

# SECONDARY ACADEMY BEHAVIOUR POLICY

**Shelley College**

MAT Version	1.5
Name of policy writer	John McNally/Matthew Burton
Last review date	September 2023
Next review due date	September 2024
Approved by Trustees	September 2023

## Introduction & Purpose

As a Multi-Academy Trust, SHARE fundamentally believes that all students – despite their individual schools' contexts - 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 immediate, 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 school live the values of 'Valuing People, Supporting Personal Best'. Individual schools' 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 school within the Trust is valued, respected and allowed to learn in a safe, well-ordered school. Children can learn, teachers can teach. Every member of every school values every other, regardless of background, ethnicity, religion, sexual or gender orientation. Everyone attending a SHARE academy – whether staff or student – has their life enhanced by the variety of life on show within that school.

**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 school'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 school
- Respect each other's differences and behave in a way that is not prejudicial against any protected characteristic
- Follow the school 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 school's environment and building
- Do not leave the school 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/612222/behaviour-in-schools-guidance.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 July 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/behaviour-in-schools-guidance.pdf)

This policy follows Department for Education legislation in ensuring that SHARE academies are schools 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 middle school to Shelley College or transition support for a student newly starting at the academy)
- Regular assemblies
- Regular lesson visits to monitor behaviour and climate for learning
- Skills for Life
- 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 Shelley College, students are taught, and are expected to follow, clear routines around the following:

- The need for punctuality to school and to all lessons
- Lunchtime queueing
- Calm and orderly entrance to lessons
- Transition between lessons
- Entering and leaving assembly

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.

## **Classcharts**

The students will receive valuable information through an app called ClassCharts. Here they will be able to check a number of important things including:

Their timetable

Their homework

Whether they have a detention (and the reason for the detention)

## **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 a school, and students attending a SHARE academy must meet the reasonable expectations.

All students are expected to wear school uniform, which is outlined on the school website and available on request from any member of the Pastoral Team. Students not in correct uniform will receive a same day detention or if required placed in isolation until the issue is rectified. Students will often be offered a chance to rectify their uniform and offered the correct piece to wear. Should they refuse to do this then they would be put into isolation in the first instance.

Typically, this will include:

- Academy blazer
- Smart black trousers
- Academy tie
- White shirt
- Black socks
- Black, smart shoes (not trainers)
- Appropriate length skirt (Shelley logo)
- Salwar kameez
- Academy PE kit
- Piercings (One small gold or silver stud which must be 0.5cm diameter or smaller may be worn anywhere in each ear. Hoop earrings are not allowed.)

Please refer to the school website for the specifics around school uniform

Students may wear one charity band, and a wristwatch. No other jewellery or facial piercings are permitted. If a student is seen to be wearing any additional items of jewellery these will be confiscated for 5 school days. If they refuse to remove these, they will be asked to go to isolation until the student adheres to expectations.

Make-up is permitted but must be natural. If a staff member deems a student to have excessive amounts of make-up on, they will be told to remove this; failure to do so will result in isolation until the student

adheres to expectations.

Hair must be of natural colour, therefore coloured hair (blue, green for example) is not permitted. No extreme styles or lengths are permitted, such as Mohicans. Beards, moustaches and long sideburns are not permitted. Failure to meet these expectations will result in isolation until the hair meets expectations.

Fake tan, false and gel nails, and fake eyelashes are not permitted and isolation will be in place until these issues are remedied.

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 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 schools' values.

Although not an exhaustive list, the rewards at Shelley College are as follows:

### **Praise in the Classroom**

Teachers will verbally praise students during lessons. There is an achievement & praise board in every classroom that teachers may use to show their appreciation.

### **Class Charts**

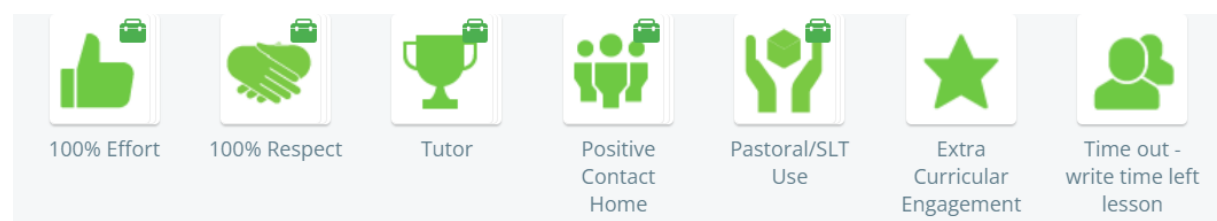
Every student will have their tally reset to zero at the beginning of every half term. This reinforces our 'fresh start' approach and will ensure there will be a regular new race to the top for all students. The school will keep a cumulative record of all points but this is unable to be displayed in class charts.

