



BRADFORD DIOCESAN ACADEMIES TRUST

BEHAVIOUR STATEMENT AND EXPECTATIONS

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Contents

Section	Content
1.0	BDAT Policy Statement
2.0	Introduction
3.0	Creating and Maintaining High Standards of Behaviour
3.1	Developing the Academy Behaviour Policy
3.2	A Whole School Approach to Behaviour
3.3	Behaviour Curriculum
4.0	Roles and Responsibilities
4.1	The Role of Academy Headteacher and School Leaders
4.2	The Role of Teachers and Staff
4.3	The Role of Pupils
4.4	The Role of Parents and Carers
4.5	The Role of Trustees
4.6	The Role of Local Governing Bodies
4.7	The Role of the Local Authority
5.0	Behaviour Expectations and Pupils with SEND
6.0	Duties Under Keeping Children Safe in Education
7.1	Responding to Good Behaviour
7.2	Responding to Misbehaviour
7.3	Use of Detentions
7.4	Use of Restrictive Interventions
7.5	Searching, Screening and Confiscation
7.6	Removal from Classrooms
7.7	Suspension
7.8	Off-Site Direction
7.9	Permanent Exclusion
7.10	Behaviour Outside of School Premises
8.0	Preventing Recurrence of Misbehaviour
8.1	Prevention
8.2	Assessment and Support
8.3	Monitoring and Evaluation
9.0	Guidance on Specific Behaviour Issues
9.1	Mobile Devices and Technology
9.2	Prohibited Items
10.0	Links with Guidance and Other Policies
Appendix One	Summary of Policy Changes





1.0 Trust Policy Statement

As part of our focus on diversity and inclusion, Bradford Diocesan Academies Trust (BDAT) pledges that our policies will seek to promote equality, fairness, and respect for all staff, students and stakeholders. Our policies reflect the BDAT values of inclusion, compassion, aspiration, resilience, and excellence (ICARE). By working closely with a range of stakeholders, such as our school, union, and HR colleagues, we have ensured that BDAT's policies do not unlawfully discriminate against anybody.

This Trust-wide policy provides guidance for all staff, including the Board of Trustees, Governors and Central Staff, paid staff, volunteers and sessional workers, agency staff, students or anyone working for and on behalf of the Bradford Diocesan Academies Trust involved with promoting behaviour within our Academies.

This policy should be read in conjunction with the academy-specific policies published by individual academies, in particular their Behaviour/Relationships Policy.

The term school and the term academy are interchangeable. The term pupil and the term student are interchangeable.

2.0 Introduction

BDAT recognises that the highest standards of behaviour are fundamental to contributing to the provision of an environment conducive to achieving the best education for our students. Improvements to behaviour can be secured through a combination of consciously developing a positive culture and system of rewards recognising where pupils behave appropriately and proactively teaching students how to behave well, alongside fair, proportionate, transparent and consistently applied systems of sanctions to address poor behaviours. As a Trust we believe in the influence of appropriate verbal praise and in the certainty, not severity, of sanction in creating a culture that provides each student with the opportunity to learn and succeed in education.

We aim to give all students the knowledge and understanding that will enable them to become increasingly self-disciplined and able to make positive choices for themselves. All our academies have consistently high expectations of behaviour and conduct leading to a calm and educationally focused environment in which all students are prepared for learning and where their learning prepares them for life. Leaders across the Trust work to ensure we have a broad agreement on how we reward students and the appropriateness and proportionality of sanctions.

