant incident where reasonable force is used on CPOMS in as much detail as possible.

A 'significant incident' is defined as:

*Any use of force that goes beyond appropriate physical contact (such as guiding a student's arm or a hand on their back)*

For every such incident which occurs within a SHARE academy, the following will take place:

- A detailed record will be made
- Parents/carers will be informed as soon as is practicable (unless doing so would place the student at risk of harm)
- Social worker will be informed as soon as is practicable

The following will be included on all CPOMS records of this type:

- The date, time and location of the physical intervention
- Which student a physical intervention was used on
- Who conducted the physical intervention and any other adults or students present
- A full account of incidents leading up to the physical intervention
- Any de-escalation strategies that were attempted prior to the physical intervention
- The detailed reason for the physical intervention
- The specific holds and physical intervention techniques used
- The duration of the physical intervention
- What follow-up action was taken after the physical intervention
- What follow-up consequence was taken with the student
- Details of the communication with parents/carers (times/dates/response/dialogue)
- Details of any follow-up action with any external agencies (times/dates/response/dialogue)

This information will be regularly reviewed by the Executive Headteacher or Trust Improvement Lead to:

- Identify trends or concerns
- Inform staff training

- Support continuous improvement in behaviour management