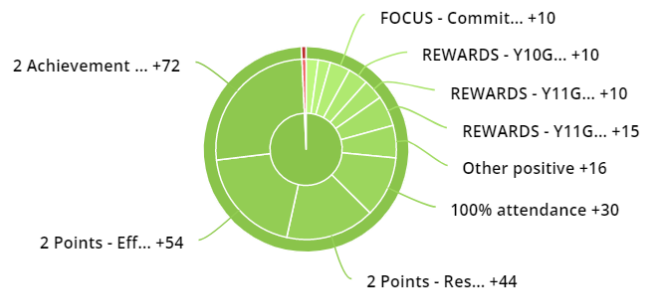
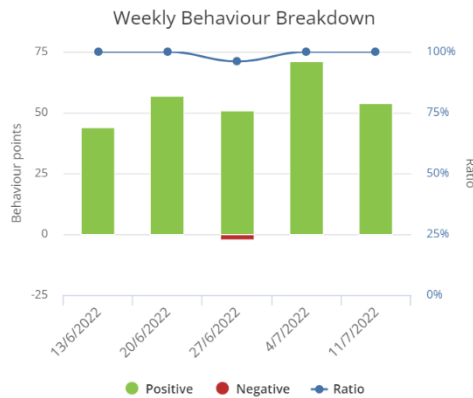
Positive points will trigger certificates each half term. You will see the virtual certificates in class charts but your child will also be awarded with a more traditional paper certificate so they can begin to build their record of achievement as they progress through Shelley College. This year's accumulated certificates will be presented in the first week back.

The different certificates are as follows:



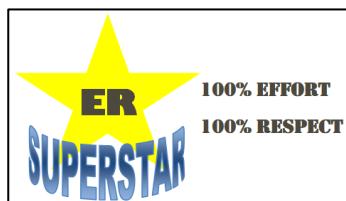
Class charts is an excellent way for a teacher to acknowledge a student's hard work. Teachers have the opportunity to award points both inside and outside the classroom. Non-teaching staff also have access to class charts. Parents/carers are encouraged to access their child's class charts account and celebrate with the child their successes.





### **ER SUPERSTAR Cards**

Students are awarded ER SUPERSTAR cards both inside and outside the classroom. There is no limit to how many cards can be given. Should a student be awarded a card, they are entered into a weekly draw where they could win a prize.



### **Wheel of Wonder**

Every child, every week, is entered into the wheel of wonder regardless of whether they have had a good week or not. Should the student get picked then he/she will have the chance to win a £5 gift voucher if they have achieved the following in the previous week:

- 100% Attendance
- No B3/NME Removals
- No lates

If a child does not meet the criteria, they will forfeit the prize and it rolls over to next week.





### **Half Termly/Yearly Prizes**

Prizes are also awarded to students at strategic times in the year – eg. Christmas - 'The Winter Wonder Wheel', Easter - 'Be a feaster this Easter', Summer - 'Summer Hummer'. These are intended to be a bit of fun for the students incentivising them to continue attending and working hard in the final week of term.

### **Postcards**

Positive postcards can be sent to students from any staff member in school, not just teachers. These are sent through the normal mail system.

### **A Call for All**

Staff make at least one positive phone call to a parent/carer a week with the aim of every student at Shelley College having had a positive phone call home by the end of the academic year.