3.0 Creating and Maintaining High Standards of Behaviour

The following core principles of Bradford Diocesan Academies Trust underpin our behaviour expectations and the procedures used in each of our academies/schools. These are in line with the expectations and practice of the [DfE Behaviour in Schools Guidance \(February 2024\)](#)

3.1 Developing the Academy Behaviour Policy

In line with point 10 of the [DfE Behaviour in Schools Guidance](#), the Headteachers in each academy are expected to develop behaviour policies that include details on:





- **Purpose** – including the underlying objectives of the policy and how it creates a safe environment in which all students can learn and reach their full potential.
- **Leadership and management** - including the role of designated staff and leaders, any systems used, the resources allocated and engagement of governors/Trustees.
- **School systems and social norms** – including how the behaviour curriculum is taught centred on what successful behaviour is and the rules, routines, rewards and consequence systems which support all parties to make appropriate choices
- **Pupil support** – including the roles and responsibilities of designated staff and the support provided to students with additional needs where those needs might affect behaviour.
- **Child-on-child abuse** – including measures to prevent child-on-child abuse, both in person and online, and the response to incidents of such abuse.
- **Banned items** – a list of items which are banned by the school and for which a search can be made.
- **Definitions of expected behaviours** – including within classrooms, around the school site and in the local community.
- **Rewards** – including the ways in which positive pupil behaviour is recognised and rewarded in the school.
- **Mobile Phones and Devices** – including clear expectations that mobile phones and devices are not permissible on school site alongside how the school manages that.

Furthermore, to be compliant with point 11 of the [DfE Behaviour in Schools Guidance](#), BDAT expects that each of our individual academy behaviour policies should adhere to the following principles:

- **Accessible:** by being clear and easily understood by students, staff and parents. This may include the need to provide versions that are translated into different languages given the richly diverse communities we serve.
- **Aligned and coherent:** by being aligned to other key policy documents and sequenced in a logical manner.
- **Inclusive:** by considering the needs of all students and staff, so that all members of the school community can feel safe and that they belong.
- **Consistent and detailed:** by having sufficient detail to ensure meaningful and consistent implementation by all members; and
- **Supportive:** by addressing how students will be supported to consistently display high standards of behaviour
- **Communicated:** Shared and accessible

3.2 A Whole School Approach to Behaviour

Headteachers have overall responsibility for establishing the culture and expectations of standards at their academy.

Students joining a BDAT academy and their families, including students arriving on in-year transfers, should be provided with appropriate opportunities to be taught and understand the expected behaviours and expectations of the academy so that they are clear and students are empowered to be successful.

Initial interaction should be further developed through building positive relationships, as well as trust and communication between the academy, families and students. Examples of how academies may do this could include, but are not limited to:

- Expectations being taught through the behaviour curriculum at an age-appropriate level





- Sharing the policy and routines with families from an early stage
- Modelling of behaviour from adults working with and in the school
- Family open evenings and drop-in sessions
- Sharing a student friendly version of the policy and routines
- Transition home visits and previous school visits
- Additional transition days for vulnerable students
- New half term/term refocus and reset assemblies

3.3 Behaviour Curriculum

Bradford Diocesan Academies Trust believes that the highest standards of behaviour are a key component of provision of an environment in which our students can achieve the highest standards of education. These standards of behaviour are achieved through a combination of:

- a) Conscious development of an inclusive environment in which students are enabled to become mature, compassionate, aspirational, resilient young adults who are able to accept responsibility for their own actions.
- b) All staff having exceptionally high expectations for the behaviour and achievement of all students and each other.
- c) Never lowering these expectations but increasing the level of support for those who need additional support and guidance to meet them.
- d) Being explicit in the promotion of positive cultural norms linked to the Trust and academy values.
- e) Proactively teaching students how to conduct themselves appropriately to meet the expected standards.
- f) Promotion of the use of appropriate verbal praise and the certainty not severity of sanctions.
- g) Provision of appropriate training and support for all staff to ensure that they consistently apply the academy behaviour policy fairly and proportionately.
- h) The development of positive relationships between families, students, and the academy, which makes clear the expectations of all three parties in developing and maintaining a safe and positive culture to support the students' learning.

Academies should establish mechanisms for students to receive ongoing support and learning opportunities in order to understand and uphold the academy behaviour expectations and routines.

