

# PRIMARY ACADEMY BEHAVIOUR POLICY & PROCEDURE

TEMPLATE FOR SHARE PRIMARY ACADEMIES  
INDIVIDUAL ACADEMY POLICIES CAN BE FOUND ON ACADEMY WEBSITES

MAT Version	1.8
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Review date	September 2025
Next review date	September 2026
Approved by Directors	9 <sup>th</sup> October 2025

Schedule of amendments:

v1.7 - Not meeting expectations' section added / Appendix 1 – additional info about PEX added / Appendix 2 – leaders who can approve searches extended, additional guidance for recording searches, screening info added / Appendix 3 added – needs altering per school – rewards overview / various amendments between primary and secondary with omissions, where points don't pertain to primary age pupils, or some elements that are simplified for younger pupils.

V1.8 amendments as per secondary template detailed for primary use.

## Introduction & Purpose

As a Multi-Academy Trust, SHARE fundamentally believes that all pupils – 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 pupils 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 pupil – 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. Pupils 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 pupils are well behaved, cooperative 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 pupils 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)

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 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

[Suspension and permanent exclusion guidance August 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

This policy follows Department for Education legislation in ensuring that SHARE academies are schools where teachers teach, and pupils 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 pupils 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 pupil newly starting at the academy)
- Regular assemblies
- Regular lesson visits to monitor behaviour and climate for learning
- Kapow RSE and PSHE lessons supplemented by PolEd
- Parental meetings
- Wellbeing and behaviour interventions
- Regular checks on specific pastoral focus areas

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.

In NAME OF ACADEMY, students are taught, and are expected to follow, clear routines around the following:

- Entering and leaving the academy
- Lunchtime queueing
- Entering and leaving the classroom
- Transition to and from social times
- Entering and leaving assembly
- Fire evacuation.

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

Our behaviour curriculum links well to our Relationships Education Curriculum and by the end of primary education all children will have been taught the following aspects of learning how to have respectful relationships:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

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

In all SHARE academies, the required uniform is displayed on the Academy website. Typically, this will include:

- Grey trousers or skirt
- Academy polo shirt
- Black, smart shoes
- Academy jumper
- No jewellery other than a pair of plain stud earrings