### **Tutor Attendance Challenge**

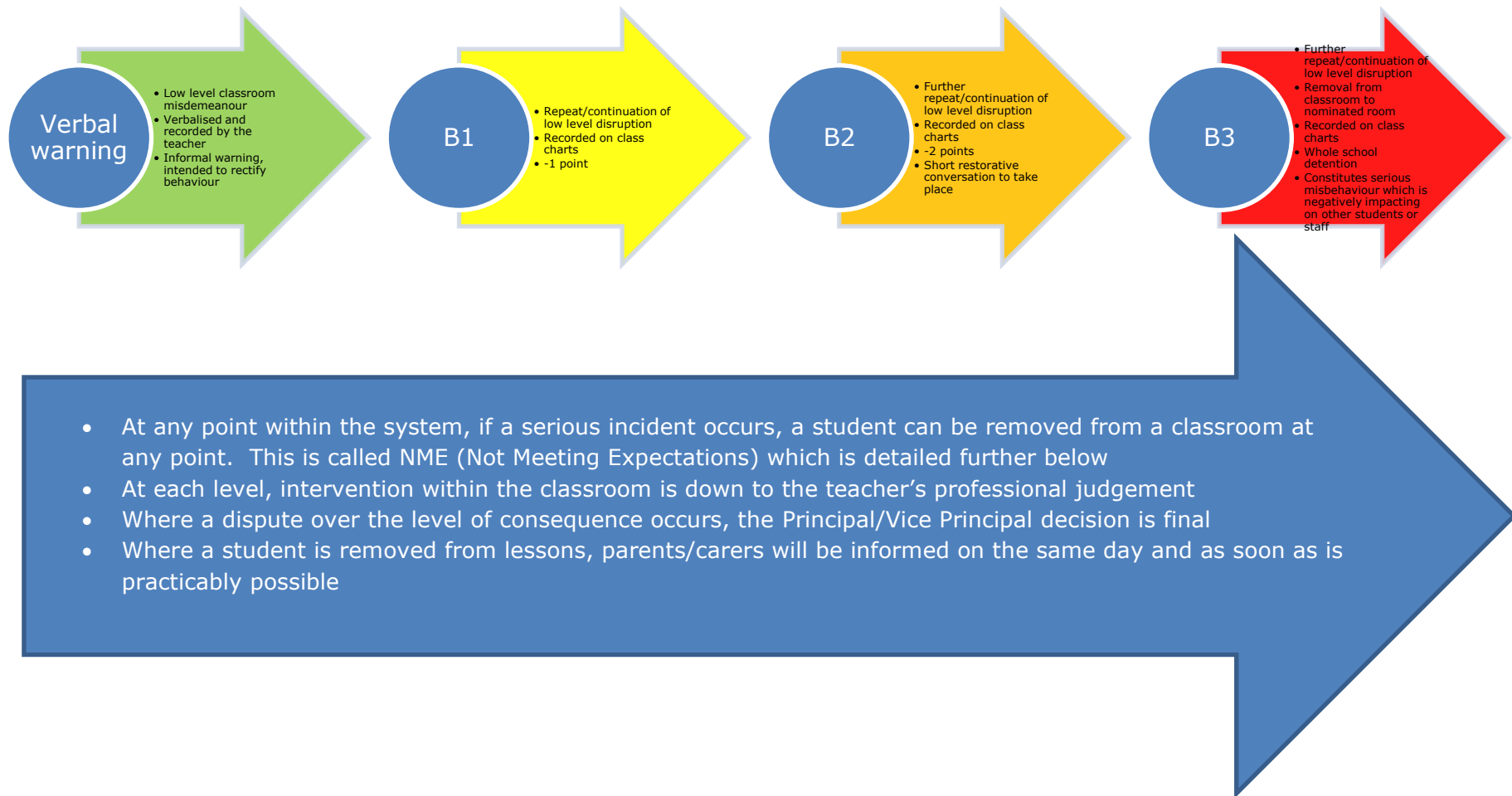
Each week, the tutor group with the best cumulative attendance for the previous week is delivered an attendance trophy with each student being awarded a packet of sweets.

### **Whoop, Whoop, Best Group**

The tutor group which achieves the most cumulative reward points from the previous week gets to sit on the back row (VIP seats) during assembly.

## Classroom based consequences

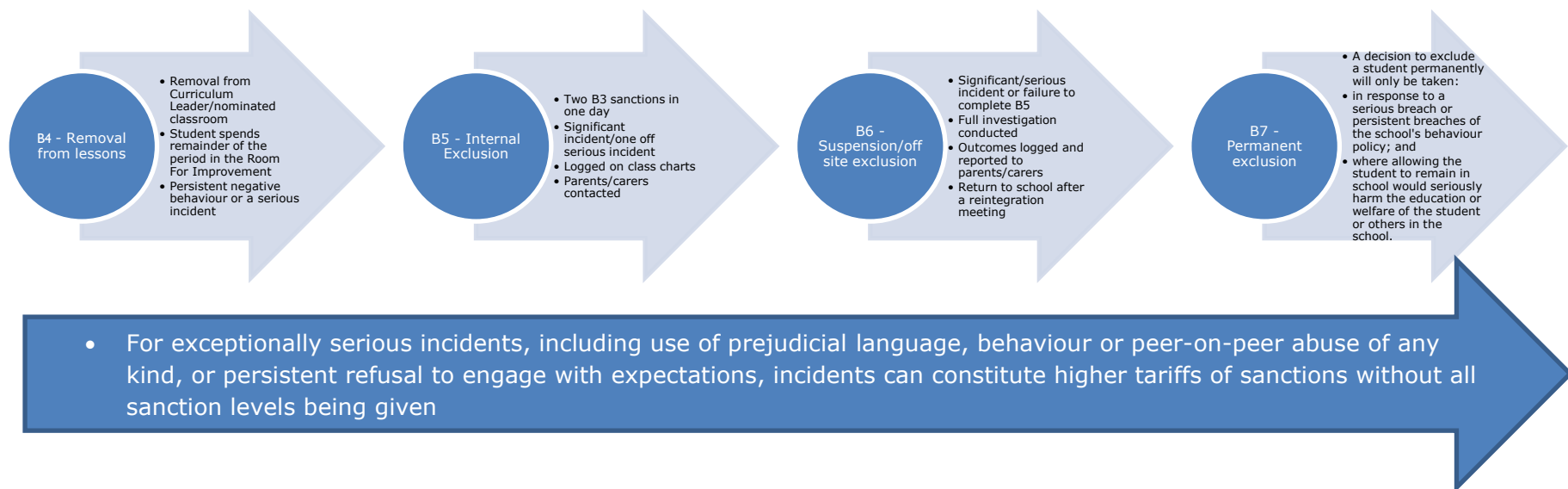
In all schools, consistency of behavioural systems is important in ensuring the climate for learning is positive and allows progress to be made. Each SHARE academy follows the basic principles outlined below:



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. At all points within the system, parents/carers will be informed as to investigations and decisions made by staff.



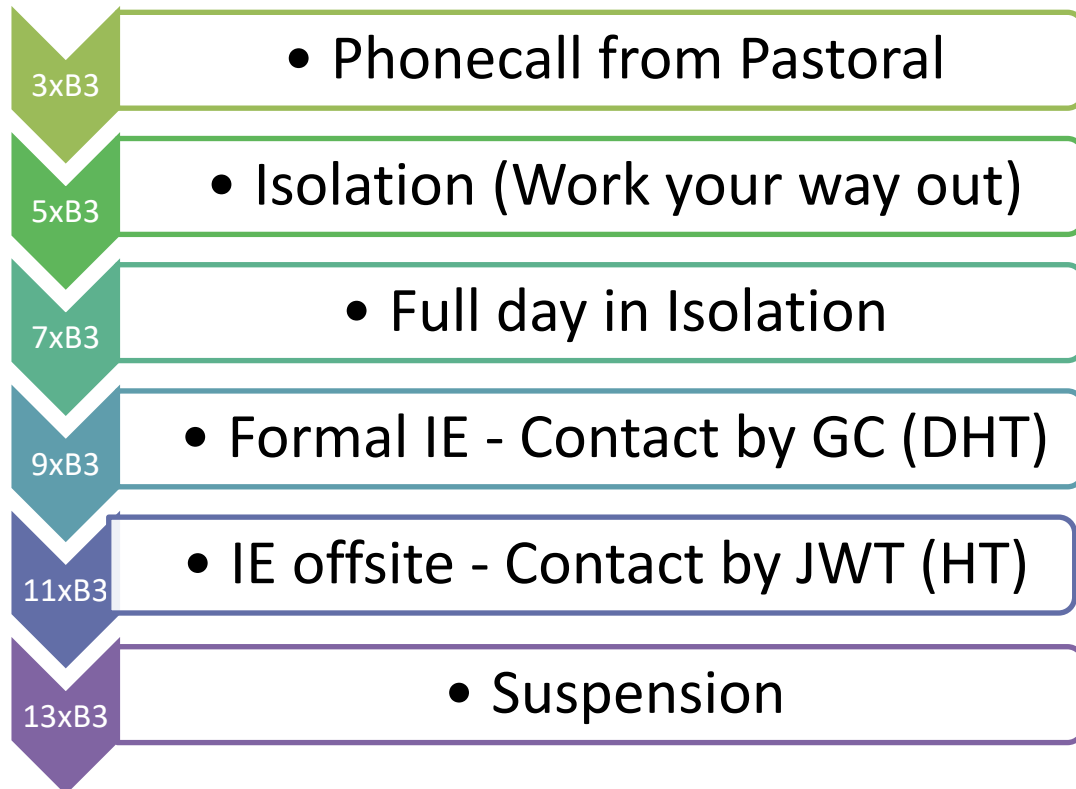
## NME

A student will be immediately removed from the lesson if they do not meet the following expectations. The sanction is the same as a B3 removal and parents will be notified via ClassCharts.

Not Meeting Expectations
<b><u>INSULTING STAFF</u></b>
<b><u>CHEATING DURING ASSESSMENTS</u></b>
<b><u>DANGEROUS BEHAVIOUR THAT CAN CAUSE HARM</u></b>
<b><u>SWEARING OR DISCRIMINATORY LANGUAGE</u></b>
<b><u>SERIOUS DELIBERATE DAMAGE TO SCHOOL PROPERTY</u></b>
<b><u>REFUSING TO LEAVE ON A B3</u></b>
<b><u>REFUSING TO HAND OVER ITEMS FOR CONFISCATION (eg. MOBILE/EARPHONES)</u></b>
<b><u>SWITCHING OFF A PEER'S PC (ICT)</u></b>
<b><u>REFUSAL TO WEAR A SPARE KIT (PE)</u></b>

## Removal Triggers

Being removed from a classroom by a B3 or NME will be closely monitored. Should they accumulate then certain interventions will be put into place at certain 'trigger points'.