These opportunities may be delivered through personal development/PSHE lessons, assemblies, re-integration meetings and targeted intervention, in addition to staff modelling of expected behaviour.

Each academy is responsible for establishing and maintaining the behaviour systems within their own setting. These are monitored regularly, with information used to inform and demonstrate impact of the policy to the relevant Local Governing Body (LGB) and through reporting to the relevant Trust education committee.

Training, guidance and support will be provided to all staff on behaviour expectations and practices, including bespoke training for new staff as part of the academy induction process. For staff within the Trust this will be through regular updates and scheduled training and support as a fundamental aspect of the maintenance of a culture of high standards.





4.0 Roles and Responsibilities

This section of the statement outlines the responsibilities of a range of stakeholders in relation to ensuring the highest possible standards of behaviour.

4.1 Academy Headteacher and School Leaders

- The Headteacher at each of our academies is responsible for ensuring that their academy behaviour policy and behaviour curriculum is aligned to the Trust vision and values and driven by the academy's own vision and values.
- This will include ensuring that their individual academy behaviour policy and behaviour curriculum has clear practices to set expected standards and to support staff in promoting the desired behaviour (through training as appropriate), including the use of praise/rewards and sanctions. In implementing a behaviour policy, Headteachers must ensure that the policy includes detail of how it is in line with [DfE Behaviour in Schools Guidance \(2024\)](#).
- Headteachers or designated senior leaders for behaviour will provide all staff with high quality training to empower them in the effective implementation of the behaviour system.
- Where students do not meet behaviour expectations, the Headteacher and their Senior Leadership Team will make recommendations on additional support measures, which may include a multi-agency response where appropriate, to best meet their needs.
- All of our Headteachers will ensure that there are appropriate procedures in place to effectively monitor/quality assure their behaviour systems and take appropriate action to identify and address emerging trends in relation to behaviour within their academy. This should involve consideration of internal and external key performance indicators such as the rate of fixed term suspensions.
- Headteachers must review their behaviour systems annually to ensure that they continue to support a positive learning environment and make recommendations for amendments as required.

4.2 Teachers and Staff

- All BDAT school-based staff must read and sign to state that they understand and know their role in the delivering their academy's behaviour policy and behaviour curriculum on an annual basis.
- Staff have a professional responsibility to understand their academy's behaviour systems and to apply these fairly and consistently. All staff should seek support, if necessary, in how to apply the policy consistently in line with the Headteacher's expectations.
- Staff are expected to model appropriate behaviour and praise positive behaviours to facilitate a positive and inclusive learning environment. All praise and negative behaviour information must be recorded in a timely manner, according to the system in place in each academy.
- All staff are expected to engage professionally with parents and carers, at a level commensurate with their role.

4.3 Pupils

- Students have a responsibility to follow the behaviour expectations of their academy, as outlined through the behaviour curriculum.
- Pupils have a responsibility to conduct themselves in a manner that does not disrupt their learning or others' opportunity to learn as well as in a way that maintains the safety and wellbeing of themselves, their peers and any adult within the academy or wider academy community.
- There will be ongoing opportunities for students to learn about behaviour that are explicitly delivered through the Personal Development curriculum, behaviour curriculum and pastoral systems, as well as indirect learning opportunities through observation of and interaction with





the professional conduct of the adults in their academy environment.

- Where a pupil or student has difficulties following expectations due to additional needs, the academy will work with them and their parents to provide additional support to help them meet expectations.

4.4 Parents and Carers

- The home school agreement clearly sets out expectations of parents and carers in respect to supporting their child to meet behaviour expectations and enabling them to conduct themselves in a manner which is conducive to learning and progressing in their education. Academies should ensure that these are signed by all students, parents or careers, and the academy.
- We ask all parents and carers to work in partnership with the staff at our academies to resolve any issues productively.

