SHARE
MULTI-ACADEMY TRUST

SECONDARY ACADEMY BEHAVIOUR POLICY & PROCEDURE

Royds Hall

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Section 1: Policy Aims and Statement

We aim to:

- Promote positive behaviour and respectful relationships.
- Create a safe, inclusive and orderly environment.
- Enable all pupils to achieve their potential.
- Ensure behaviour is managed fairly, consistently and proportionately.
- Support pupils to understand, reflect on and improve their behaviour.
- Meet statutory duties relating to behaviour, safeguarding, equality and SEND.

Our approach to behaviour is rooted in the belief that every pupil has the right to learn in a calm, safe, inclusive and purposeful learning environments where pupils can learn and staff can teach. Positive behaviour is actively taught, modelled, recognised and rewarded across the academy and is built upon the Trust values of Valuing People and Supporting Personal Best. When behaviour does not meet expectations, responses are designed to promote accountability, reflection and improvement, ensuring that pupils are supported to make better choices in the future.

A basic set of expectations is in place for all pupils who attend SHARE academies:

- Arrive on time and to lessons punctually
- Be prepared and ready to learn
- Wear uniform correctly (see Appendix A)
- 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.

Section 2: Legal and Statutory Framework

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)

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

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

This policy follows Department for Education legislation in ensuring that SHARE academies are academies where teachers teach, and pupils learn.
The academy will implement all suspensions, exclusions, searches and restrictive interventions in accordance with current Department for Education guidance (School suspensions and permanent exclusions - GOV.UK).

Section 3: Behaviour Expectations

- Attend regularly and arrive on time.
- Be ready to learn.
- Follow staff instructions.
- Treat others with kindness, dignity and respect.
- Respect differences and protected characteristics.
- Behave safely.
- Respect the school environment.

Section 4: Roles and responsibilities

Role	Responsibilities	Contact
All staff (Including teachers, TAs, wider support roles and volunteers)	• Model expectations. • Apply the behaviour policy consistently. • Maintain a safe and inclusive environment. • Record and report concerns. • Complete required training. • Support pupils to understand, reflect on and improve their behaviour	
Heads of Year	• Promote good behaviour and attendance within their year group. • Monitor behaviour concerns and interventions. • Work with pupils, families and agencies to support high standards of behaviour and good attendance • Escalate serious concerns where appropriate. • Provide additional support / secure external support for pupils and families where young people are struggling to maintain school expectations	L Moxom C Lee C Simpson K Murray A Douglas

Deputy Headteacher responsible Behaviour	• Develop and deliver strategies for improving or maintaining the highest standards of behaviour and attendance • Lead the implementation of the Behaviour Policy. • Monitor behaviour data and outcomes. • Support complex behaviour cases. • Ensure lawful and consistent behaviour practice. •	D Hall
Senior Leaders	• Always promote good behaviour around the academy • Support consistent implementation of the policy. • Monitor behaviour trends and interventions. • Lead responses to serious incidents. • Support staff and pupils	E Devane D Hall J Donnelly N Inman J Thompson E Knight L Walshaw K O'Donnell L Zafar
Headteacher	• Develop and deliver strategies for improving or maintaining the highest standards of behaviour and attendance • Lead implementation of the policy. • Ensure lawful and consistent practice. • Oversee serious incidents, suspensions and exclusions. • Monitor behaviour outcomes. • Report to governors / directors.	E Devane
Academy Governors	• Monitor and evaluate the impact of the Behaviour Policy & Procedure • Provide checks and reassurance that the behaviour policy is effective and appropriate for the school	M Wood
Executive Leadership Team	• Provide strategic oversight of behaviour. • Support leaders to deliver high standards of behaviour and attendance • Share best practice across schools • Monitor behaviour, suspension and exclusion trends. • Hold leaders to account for standards of behaviour and attendance • Report to governors and trustees.	Executive Principal
Trust Board of Directors	• Monitor the effectiveness of the policy. • Ensure the trust meets all its statutory duties relating to behaviour and attendance • Satisfy themselves that leaders have effective strategies, rooted in known best practice. • Hold leaders to account for implementation and outcomes.	Pupil Committee

Section 5: Promoting positive Behaviour and Responding to Unsatisfactory Behaviour

Promoting Positive Behaviour

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 pupils are aware of expected behaviours, we will explicitly teach expectations through the character curriculum.
Where re-teaching is required – whether that be for an individual pupil, a small group or a larger group of pupils – 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 pupils to be ready to meet expectations, and supports the upholding of a positive culture of pupils being polite, purposeful and respectful.

Where adaptations to expected routines are required, for example for a pupil with SEND, these are made appropriately and in consultation with the SEND Department and parents/carers. Adaptations will be reviewed regularly to ensure they remain appropriate, proportionate and effective in meeting the pupil's needs.