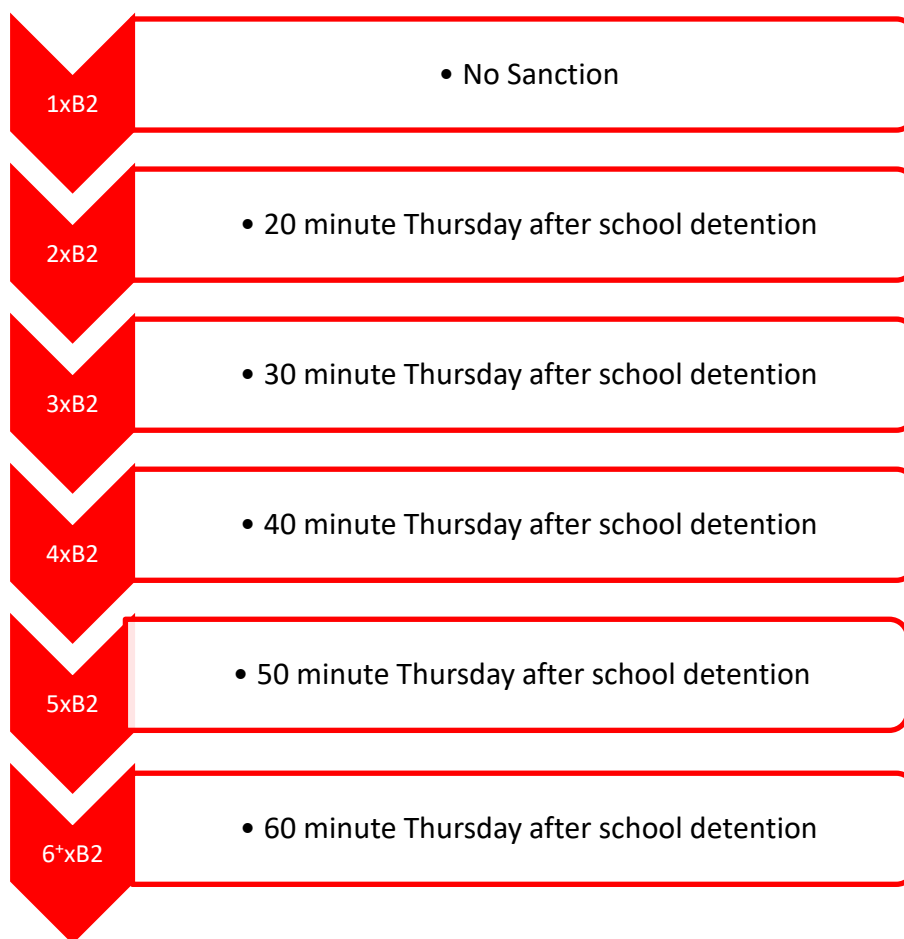


The data is always reset to zero when a new half term commences.

## Persistent Low-Level Disruption

Low level disruption is controlled by the use of the behaviour system. However, should a student continue to accumulate B2s during the week then a further sanction would be put in place – an SLT Thursday afterschool detention. Parents will be notified the day before the detention should their child need to attend. If the student does not attend then they would be put into isolation in the first instance and would be required to attend the detention at another time.

The amount of time in the Thursday detention depends on the amount of B2 the child has received in the previous week.



B2 data is reset to zero for the beginning of every week.

### 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 of local partners and agencies to provide support
- More serious incidents, which lead to a suspension, will be met with further support in order to reduce the risk of recidivism

### Corridors and around the Academy

When a student is found to be behaving poorly on a corridor or around a SHARE academy,

negative consequences as defined in the individual academy's behaviour policy will be issued. Parents/Carers will be informed as quickly as possible.

Consequences are given for misdemeanours such as (but not exclusive to):

- Not adhering to the school's uniform expectations
- Inappropriate language (not directed towards another student or member of staff and not swearing)
- Generally inappropriate, but inoffensive, behaviour
- Running on corridors
- Shouting or screaming
- Swearing
- Clear violation of communicated rules and expectations
- Behaving in a way which is unsafe