4.5 Trust Board

- The Trust Board approves the BDAT Behaviour Statement and Expectations as per its duty under The Education Regulations Act (2010) to ensure arrangements are made to safeguard and promote the welfare of students.
- The Trust Board's responsibilities regarding any permanent exclusions are delegated to a panel of governors from the Local Governing Body of the school issuing the permanent exclusion. This may involve governors from other BDAT schools where necessary to ensure quoracy. Please see [DfE Suspensions and Exclusions Guidance - July 2026](#) for more details.

4.6 Local Governing Body (LGB)

- The LGB of each of our academies annually scrutinises, reviews and approves the individual academy behaviour policy.
- The LGB holds the Headteacher and academy leaders to account for the consistent application of the academy policy and teaching the behaviour curriculum. This should involve consideration of internal and external key performance indicators such as the rate of, reasons for and cohort profile of fixed term suspensions.

4.7 Local Authority (LA)

- For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion ([DfE Suspensions and Exclusions Guidance July 2026](#) Paragraph 109).

5.0 Behaviour Expectations and Students with SEND

Our academies aim to establish a culture that consistently promotes high standards of behaviour and provide the support needed for all students to achieve. We aim to establish behaviour systems that are consistent and based on high expectations as the norm but are also flexible and responsive enough to support students with additional needs including SEND.

All our academies have a duty to manage student behaviour effectively, including for those with underlying needs, in order to maintain a safe, purposeful and effective learning environment for the student involved as well as for all students and staff.

Our academies aim to develop an approach that is aligned to the values of ICARE, [Bradford Diocesan Academies Trust](#), as well as each academy's vision and values that respects all students equally.





We recognise that some students with SEND may have behaviours that arise from their additional needs and the law requires flexibility and responsiveness to those needs, often through provision that is 'additional to or different from' the main offer for all students. . These will be referred to as reasonable adjustments and documented in their individual student plans. This is outlined further in [DfE Behaviour in Schools Guidance](#) on P18.

In addition, students with SEND may demonstrate behaviours that are not arising from their additional needs and other students' behaviour may be arising from a SEND that has not yet been identified or understood.

Our approach includes directly teaching students the skills and understanding that underpins good behaviour as well as anticipating likely triggers of challenging behaviour and putting provision in place to support and prevent it wherever possible.

6.0 Duties under Keeping Children Safe in Education

We recognise that challenging behaviour, and in particular a change in a child's behaviour, can be indicative of a child protection or wider safeguarding need. For this reason, all our behaviour systems, including sanctions, incorporate opportunities for restoration, relationship building, consideration of what further support is required and, where appropriate, referral for further assessment.

We understand that proactive teaching of the behaviour principles that underpin our culture of high expectations is vital to support student development, and this includes ensuring all students know how/who to seek help from if they need it.

7.0 Responding to Behaviour

7.1 Responding to Good Behaviour

The behaviour policies of all BDAT academies should explicitly acknowledge and reward good behaviour by encouraging repetition of expected behaviour and cultural norms and communicating the academy's expectations and values to all stakeholders, especially the students.

Rewards and positive reinforcement should be applied clearly and fairly to embed routines, expectations and the norms of each academy's culture and ethos. Examples may include but are not limited to:

- descriptive verbal praise and positive reinforcement
- communicating praise to families via phone call or written correspondence
- recognition events for individuals, groups or whole cohorts such as whole class or year group rewards
- positions of responsibility such as Head Student, Student Council or being given a particular role within the school.

7.2 Responding to Misbehaviour

Each BDAT academy will establish clear expectations of acceptable behaviour and teach these to students as well as communicating these to all stakeholders. It is the responsibility of each individual academy to set out a clear system of possible behaviour sanctions (in line with guidance and this





policy)), communicate it to all staff, students and families, and ensure that it is upheld on a day-to-day basis.

When a student disrupts learning or behaves inappropriately within the academy, there are consequences for those actions. The level of sanction relates very much to the specifics of the incident. It is essential that all staff are consistent in following through on sanctions and that the system is used consistently and fairly. Sanctions should not be considered in opposition to rewards, but rather as two aspects of cultural drivers that reinforce the academy's positive behaviour culture.

