Bath and Wells Diocesan Academies Trust
Behaviour Policy

Version number	**V3**
Last approval date	**Oct 2025**
Current approval date	**Oct 2026**
Next review date	**Oct 2027**
Approved by	**Board of Trustees**
Policy owner	**Mark Inskip**
Policy location	**Trust Website**
Target Audience	**All Schools**
Document History	

Contents

1. Purpose and scope
2. Trust principles and non-negotiables
3. Legislation and guidance
4. Roles and responsibilities
5. Behaviour expectations and teaching behaviour
6. Managing behaviour in classrooms and around school
7. Positive recognition, rewards and restorative practice
8. Sanctions, exclusions and alternative provision
9. Behaviour for pupils with SEND
10. Use of reasonable force and restrictive interventions
11. Searching, screening and confiscation
12. Behaviour off-site and during trips
13. Attendance, pastoral support and multi-agency work
14. Reporting, monitoring and governance oversight
15. Staff training and support
16. Equality impact and accessibility
17. Complaints and appeals
18. Links with other policies

Appendix A — Suggested school-level procedures and local additions

Sources

1. **Purpose and scope**
   This policy sets out BWMAT's expectations for behaviour across all its schools. It provides a consistent framework while allowing schools to add site-specific procedures that reflect their context. Trustees expect each school to publish a local behaviour statement and any related procedures/curriculum (detailing routines, rewards and consequences) that sit under this Trust policy.

This policy applies to all pupils, staff, volunteers and trustees and covers behaviour:

- on school premises;
- on school-led activities offsite (including residential visits);
- when pupils are representing the school or are otherwise identifiable as pupils of the school;
- behaviour beyond the school gate where it could have an impact on the welfare, safety or reputation of the school community.

2. **Trust principles and non-negotiables**
   BWMAT's behaviour approach is rooted in the Trust's values and supports our strategic priority: *high-quality, inclusive education that ensures excellent outcomes for all children*.

Core principles

- Every pupil is entitled to learn in a calm, safe and supportive environment.
- Behaviour is a form of communication; we seek to understand and teach self-regulation.
- High expectations of behaviour are taught, modelled and reinforced by all adults.
- Rewards and consequences are consistent, transparent and restorative where possible.
- Inclusion is non-negotiable: reasonable adjustments must be made for pupils with SEND.
- Suspensions and permanent exclusions are used only as a last resort.

Trust non-negotiables (summary)

- The safety, wellbeing and education of pupils are paramount.
- Staff model emotional regulation and high professional standards.
- All schools will teach rules, routines and social-emotional skills explicitly.
- Shaming, punitive or fear-based approaches are not tolerated.
- Leaders will use peer support networks for complex behaviour cases.
- Records and reports on behaviour will be used to evaluate and improve practice.

3. **Legislation and guidance**
   This policy takes account of:
   - Behaviour in Schools (DfE guidance)
   - Keeping Children Safe in Education 2026 (DfE)
   - Suspension and Permanent Exclusion guidance (DfE)
   - The SEND Code of Practice (DfE)
   - Equality Act 2010
   - Academy Trust Handbook (relevant sections on governance transparency)
   - Academy Trusts: Governance Guide

4. **Roles and responsibilities**
   Board of Trustees
   - Set and review this trust policy and receive an annual report on behaviour, suspensions, exclusions and patterns for protected groups.
   - Ensure the trust publishes governance information required by the Academy Trust Handbook.

Executive Leaders / CEO

- Ensure policy implementation across schools and sufficient resources to support behaviour systems.

Headteachers / Heads of School

- Implement the trust policy within their school, set local procedures/behaviour curriculum.
- Ensure staff apply the policy consistently.
- Use data to identify trends and commission appropriate support/intervention.

Trust Local Committees

- Provide oversight of school-level impact.

All staff

- Teach, model and reinforce behaviour expectations.
- Record incidents, use restorative approaches where appropriate, and make referrals to senior leaders when needed.

Parents/carers

- Support school expectations and engage with the school to resolve issues collaboratively.

Pupils

- Follow school rules and contribute to creating a safe learning environment.

- Take part in restorative processes when appropriate.

5. **Behaviour expectations and teaching behaviour**
   Teaching behaviour
    - Schools must explicitly teach rules and routines using short, frequent sessions (e.g. first 10 minutes of week or daily routines practice).
    - Routines to cover: arrival, transitions, lining up, entering/exiting classrooms, behaviour in assemblies, playground conduct and expectations for remote/online conduct where relevant.
    - Social-emotional learning, self-regulation and friendship skills are to be embedded in curriculum and PSHE provision.

High expectations

- Pupils should be expected to show respect, attend punctually, complete work to best ability and behave safely and kindly.

6. **Managing behaviour in classrooms and around school**

Classroom systems

- Teachers use clear, visible rules and scaffolded routines to minimise low-level disruption.
- A graduated response to low-level disruption: reminder → warning → consequence → restorative conversation.
- Consequences should be proportionate, timely and linked to learning (e.g. repair time, reflective tasks).