Rewards and Recognition

SHARE believes that recognising pupils' achievements is very important in encouraging positive behaviour. 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. SHARE academy rewards may include:

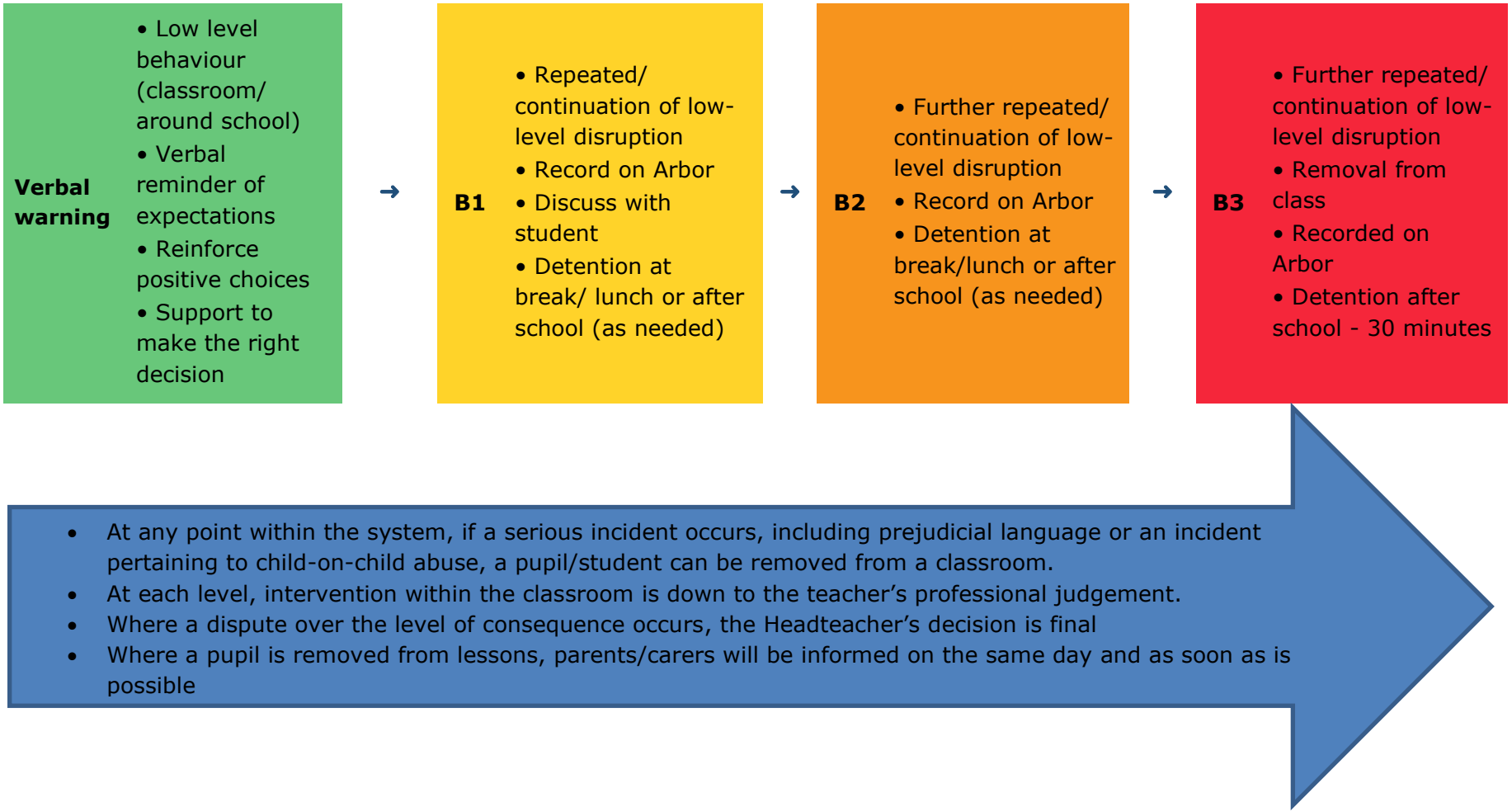
- Certificates
- Letters
- Trips and visits
- One-off rewards
- Verbal praise
- End of term/year reward events
- Eligibility for pupil responsibility roles

Responding to Unsatisfactory Behaviour

The academy operates a staged consequences system which supports pupils to make positive choices and reflect on their behaviour.

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 secondary 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 pupil may require further intervention and consequences. For incidents of this nature, parents/carers will be informed about investigations and decisions made by staff.