BDAT recognises that each academy will have its own examples of appropriate sanctions, which we expect to be in line with DfE guidance and clearly communicated to and understood by students, staff and parents.

Teachers and all paid staff (unless the Headteacher have stated otherwise) can sanction students whose conduct falls below the standard which could reasonably be expected of them in line with the academy behaviour policy.

Sanctions are lawful if they are reasonable in the circumstances, proportionate to the circumstances and have accounted for any special circumstances, such as age, SEND or religious requirements, have been considered.

Following a sanction, strategies should be considered to help all students to understand how to improve their behaviour and meet the behaviour expectations of the academy.

7.3 Use of Detentions/Take-Up Time

DfE guidance defines a detention as '... a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the student is required to remain under supervision of school staff when their peers have been allowed to go home or to a break.'

Where a detention/take-up time is used, the following principles should apply:

- an element of restoration, guidance and / or support as relevant to the situation
- if taking place at lunch or break, sufficient time to eat, drink and use the toilet is allowed.
- if taking place out of school hours, the school will consider and make the decision regarding any impact on the student's safety and wellbeing.
- If parents/carers are concerned in relation to a student's safety and wellbeing when travelling home following a detention, the academy policy should make clear the onus on parents/carers to make arrangements to ensure their child gets home safely.

7.4 Use of Restrictive Intervention

The Headteacher and their staff have the power to use positive handling to control or restrain students in certain circumstances. All members of staff should be made aware through training and policy of the regulations regarding the use of positive handling by staff, as set out in [Use of reasonable force and other restrictive interventions guidance](#) (April 2026).

Where positive handling or restraint is used, it is an expectation that the student involved will be provided with appropriate after care to support them.

Secure records of any incident where positive handling is used will be kept in accordance with DfE guidelines. This includes informing parents in writing when a restrictive intervention (including seclusion) has been applied. These records should be reviewed by the Headteacher and Designated





Safeguarding Lead to ensure that practice is appropriate. Further information can be found in each school's Restrictive Interventions Policy.

7.5 Searching, Screening and Confiscation

The legal power for authorised school staff to search pupils in England is set out in section 550ZA of the Education Act 1996. Further details can be found in [DfE Guidance on Searching, Screening and Confiscation](#), which says that Headteachers (and staff they authorise) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in 9.2 of this statement and any other item that the school rules identify as an item which may be searched for as referred to in [DfE Behaviour in Schools Guidance](#).

7.6 Removal from Classrooms

All of our academies have the power to remove students from the classroom for disciplinary reasons to ensure the immediate continued education of both the student and their peers, or as a way of avoiding fixed-term suspension. All academies will ensure that time spent outside of the formal learning environment is proportionate to the situation and used as constructively as possible to support educational provision as well as behavioural reflection.

In all academies where classroom removal is used, the Headteacher must make it clear to families that this form of sanction may be used, through the published behaviour policy.

Provision for classroom removal should be established in an appropriately located and resourced space for it to take place, ensuring appropriately trained and knowledgeable staff are in place to supervise students.

On occasions where pupils are removed from a classroom with the intention that they do not return for the remainder of that lesson/a longer period of time, BDAT expects that our academies will record when and why they have been removed and the length of time for which they are removed. Data and trends must be analysed to inform whole academy and targeted preventative work.

