




BATH & WELLS
Multi Academy Trust
'That they may have life, life in all its fullness' John 10:10

Behaviour policy

Bath and Wells Diocesan Academies Trust
Behaviour Policy

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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).