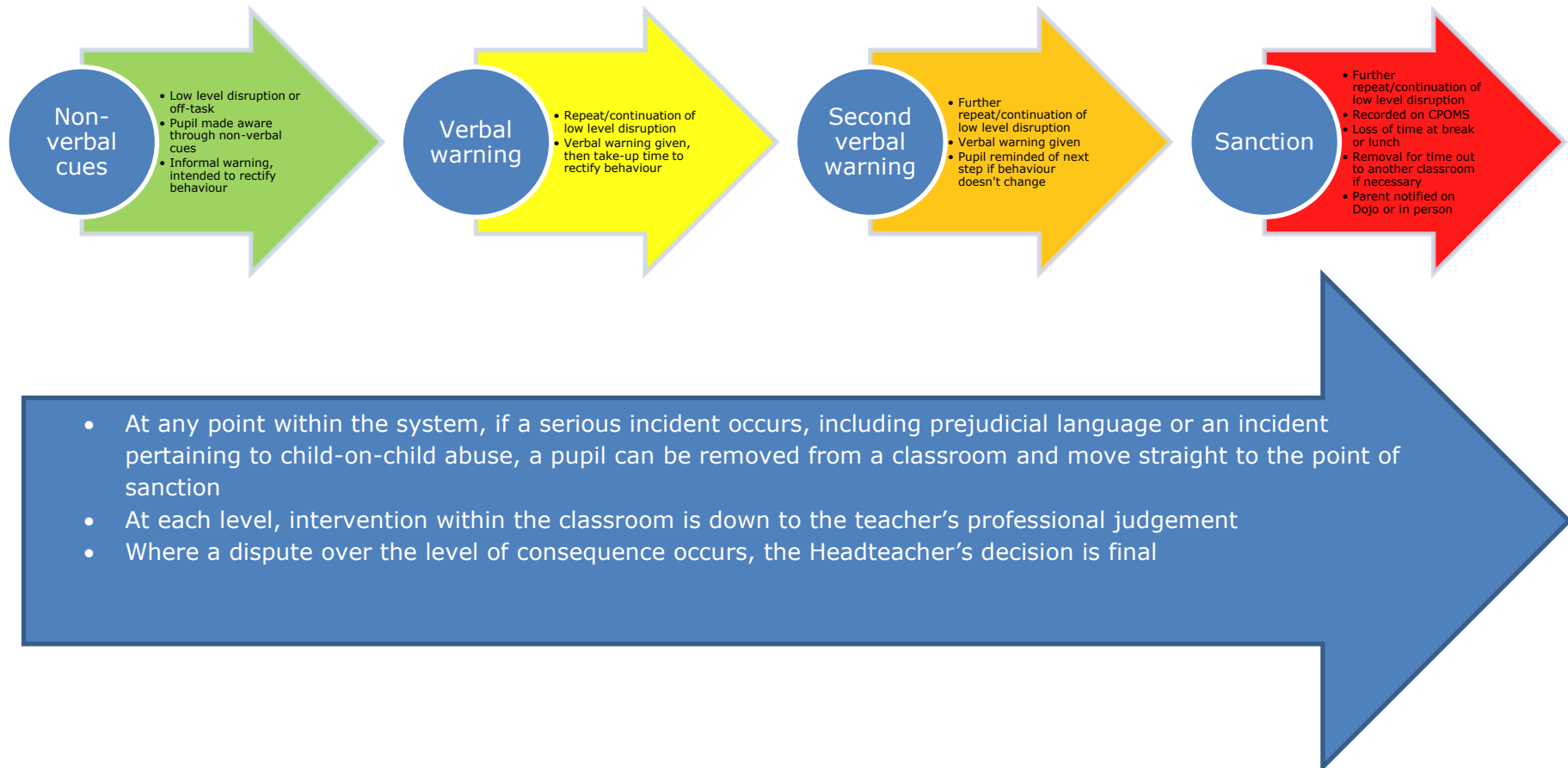
## Rewards

SHARE believes that recognising pupils' 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. 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/postcards
- Trips and visits
- Verbal praise
- End of term/year reward events.
- Opportunities for taking on positions of responsibility and pupil leadership

## Classroom based consequences

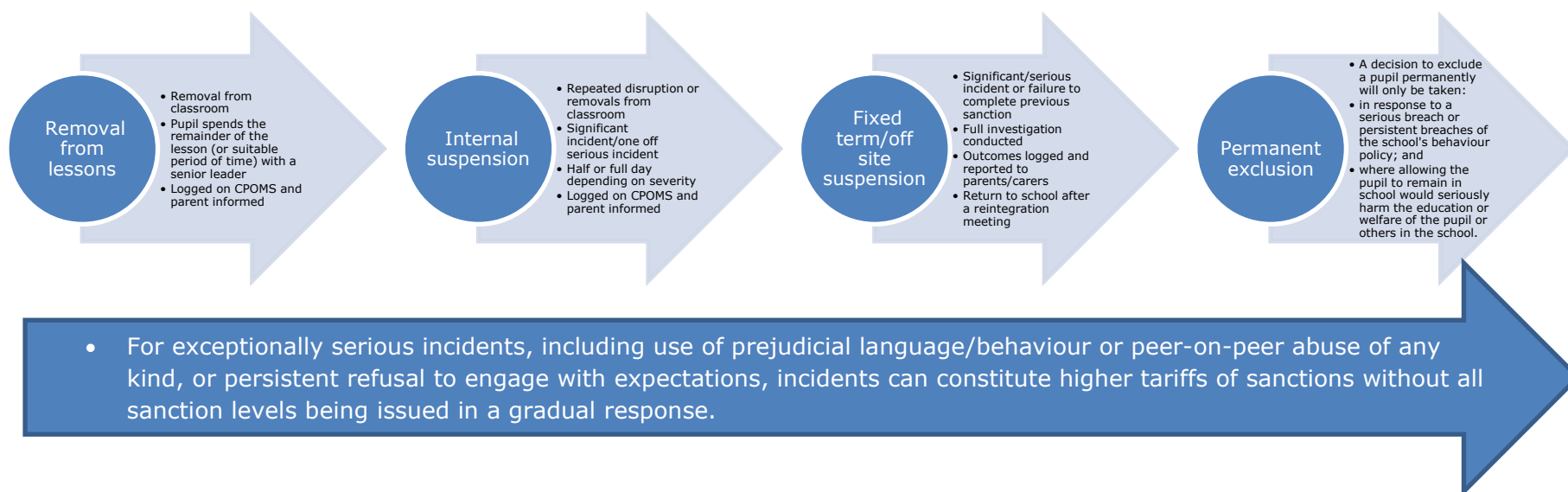
In all schools, consistency of behavioural systems is important in ensuring the climate for learning is positive and allows progress to be made. Each SHARE academy follows the basic principles outlined below:



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

- Off task behaviour
- Talking when asked not to
- Inappropriate conversation/language
- 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 negative consequences. At all points within the system, parents/carers will be informed as to investigations and decisions made by staff.



## The importance of good routines

Strong learning routines are central to creating a calm, supportive, and effective learning environment for all students. At SHARE academies, we believe that simple and clear routines, consistently implemented by all staff, help to automate pastoral systems and train students to be ready to meet expectations.