Incidents outside class

- Staff report and log incidents promptly on the school's behaviour recording system.
- Serious incidents are escalated to senior leaders immediately.

Record keeping

- Schools must keep accurate, time-stamped records of incidents and actions (maintain confidentiality and data protection standards).
- Trends and repeat incidents must inform support plans.

7. **Positive recognition, rewards and restorative practice**
   Rewards
    - Reward systems should be meaningful, consistent and promote intrinsic motivation (praise, privileges, certificates).

- Schools must avoid awarding rewards that create inequality or undermine core expectations.

Restorative approaches

- Repair and restore relationships by following structured restorative conversations that support accountability.
- Restorative outcomes must be recorded and followed up.

8. **Consequences, exclusions and alternative provision**
   Consequences
   - Consequences must be reasonable, proportionate and lawful. Examples: private apology, loss of privileges, fixed-period removal from class (timeout with supervised tasks), restorative tasks.

Exclusions

- Suspension and permanent exclusion follow DfE statutory guidance.
- Headteachers will consider the context, mitigating circumstances and whether reasonable adjustments were provided for pupils with SEND. Decision must align with the statutory guidance and BWMAT policy.
- Trustees must review exclusions data annually and challenge patterns for any disadvantaged or protected groups.

9. **Behaviour for pupils with SEND**
   - Reasonable adjustments: schools must anticipate needs and make adjustments for pupils with SEND.
   - Assessment and support: SENCO involvement early, use of behaviour support plans/interventions, and referral to external services where needed.
   - Exclusions: the school must ensure all reasonable steps and adjustments were attempted before exclusion, record rationale and provide evidence for LA or tribunal scrutiny when applicable.
   - Special arrangements for communication and participation in restorative processes must be made where pupils have communication needs.

10. **Use of reasonable force and restrictive interventions**
    - Staff may use reasonable force to prevent harm, in line with DfE guidance. Use must be proportionate, necessary and recorded.
    - Restrictive interventions will only be used when absolutely necessary and where staff have appropriate training; these must be reviewed by senior leaders and recorded centrally.

- Schools must follow local reporting procedures after any incident involving restraint and inform parents/carers promptly.

11. Searching, screening and confiscation

- Staff have statutory powers to search, screen and confiscate items (Behaviour in Schools guidance). Searches must be conducted with regard to dignity and proportionality.
- Prohibited items include weapons, illegal drugs and items that pose immediate harm; schools must follow reporting and safeguarding procedures when such items are found.

12. Behaviour off-site and during trips

- School expectations apply during school visits or when pupils are identifiable as representing the school.
- Risk assessments must include behaviour management plans; leaders must ensure adequate staffing and clear routines.

13. Attendance, pastoral support and multi-agency work

- Poor attendance and behaviour often co-exist. Schools must coordinate attendance and behaviour interventions and use pastoral teams and external partners to address underlying causes.
- Multi-agency working should be used where safeguarding, mental health or complex needs are present. The SENCO and DSL should coordinate involvement.

14. Reporting, monitoring and governance oversight

- Schools must provide regular behaviour data to trust leaders (termly minimum via MIS system): incidents, suspensions, exclusions, restorative outcomes and patterns by cohort (including SEND, PP, ethnicity and gender).
- The trust will publish an annual behaviour report for trustees that includes evaluation of policy impact, trends and areas requiring targeted support.
- Trustees must ensure compliance with the Academy Trust Handbook requirements on publishing governance information and making minutes/agenda available on request (with appropriate redactions for confidentiality).

15. Staff training and support

- School leaders must provide CPD on behaviour management, restorative practice, and supporting pupils with SEND.

- Schools must identify staff with additional needs for training (e.g., de-escalation, complex trauma-informed approaches) and ensure staff wellbeing support after serious incidents.

16. Equality impact and accessibility

- The Trust will monitor whether behaviour policies disproportionately affect any group and make adjustments to policy or practice to eliminate discrimination and promote equality.
- Accessibility plans must ensure pupils with disabilities can access the curriculum and behavioural support.

17. Complaints and appeals

- Parents/carers should follow the school complaints process for concerns about behaviour or sanction decisions. Details should be published in the school complaints policy.
- For exclusions, parents/carers have statutory rights to appeal and to request independent review where applicable; schools must provide required information and guidance.

18. **Links with other policies**

This policy should be read alongside:

- Safeguarding / Child Protection policy
- SEND policy and inclusion strategy
- Attendance policy
- Exclusions guidance and local arrangements
- Use of Reasonable Force policy
- Anti-bullying policy
- Equality and Diversity policy
- Staff conduct and capability policies

Sources

- Behaviour in Schools (Department for Education).
- Keeping Children Safe in Education (Department for Education).
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England (DfE).
- Special educational needs and disability code of practice: 0 to 25 years (DfE/DHSC).

- Academy Trust Handbook 2026 and Academy trusts: governance guide (DfE).