## **Bullying**

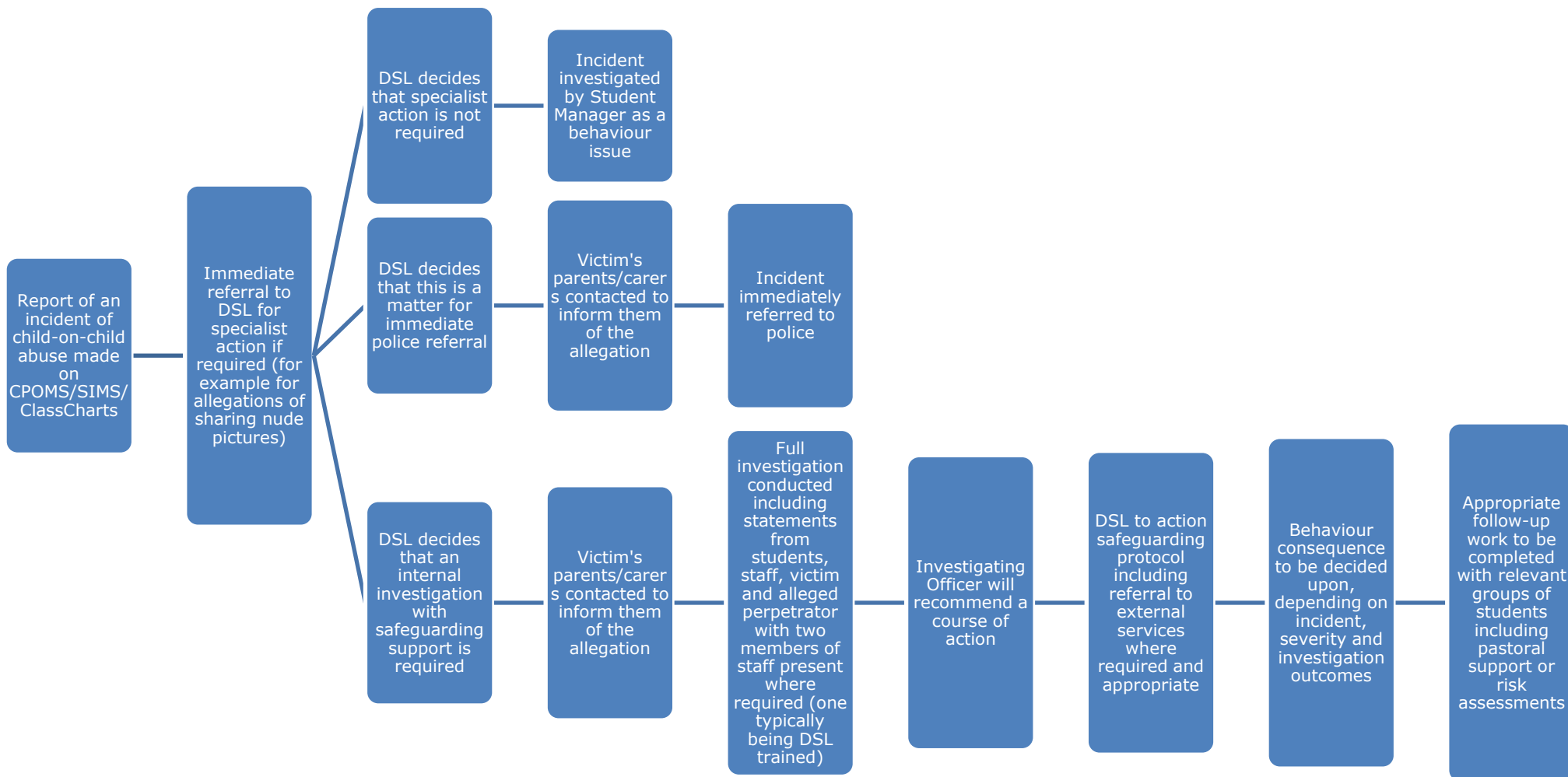
SHARE takes a robust and consistent approach to any issues which relate to bullying. Further details of this are listed below in the 'peer-on-peer abuse' section. Schools within SHARE each have an anti-bullying policy which outlines the approach the school will take to safeguard its students from exposure 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 school'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 Child Protection and Safeguarding policy.

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/carers 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 Shelley College, for lower school students (Year 9, 10 and 11), mobile phones are not allowed. We believe that there is a greater risk of distraction, disruption, bullying and abuse and they can be a detriment to learning.***

***At Shelley College, rules and procedures around mobile phones and earphones/AirPods are as follows:***

1. Mobile phones, airpods and earphones should be switched off and placed in bags out of sight. They are not permitted to be used in any location at any time during the school day
2. Smart watches can be worn but should be disconnected from devices at all times.
3. There will be exceptions (for medical reasons) to these rules as agreed by school senior leaders

### ***Consequences for using mobile phones in school***

First or second instance of confiscation per half term (mobile phone is seen being used/held by a student)	<p>Mobile phone is confiscated, and the mobile phone is returned to the student at the end of the day (3pm)</p> <p>If a student fails to hand over their phone first time as requested by staff, they will receive a 25-minute lunch time detention (same day or next day)</p> <p>Parents are notified</p>
Third incidence of confiscation per half term (mobile phone is seen being used/held by a student)	<p>Mobile phone is confiscated, and the mobile phone is returned to the parent/carers at the end of the day or to the pupil the next day.</p> <p>They will receive a 25-minute lunch time detention (same day or next day)</p> <p>Parents are notified</p>