This approach supports a positive culture where students are polite, purposeful, and respectful. To ensure students are aware of and follow these routines, SHARE academies use a variety of strategies, including regular assemblies, student planners, and learning checks. Where a student does not meet these expectations, the academy will implement a consequence in line with this policy.

## 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.

## 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
- Mentoring support from the Pastoral Team
- 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 of 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 recidivism

## Bullying

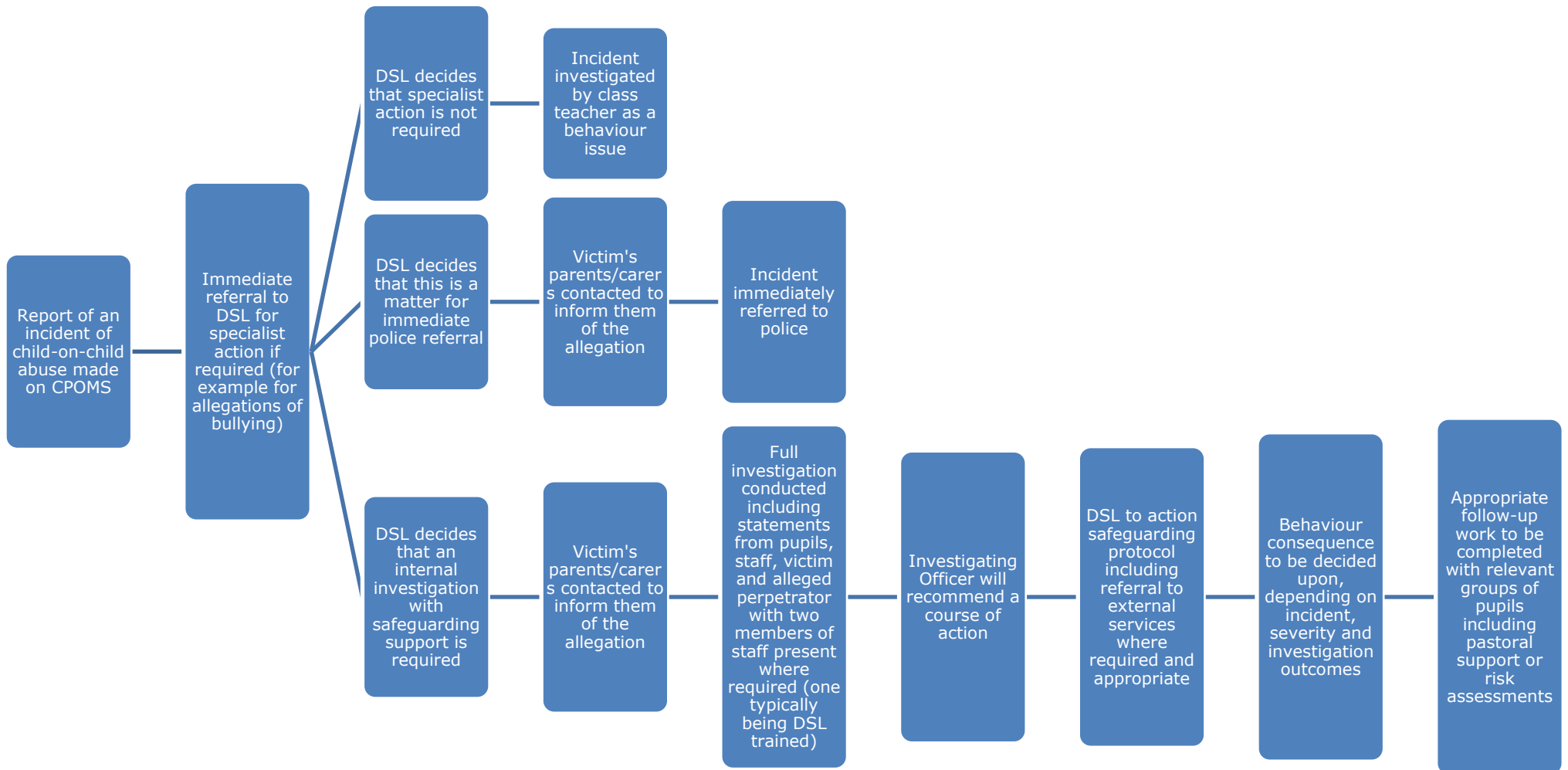
SHARE takes a robust and consistent approach to any issues which relate to bullying. Further details of this are listed below in the 'peer-on-peer abuse' section. Schools within SHARE each have an anti-bullying policy which outlines the approach the school will take to safeguard its pupils from exposure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

Pupils are not allowed to use mobile phones in the primary academies.

Pupils may only bring phones on to the premises if they are in years 5 or 6 and have been given permission by their parents to walk home unsupervised. These pupils must hand their phones to their class teacher on arrival for safekeeping. The phones will be returned to the pupils at the end of the school day.