Removal from lessons	• Removal from classroom • Student goes to Exit room or appropriate space • Logged on Arbor	→	**Internal reflection**	• Repeated disruption or removals from classroom • Significant or continued off task behaviour • Half or full day depending on severity • Logged on Arbor (and CPOMS where appropriate)	→	**Suspension / External Reflection**	• Significant/serious incident or failure to complete previous sanction • Full investigation conducted • Outcomes logged and reported to parents/carers • Return to school after a reintegration meeting • Logged on Arbor and CPOMS

→ **Permanent exclusion**

• A decision to exclude a student permanently will only be taken:
• 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.

For exceptionally serious incidents, including use of prejudicial language, behaviour or child-on-child abuse of any kind, or persistent refusal to engage with expectations, incidents can constitute higher tariffs of sanctions without all sanction levels being given.

Serious incidents may result in a higher-level response without prior sanctions where appropriate. Parents/carers will be informed of significant incidents and sanctions.

Immediate consequences will be implemented by leaders to deal with pupils' misconduct 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.

In summary, responses to unsatisfactory behaviour may include:

- Verbal reminders and restorative conversations
- Behaviour interventions (e.g. pupil report, small group work)
- Removal from lessons
- Reflection or internal suspension
- Suspension
- Managed Move or Offsite Direction
- Permanent exclusion

Behaviour outside the classroom

Good behaviour in social areas and around corridors is essential for maintaining a safe environment. We expect pupils 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.

Discipline beyond the academy gate

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

- taking part in any academy-organised or academy-related activity
- travelling to or from the academy or wearing academy uniform
- 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 pupils' misconduct at any time, whether or not the conditions above apply, that:

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

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, pupils 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 pupil)
- 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 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.

Pupils are not allowed to use mobile phones in school, for more information related to mobile phones, *please see Appendix B*.

Following a consequence being implemented

It is important that where negative behaviours are identified, and

consequences are implemented, pupils 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.
- Check in 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 positive behaviour plan.
- 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 further suspensions.

Section 6: Behaviour and safeguarding

The academy recognises that behaviour may be linked to safeguarding concerns, unmet needs, trauma, exploitation, abuse or mental health difficulties.

Where safeguarding concerns are identified:

- The Designated Safeguarding Lead (DSL) will be consulted.
- Behaviour and safeguarding responses will be considered together.
- A victim-centred approach will be adopted where peer-on-peer abuse is alleged.
- Behaviour online, including misuse of technology and AI-generated content, will be addressed through safeguarding and behavioural processes where appropriate.

The academy will not tolerate any behaviour that compromises pupil safety, including bullying, discriminatory behaviour, harassment, child-on-child abuse, harmful sexual behaviour or prejudicial language.

Section 7: SEND and Reasonable Adjustments

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

- Continue to promote high standard of behaviour
- Provide appropriate support to ensure that all pupils 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 pupil

- Make reasonable adjustments to consequences as appropriate to accommodate a child's SEND
- Follow up with behaviour incidents involving pupils with SEND to explore whether further support is appropriate.

The academy will consider whether behaviour may be linked to:

- a special educational need
- a disability
- communication difficulties
- mental health / safeguarding /trauma or adverse childhood experiences

Prior to issuing significant sanctions, leaders will consider whether reasonable adjustments are required under the Equality Act 2010 and whether further assessment or support is necessary.

Section 8: Suspensions, Exclusions and Off-Site Direction

Suspensions, permanent exclusions and off-site directions will only be used lawfully, fairly and proportionately and in accordance with current statutory guidance.

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

Following suspension, a reintegration process will identify support, reasonable adjustments and interventions to reduce the likelihood of recurrence.

Further details are contained within the academy's Suspension and Exclusion Procedures.

Section 9: Searching, Screening and Confiscation

Authorised staff may search, screen and confiscate items, where permitted by legislation and statutory guidance.

- Searching, Screening and Confiscation

All searches will be:

- Lawful
- Proportionate
- Recorded appropriately
- Communicated to parents/carers where required

Further details are contained within the academy's Searching, Screening and Confiscation Procedure.

Section 10: Restrictive Interventions and Reasonable Force

The academy is committed to minimising the use of restrictive interventions through effective relationships, preventative strategies and de-escalation.

Restrictive interventions, including reasonable force, will only be used in line with statutory guidance:

- Use of reasonable force and other restrictive interventions guidance

And:

- As a last resort
- When necessary
- When proportionate
- To prevent harm, serious disorder, damage to property or criminal offences

All significant incidents involving restrictive intervention will be:

- Recorded
- Reviewed
- Reported to parents/carers as soon as practicable
- Reported to social workers where appropriate

Further details are contained within the Trust's Restrictive Interventions Procedure.

Section 11: Parents'/carers' role within promoting good behaviour.

