BATH & WELLS
Multi Academy Trust

Bath and Wells Diocesan Academies Trust

Behaviour Policy

Version number	**2**
Last approval date	**September 2024**
Current date approved	**October 2025**
Next review date	**September 2026**
Approved by	**Board of Trustees**
Policy Owner	**Rachel Morgan**
Policy Location	**Trust Website Sharepoint School Websites**
Target Audience	**Public**
Document History	
Version 2 – Date of Review	**September 2025**
Version 2 – Revision summary	**No material change from previous policy**

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Context

The Bath & Wells Diocesan Academies Trust (the Trust) is a vibrant learning community. In order to ensure that the Trust is a safe, supportive environment where pupils and staff can learn and thrive, there needs to be clear procedures, structures, and expectations in place. Trust policies are a formal way of documenting the procedures and values of the Trust and are designed to provide an instant picture of the principles of the Trust. They form an important framework that will ensure consistency in applying the agreed values and principles across all elements the Trust.

The Behaviour Policy is a statutory policy required by the DfE and was co-produced with the Trust's headteachers.

Purpose

Trustees believe that good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all to succeed personally.

The purpose of this policy is to support and promote a shared understanding across the Trust of excellent behaviour to ensure pupils can learn in a calm, safe, and supportive environment. The policy is the starting point for individual schools to lay out their procedures that will enable the policy and make clear the associated expectations for pupils, staff, and parents and carers.

This policy acknowledges the Trust's legal duties and standards relating to the welfare of children and will support the key systems in place to support safeguarding across the Trust.

The Trust's key principles recognise that:

- We enable everyone by supporting them to be the best version of themselves
- We are unwavering in our ambition for every child to feel they belong and have a strong sense of self
- Adults foster and promote healthy relationships through being kind, caring and reinforcing the positive.
- All behaviour is a form of communication
- Self-regulation is actively taught to pupils, understood and modelled by staff
- Schools use restorative approaches
- All schools have a clear social and emotional literacy curriculum that teaches kindness and respect.

The Trust has identified the following non-negotiables in relation to the management of behaviour:

- The Trust's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of inappropriate behaviour are with the intention of upholding pupils' wellbeing and academic progress, as well as fulfilling the Trust's safeguarding responsibilities.

- School Leaders will be supported through a network of peer support to discuss and share practice to support children with complex behaviour needs.

- All members of the Trust community must be treated inclusively and be free from any form of discrimination or prejudice – whether it be racial, ethnic, gender, sexual orientation, religious or age-based.

- The school will create and maintain an atmosphere and ethos of tolerance, equality, diversity, respect, understanding, kindness and a sense of citizenship throughout the school community in everyday practice.

- All children, staff and visitors should always feel safe in any school environment through high quality care, support and guidance.

- Behaviour in schools that meets expectations and attitudes to learning and play is to be acknowledged and rewarded at the discretion of staff, who will reward appropriately in line with school specific strategies of consistent positive recognition and rewards

- The Trust wishes to foster a flourishing community and collective ethos amongst all members of the school and promote values of kindness, caring, empathy, love, teamwork and coordination.

- In cases of challenging pupil behaviour, regardless of how sustained and disruptive, the pupil's out-of-school circumstances and possible special educational needs and disabilities must be considered, this will be done with careful planning and equity for each child.

- Comprehensive support is given before or alongside disciplinary measures – exclusions and suspensions are to be used only as a last resort where other measures fail.

- Rules and routines are taught, consistent and clear, all staff will have high expectations of behaviour.

- Boundaries are clearly established and maintained by all staff.

General expectations of how schools will support good behaviour

- All members of the school community should be aware of the Trust's Behaviour Policy and the Trust's expectations around positive attitudes to learning and behavioural expectations. All members of the school community should agree to them as fair and reasonable.

- Polite and considerate behaviour and positive attitudes to learning are to be maintained by all around the school, both in and out of the classroom.

- Offensive or insulting language is not to be used in any circumstances, deliberately or otherwise.

- Each pupil receives the necessary behavioural support according to their specific needs in an equitable way through best endeavour and reasonable adjustments.

- Bullying (cyber bullying, prejudice related incidents such as race, gender, LGBTQ+) is not tolerated and pupils should report any case of bullying they experience or observe to school staff. Responses to bullying will align with individual school Antibullying policies and strategies.

- Pupils should help staff by showing good behaviour and positive attitudes to learning in the classroom, not distracting themselves or others from important learning.

- Staff will lead by example and model their conduct in line with the school's standards; this includes staff being aware of their own emotional regulation.

- Staff will teach pupils how to behave in line with the school's expectations and policy.

- To keep the pupils and staff safe, the Headteacher/Head of School will utilise their powers to search or use reasonable force to keep individuals from harming, or further harming, themselves or others, in line with statutory guidance, as appropriate to the specific school setting.

- Everyone in the school community should understand that the school's emphasis is on encouraging and praising good behaviour and attitude to learning and supporting individuals who are struggling to meet the expected behavioural standards.

- The use of any kind of shaming, fear, judgment or punitive approaches will not be tolerated in BWMAT schools.

- Guidance on the use of reasonable force will be agreed upon by the Headteacher/Head of School and clearly set out within the relevant school policies.

- In line with the SEND Code of Practice, any pupil with SEND is entitled to reasonable adaptions made to any school procedures including behaviour. BWMAT Schools advocate consistency, and the recognition for some pupils that a different approach may be needed.

This policy , and the procedures that are influenced by it, applies to all pupils and staff inside and outside of school, when acting as ambassadors, when engaged in extra-curricular activities, such as educational trips and visits (residential and non-residential) and when being educated as a member of the school.

Scope

This policy relates to all schools in the Bath & Wells Diocesan Academies Trust and Trustees expect the procedures put in place to support excellent behaviour at each school to be built upon the principles identified in this policy.

Trust Alignment

This policy is linked to Pledge 1 of the Trust's Strategic Plan and the strategic priority of ensuring *High quality and inclusive education that ensures excellent outcomes for all children.*

Other Related Policies

This policy should be read in conjunction with the following National & Trust policies:

i) Behaviour in Schools (DfE 2024)
ii) Suspension and Permanent Exclusion Guidance (DfE 2024)
iii) Mental health and behaviour in schools guidance (DfE 2018)
iv) Keeping Children Safe in Education (DfE 2025)
v) Use of Reasonable Force and Restrictive Interventions Guidance (DfE 2024)
vi) Searching, Screening and Confiscation (DfE 2022)
vii) Equality Act 2010: Advice for Schools (DfE 2018)
viii) Special Educational Needs and Disabilities (SEND) Code of Practice (DfE 2015)
ix) Alternative Provision Statutory Guidance (DfE 2013)

Monitoring

This policy is owned by the Senior Assistant Director of Education (SADE) and will be subject to annual review by the Board of Trustees. As part of this annual review, the SADE will provide a report to Trustees on the impact of the policy.