At **NAME OF ACADEMY**, 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 student at the end of the day.</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 their parent in sight of a member 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> <li>• <b>Where a mobile phone links to a safeguarding concern</b></li> </ul>	<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 school gate

SHARE believes in educating pupils 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 pupils' 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 pupils with SEND

All 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 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 pupil
- Make reasonable adjustments to consequences as appropriate to accommodate a child's SEND
- Follow up with behaviour incidents involving SEND pupils 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 pupils both whilst at school and beyond the school gate. Where a pupil'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 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.

### Internal Suspension

At SHARE academies, Internal Suspension is typified by:

- The removal of a pupil from mainstream lessons and social time for a fixed period away from their class
- A pupil completing curriculum work quietly, whilst supervised by 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.
- Time spent with an appropriate member of staff reflecting on behaviour choices

Internal Suspension is **not**:

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

Internal Suspension is an extremely serious sanction. It is expected that, where possible, pupils will complete the same work in the isolation space as their peers who remain in class.

Pupils will be 'isolated' in the fullest sense of the word. All unstructured time will be spent in the internal suspension space. The pupil will be fully supervised by a member of staff at all times. Pupils are expected to work hard while on an Internal Suspension for the duration of their placement, which will be time specific, short-term and in response to serious breaches of the behaviour policy.

If a pupil does not meet the behavioural expectations of a session in the Internal Suspension, then a fixed term suspension may be given. The decision regarding this will be at the discretion of the Headteacher.

### Managed moves

At SHARE academies, managed moves are:

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

### Off-site direction

Where internal measures and support has not been successful in improving a pupil's behaviour, SHARE academies will, on occasion, direct pupils 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 pupil is directed to attend off-site provision, the pupil 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. These are short term placements as part of the trust's approach to managing disruptive pupil behaviour.

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:

- Ensuring that parents 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 pupils, 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 pupils 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 pupils to account for upholding systems and procedures

Staff should:

- Positively uphold all instructions pertaining to systems and procedures
- Consistently reward pupils' effort in and out of lessons
- Hold pupils 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 pupils
- Provide holistic support for all classroom-based staff, regardless of role or experience
- Identify pupils who may require follow up conversations from pastoral staff or other staff later in the day
- Identify pupils not meeting expectations within academies
- Support staff with pupils not meeting expectations
- Hold pupils to account for not meeting expectations

### **Formal Warnings**

The Headteacher/Principal may, in certain circumstances, wish to give formal warnings to pupils, 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

### **Parent/carer 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 pupils 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 pupils who have been suspended or excluded
- Challenging leaders around trends or issues both locally or nationally
- Holding governor disciplinary panels for pupils and their families at risk of permanent exclusion
- Reviewing pupil 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, pupils 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 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 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\\_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 pupil 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 pupil 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 pupils 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 pupil and parent 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 pupil and parent 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 pupil and parent 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 pupils 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 pupil missing a public examination, the individual academy's governing body must meet with the pupil and parent/carer to:

- Discuss the issues with the pupil 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 school is a last resort when all attempts to modify a pupil's behaviour have failed. At this point, the pupil 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://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014222/20240801-Permanent-exclusion-guidance-2024.pdf)

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

- In response to a serious or persistent breaches of the school's behaviour policy.
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

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://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014222/20240801-Permanent-exclusion-guidance-2024.pdf)

## Appendix 2 – Searching, screening and confiscation

### Searching

In appropriate cases, and in order to ensure that staff and pupils 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 pupils will only be done:

- When the member of staff has consulted the Headteacher, Designated Safeguarding Lead or Assistant Headteacher rationale for the search and this has been approved
- with rationale for the search and this has been approved
- If there are reasonable grounds to suspect that a pupil 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 pupils and on the academy's premises or where the member of staff has lawful control of the pupil
- Of outer clothing, pockets, possessions, desks or lockers and **not** of clothing worn wholly next to the skin
- By a member of staff who is the same gender as the pupil 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 pupil being searched. Where this is not the case, a consequence may be given and the pupil will be supervised away from other pupils whilst advice is sought from either the Headteacher (or Assistant 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 pupil refuses to be searched, 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 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 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 will not be permitted to go ahead until the Headteacher/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

At the present time, no screening arrangements take place in SHARE primary 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>• Liaise with the police to agree on appropriate next steps</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 (including vapes), 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 pupil 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: <ul style="list-style-type: none"> <li>Delivered to the police as soon as possible, or</li> <li>Returned to the owner</li> </ul> </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: <ul style="list-style-type: none"> <li>Delivered to the police as soon as possible, or</li> <li>Retained, or</li> <li>Returned to the owner</li> </ul> </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: <ul style="list-style-type: none"> <li>Retained, or</li> <li>Returned to the owner</li> </ul> </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)