Parents and carers play a vital role in working with the academy to ensure that their child meets the expectations set out in this policy and contributes to a calm, safe and respectful learning environment. We are committed to working in partnership with families to support every child to thrive. Whilst the academy values parental views and collaboration, the Headteacher the right to make final decisions regarding rewards, recognition and consequences for behaviour. Decisions will be made in accordance with this policy, the principles of natural justice, and relevant statutory guidance.

Accordingly, parents and carers are expected to:

- Reinforce the academy's behaviour expectations at home, including responding appropriately to rewards and consequences.
- Ensure their child behaves responsibly online and does not engage in conduct that is abusive, bullying, defamatory, harmful, or likely to bring the academy into disrepute.
- Raise any concerns about behaviour management through the appropriate academy channels in a timely and respectful manner.
- Attend meetings, consultations and other support arrangements when requested to help their child meet behaviour expectations.
- Work proactively with academy staff to maintain positive behaviour

and address any emerging concerns or patterns of behaviour.

Communication between school and parents is essential – the Pupil Planner is central to this – see Appendix C for more information.

Section 12: Monitoring and Evaluation

The academy monitors:

- Positive and negative behaviour incidents.
- Suspensions and exclusions.
- Attendance.
- Bullying.
- Restrictive interventions.
- Outcomes for vulnerable groups.

Behaviour and restrictive intervention data are reviewed regularly by academy and Trust leaders and reported to governors and trustees to inform improvement activity and staff training.

Section 13: Working with external agencies

SHARE believes it is important to work in partnership with external agencies to support the improvement in behaviour of its pupils, whilst at the academy and beyond the academy gate. Where a pupil's behaviour is becoming increasingly concerning 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 academies) to support the pupil 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 pupils and their families to make progress towards being effective and valued members of their local communities and wider society.

Section 14: Equality and Diversity

The academy will not tolerate discrimination, harassment, victimisation or prejudice relating to any protected characteristic under the Equality Act 2010.

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
• Academy behaviour policy (following this template) • Safeguarding and Child Protection Policy • Use of Restrictive interventions, including use of reasonable force procedure	• Safeguarding and Child Protection Policy template • Trust behaviour policy template • Equality and diversity policy • Complaints Policy

Schedule of Amendment

Version No	Issue Date	Amendment
1.6	Sept 23	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.
1.7	9.10.25	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.
2.0	12/07/2026	Policy transferred to the new Trust template and updated links, including the revised *Suspension and Permanent Exclusion Guidance*. Updated sections on mobile phones, managed moves, off-site direction and exclusions to reflect current legislation and guidance, including safeguarding separation and parental communication requirements. Added Appendix 5 on peer-on-peer abuse consequences

Appendices

Appendix A: Uniform Expectations

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

In SHARE academies, the required uniform is listed in the pupil 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
- Jewellery must be kept to a minimum – one small ring, watch, charity band, clear nose stud.

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.

Appendix B: Mobile phones

In line with the Department for Education's 'Mobile phones in schools' guidance (Mobile phones in schools - GOV.UK), in SHARE academies, mobile phones are not allowed to be seen, heard or used from the moment pupils enter the academy site until they leave the academy site at the end of the day.
This is because:

- Mobile phones risk unnecessary distraction, disruption and diversion.
- Without mobile phones in the academy, the environment becomes safer, protecting pupils 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 pupils can receive the education they deserve.

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

First instance of confiscation (mobile phone is seen, heard or used)	Mobile phone is confiscated and the mobile phone is returned to the parent/carer at the end of the day
Further instance of confiscation (mobile phone is seen, heard or used)	Mobile phone is confiscated, and the mobile phone is returned to the parent/carer at the end of the week
Regular and repeated instances of mobile phone usage	As above, but with a parent/carer meeting outlining the issues and implementing a plan to stop the issue. This may include: • The pupil handing over the phone daily to staff and collecting at the end of the day. • The pupil handing the phone to a parent in sight of members of staff. At this stage, there may also be wellbeing support offered to the pupil linked to mobile phone addiction or concerns over screen time
Exceptional circumstances, including but not exclusive to: • Where a mobile phone has been used in a crime • Where a mobile phone is deemed to be the cause of risk to a pupil • Where a mobile phone links to a safeguarding concern	In these instances, we will work within the guidance outlined in the following documents: • Mobile phones in schools - GOV.UK • Searching, Screening and Confiscation
In all instances of confiscation, mobile phones will be stored in Student Services until their collection at the end of the period of confiscation.	

Appendix C: The Pupil 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 pupils and parents. It is 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. Pupils should consult their head of year to replace it if this happens. If a child forgets their student planner, they will receive a negative consequence.