Fourth incidence of confiscation per half term (mobile phone is seen being used/held by a student)	<p>Mobile phone is confiscated, and the mobile phone is returned to the parent/carer at the end of the day or to the pupil the next day.</p> <p>Mobile phone to be handed into pastoral office for the next five days (returned the same day on each of the five days)</p> <p>They will receive a 25-minute lunch time detention (same day or next day)</p> <p>Parents are notified</p>
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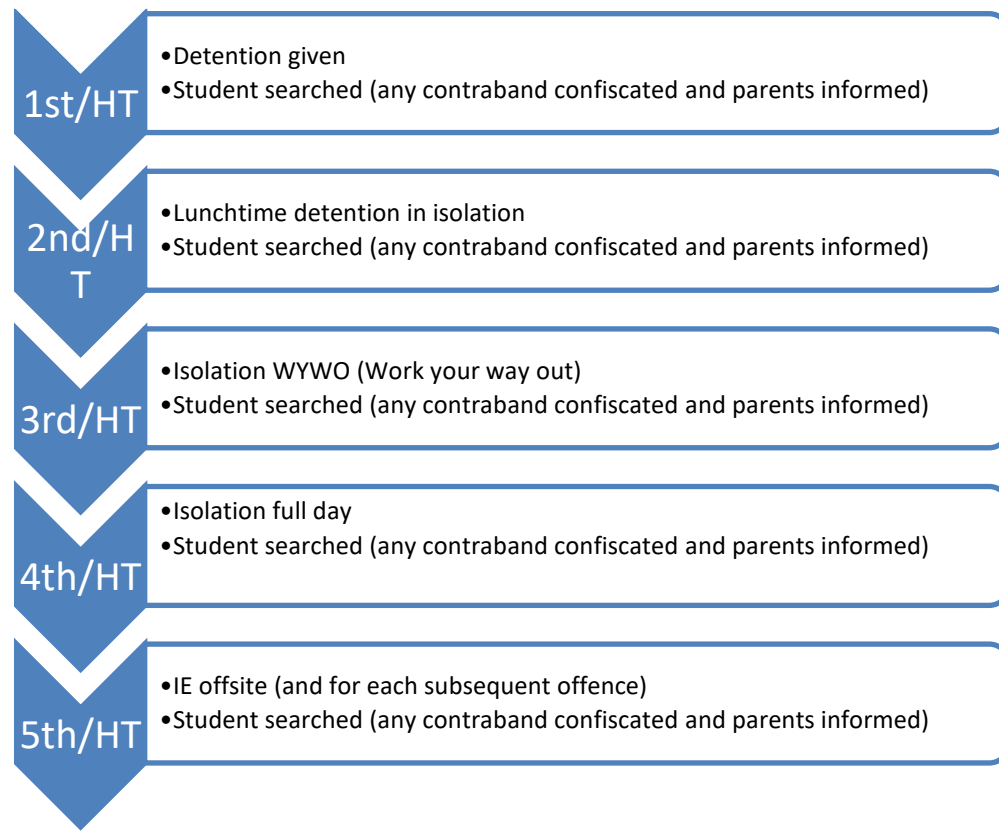
***Sixth form pupils (Year 12 and 13) may use mobile phones in any work space (including the Altitude building, Library, work rooms), in any outside space and in classrooms as permitted by their teacher. Sixth form students should refrain from using their mobile phones on the corridors.***

The terms 'mobile phone' and 'electronic device' refer to and is inclusive of the handset, SIM card, storage devices and the case in which the item is kept. Where there are any disputes with this policy or interpretations of it, the Principal's decision is final.

## **Sharing Toilet Cubicles**

It is not permitted for students to share toilet cubicles under any circumstance. Any students who do decide to enter toilet cubicles together will be searched to ensure they do not have any contraband items (eg vapes). Students who are found with a vape on their person will be placed in isolation and a conversation would be had with the Head Teacher to see if a further sanction would be appropriate.

A record will be kept regarding the frequency of students sharing cubicles and the appropriate intervention will be put in place depending on how frequent it is every half term.



### Discipline beyond the school gate

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

- taking part in any school-organised or school-related activity or
- travelling to or from school or wearing school uniform or
- in some other way identifiable as a pupil at the school
- 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 school culture

In addition, SHARE schools 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 school or
- poses a threat or causes harm to another pupil or member of the public, or
- could adversely affect the reputation of the school

### 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 are able to 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 SEND students to seek 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 school and beyond the school gate. Where a student's behaviour is becoming of increasing concern due to continued disruptive or anti-social behaviours either inside school or in the community, the school will, where possible and appropriate, engage with additional agencies (including but not limited to: CAMHS; the police; social services; and other local schools) 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 Suspension/Isolation

### Isolation

At SHARE academies, isolation 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 school
- A student completing curriculum work in silence, whilst supervised by an appropriate member of staff
- A proportionate response to a serious breach of the behavioural expectations
- A purpose-built provision which gives regard for students' rights

Isolation is **not**:

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

Isolation (B5) is an extremely serious sanction. The 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 Isolation Room. The room will be supervised by a member of staff at all times. Students are expected to work hard in the Isolation Room for the duration of their

placement, which will be time specific, short-term and in response to serious breaches of the behaviour policy.