When a student spends time outside of the classroom as a sanction, academies should ensure that the following have been considered:

- any underlying factors which may require further assessment
- any SEND that the child may have
- whether the child has a social worker
- analysis of any patterns of behaviour that may be indicative of a need for support
- appropriate support is in place to help the student to reflect on their behaviour and identify positive ways forward
- that any statutory plans that are in place (e.g. EHCP, Child Protection or Child in Need Plan, or Personal Education Plan for Children Looked After by the Local Authority) have been reviewed and all stakeholders informed
- that there is a clear reintegration plan with appropriate support in place to facilitate success

Any removal from the classroom is considered a serious sanction and only used when necessary to restore order and calm following unreasonable levels of disruption, which have not been addressed by in class actions or when behaviour actions have been sufficient to warrant immediate removal. Removal spaces will provide students whose behaviour has been disruptive to continue with their education in a managed and supported environment.

Removal spaces such as these should be distinguished from the use of separation spaces used for





non-disciplinary reasons, for example sensory rooms or nurture provisions.

7.7 Suspension

A suspension for a fixed period of time will be issued following multiple breaches or a single serious breach of the behaviour policy, or where a student has failed to adhere to the consequences put in place through the behaviour policy to prevent a suspension.

Confirmation in writing of the suspension will be provided to parents and the relevant authorities notified. This will confirm the length and reason for the suspension, along with the arrangements for a reintegration meeting and the process to request governors to consider the decision in line with the [DfE Suspensions and Exclusions guidance](#).

The process to appeal against a suspension will be included in the letter. Work will be provided for the student to complete during their suspension in line with the academy policy. If a suspension is longer than five days, alternative educational provision will be put in place from the sixth day onwards.

Suspensions totalling 15+ days in a term, will lead to a Pupil Disciplinary Committee meeting being held with governors.

Students re-integrating after a suspension will receive support to help prevent them from repeating the behaviour and to ensure that their needs are being met. This will be discussed at the formal reintegration meeting and may include considerations such as a behaviour support package, increased monitoring, targets with rewards, emotional wellbeing support or use of an off-site direction where appropriate. Parents will be notified of the plans to support students either prior to or at the review meeting. This guidance is in line with [DfE Suspensions and Exclusions Guidance - July 2026](#).

7.8 Off-Site Direction

Headteachers should ensure that their academy's behaviour policy is explicit in relation to consideration of strategies to prevent suspension, which may include direction off site in line with [DfE Suspensions and Exclusions Guidance - July 2026](#). Further details can be found in the BDAT Off-Site Directed Provision Statement.

7.9 Permanent Exclusion

The decision to permanently exclude a pupil is not taken lightly and would only be based on the following grounds:

- In response to a serious breach, 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
- Possession of drugs/weapons places other students at risk of significant harm and is a serious breach of the school's behaviour policy. It will therefore, unless there are exceptional circumstances, result in permanent exclusion.

Where the decision is taken by the Headteacher to issue a permanent exclusion, the academy will provide information, in writing, to the parents without delay. This will include the reasons for the permanent exclusion, and information concerning how to make representation to the Exclusion Panel.

In exceptional cases, where a pupil or student has received a suspension, and additional evidence





has come to light, a permanent exclusion may be issued to begin immediately after the end of the suspension. Any decision to permanently exclude would be made by the Headteacher, with due consideration of [DfE Suspensions and Exclusions Guidance - July 2026](#).

7.10 Behaviour Outside of School Premises

A student's behaviour outside of their academy's grounds and hours will be considered within academy policies whenever that behaviour could impact on our academies' students, staff, visitors or on the reputation of an academy or the Trust itself. For example, if they are identifiable as a BDAT academy student or if their behaviour presents risk of harm to themselves or others, regardless of whether they are identifiable as a BDAT academy student or not.

8.0 Preventing Recurrence of Misbehaviour

8.1 Prevention

The Trust is committed to working preventatively wherever possible by supporting academies to develop strong, consistent routines; clear communication strategies; positive relationships with families; and having simple, reliable but flexible systems for responding to behaviour that does not meet the expected standard that are understood by all stakeholders.

8.2 Assessment and Support

For any student not meeting the expectations for behaviour and for whom an academy's behaviour system needs to be applied, their support needs will also be assessed and addressed in order to help reduce repeat actions and allow them to learn from their behaviour.