All students who are placed in the Isolation Room must bring their set books and equipment for that day.

If a student does not meet the behavioural expectations of a session in the Isolation Room, then he/she will receive an internal exclusion offsite or a suspension, and will then repeat their day in isolation.

The following lists the warning system in place in Isolation:

### **Verbal Warning**

A minor misdemeanour – explicit expectations reissued to student

### **B1, B2, B3**

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

### **SLT Warning**

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

### **Suspension**

Completes the day on a suspension and restarts day in isolation 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 school
- 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 school's roll, and regular, structured safeguarding and wellbeing checks will be made by appropriate staff from their original school.

Before an off-site direction is issued, the original school 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 school
- Regularity of face-to-face safeguarding and wellbeing checks

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

- 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.

### **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 schools. This can inform robust challenge of leaders and is an important function of the strategic oversight of schools.

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 schools 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 school site.

The items below are prohibited in SHARE MAT schools 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 school 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 school 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 school 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
- School and trust level quality assurance of behaviour and attitudes



This policy links to others which are either individual to each school within SHARE Multi Academy Trust (and are available to view on each school'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 school and which are overarching SHARE policies are below:

Individual school 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</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 as a consequence. 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\\_May\\_2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_May_2023.pdf)

In any SHARE Multi-Academy Trust academy, the decision to suspend a student will be taken only:

- In response to persistent or serious breaches of the SHARE behaviour policy
- If allowing the student to remain in the individual academy would seriously harm the education or welfare of others

Each school within SHARE Multi-Academy Trust will follow the latest Department for Education guidance regarding suspensions from schools for both fixed term and permanent exclusions to ensure that students are treated fairly and not discriminated against.

The decision to suspend or permanently exclude a student can only be made by a headteacher or the person deputising for a headteacher in his or her absence.

The student who is suspended or excluded will be encouraged to reflect on and discuss the causes of the sanction and how it could be avoided in the future. In addition, leaders will use clear, uncomplicated language when discussing suspensions with parents/carers and students, and take into account the child's age and ability to understand the situation

### 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.

Exclusion 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 relevant support)</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.

## Permanent Exclusions

Permanent exclusion from school 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:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1162401/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_May\\_2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_May_2023.pdf)

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

- in response to a serious 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.

Where this decision is taken, Headteachers 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 and then has to be considered by the Governors' Discipline Committee.

Where a decision to permanently exclude a student is taken, the Headteacher must:

- Notify parents/carers without delay
- Notify the social worker and virtual school Headteacher if the child is looked after
- Notify the local authority

The Headteacher has the right to cancel any permanent exclusion which has already begun, as long as it has not yet been considered by the governing body. Where this happens, the following will take place:

- All appropriate stakeholders will be notified immediately, including the local governing body and the local authority, with reasons for the cancellation
- Parents will be notified as soon as possible and will be able to meet the Academy's Headteacher to discuss the cancellation
- Social workers and virtual school Headteachers (where appropriate) will be notified as soon as possible and included in meetings which follow this decision
- The student will be allowed back into the Academy without delay with appropriate support
- Any days spent out of the Academy as a result of the exclusion, prior to the

cancellation, will be counted towards the maximum of 45 days per year

Where the exclusion will take a student to more than 45 excluded days in one school year, or will have done so by the time that cancellation takes effect, the exclusion cannot be cancelled.

## 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, school 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 authorise appropriate staff to conduct searches and searching students will only be done:

- When the member of staff has consulted the Headteacher 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 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 (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
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<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>
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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 pupil was searched
- who conducted the search and any other adults or pupils present
- what was being searched for
- the reason for searching
- what items, if any, were found, and
- what follow-up action was taken as a consequence of the search

On the occasion that a student with SEND is identified as needing to be searched, advice will be sought from the SENDCO before proceeding.

Should a strip searches be required, the police will be contacted and the student will be supervised away from other students until such a time as they arrive.

## Screening

At the present time, no screening arrangements take place in SHARE academies.

Should a Headteacher wish to employ screening arrangements, consultation with parents/carers and appropriate stakeholders will be completed.

## 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.

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 school 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	<ul style="list-style-type: none"> <li>• Delivered to the police as soon as possible</li> </ul>

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)