As part of communicating this policy and their own behaviour routines to students and families, each academy should make clear what support is available and who the key staff members are that will be responsible for it.

The expectation that support will be provided applies equally to all students, but we are also aware that for some students, such as those with SEND or those with a social worker allocated, the need for support may be greater or required sooner than that of their peers.

8.3 Expectations around Monitoring and Evaluation

All academies will analyse positive and negative behaviour data on a regular basis, including looking at trends or patterns, and report findings and subsequent actions to governors through the appropriate meeting cycle. Leaders will use this information to inform the behaviour curriculum and intervention strategies within the academy.

The BDAT Central Education Team will support schools in the effective implementation of these expectations, and their individual school behaviour policies, through activities such as quality assurance and leadership coaching. Each BDAT school will also have an annual external school improvement review which will consider the behaviour and attitudes of pupils as part of its foci.

9.0 Guidance on Specific Behaviour Issues

9.1 Mobile Devices and Technology

Headteachers should ensure that their behaviour policy is explicit in their expectations on students' mobile phones and related devices (smartwatches, tablets etc.) in line with the expectations set out in [Mobile phones in schools](#).





9.2 Prohibited Items

The following items are prohibited in any BDAT academies:

- Illegal substances, including drugs.
- Illicit substances, including alcohol or tobacco, e-cigarettes and vaping equipment.
- Weapons, or any item which has been weaponised.
- Fireworks or incendiary items.
- Laser pens or pointers.
- Sexually explicit images.
- Any item which has been identified as banned within an individual academy behaviour policy.

Should a search of a student's property be required because the Headteacher or a designated deputy suspects the possession of a prohibited item, this will be carried out in accordance with DfE Guidelines and details of the search logged according to academy systems.

10. Links with Guidance and Other Policies

This BDAT Behaviour Statement is underpinned by the following legislation and guidance:

- [Education Act 2002 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2002/26/section/1) as amended by the Education Act (2011)
- [Education and Inspections Act 2006 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2006/59/section/1)
- [Equality Act 2010: Guidance – GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/equality-act-2010-guidance)
- [DFE Guidance on Restrictive Interventions including the Use of Reasonable Force in Schools – April 2026](#)
- [Drugs: DfE Advice for Schools - September 2012](#)
- [DFE Screening and Confiscation Guidance - July 2022](#)
- [Keeping Children Safe in Education](#)
- [DFE Guidance on Behaviour in Schools - February 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Mobile phones in schools](#)

It should also be read in conjunction with relevant local academy policies including behaviour, exclusions, and safeguarding.





Appendix One: Summary of Policy Changes

The below table provides a summary of changes to this policy over time:

September 2025	
Page	Summary of Change
4	Added in that child-on-child abuse can take place online as well as in person
4	Added in that behaviour policies may need to be translated into other languages for accessibility given the richly diverse communities our schools serve
11	Added in that BDAT expects our academies to record when, why and for how long pupils are removed from classrooms.
Throughout	Checked hyperlinks and updated any that link to guidance that has been replaced by a newer version (e.g. KCSIE 2024 has been changed to KCSIE 2025)
September 2026	
4	Removed wording around staff induction and training regarding behaviour as leaders felt this was more suited to the staff handbook.
4	Added in that BDAT expects our schools to include definitions of expected behaviours within their policies
4	Added in that BDAT expects our schools to have a section within their behaviour policies that outlines how they reward pupils who display positive behaviour.
4	Added in that policies will have specific sections on the school's approach to mobile phones and devices in line with the new DfE guidance on this matter.
7	Added in expectation that staff create a positive and inclusive learning environment for their pupils.
10	Changed section on Use of Reasonable Force to Use of Restrictive Interventions and brought it into line with the new DfE Guidance that came into force in April 2026
Throughout	Checked hyperlinks and updated any that link to guidance that has been replaced by a newer version (e.g. new Restrictive Interventions Guidance)

