



Behaviour Policy

Monitoring and Review of this Document

The Trust shall be responsible for reviewing this document from time to time to ensure that it meets legal requirements and reflects best practice.

Document Controls

Policy Document:	Behaviour Policy
Legislation/Category: Academy Schools	Legally required
Lead Staff Member:	Headteacher
Approved by:	Executive
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Version	Date	Author	Changes
1.0	July 23	Trust Central Services	BLP Format
2.0	Aug 24	Trust Central Services	BLP Annual Review and Approval
3.0	Sep 25	Trust Central Services	Clarified use of off site directions and managed moves
4.0	July 26	Trust Central Services	Updated in line with DfE Suspension and Permanent Exclusion guidance (July 2026) and Restrictive Interventions, including use of reasonable force, in schools (April 2026).



Aims

This policy aims to:

- Outline the principles that underpin the work undertaken by leaders and other staff across the BLP family of schools to promote excellent pupil behaviour
- Outline the importance of systems, structures and routines in establishing and maintaining strong, positive, and inclusive learning environments
- Summarise the roles and responsibilities of different people in our School communities with regards to ensuring excellent behaviour
- Provide a consistent approach to leading on behaviour across our Schools, in line with our values-driven ethos
- Define what we consider to be acceptable and unacceptable behaviour in our trust
- Outline how pupils are expected to behave
- Outline our approach to rewards and sanctions

Behaviour Principles

Our approach to managing behaviour across our Schools is underpinned by our Behaviour Principles:

- All pupils, staff and visitors have the right to feel safe at all times in our Schools.
- Appropriate behaviour is the foundation upon which pupils can make the greatest progress.
- Our Schools are inclusive. All members of a School's community should be free from discrimination of any sort.
- All policies are underpinned by our Trust values of Equality, Resilience, and Integrity.
- All staff must take responsibility for applying the Behaviour Policy as required
- School rules and expectations are clearly set out and communicated at each school.
- Sanctions for unacceptable behaviour will be known and understood by all staff and pupils and consistently applied in a way which preserves dignity and respect towards all individuals
- Violence, threatening behaviour or abuse by pupils or parents towards staff will not be tolerated and will receive an immediate appropriate sanction which may be a suspension or exclusion.
- The Behaviour policy will set out the Schools' responses to inappropriate behaviour.

Culture and Standards

As a family of Schools each of our Schools has its own identity, but shares a common purpose: to provide a cradle to career education that allows our children to achieve, thrive and make a difference.

BLP Schools are built on strong cultures that are welcoming, warm and inclusive. Our Schools are places where pupils behave with consistently high levels of respect and regard for others. Bullying, harassment and violence are never tolerated.



We expect our pupils to behave consistently well and have unapologetically high expectations. Where pupils struggle to meet our expectations, our role is to support them, taking intelligent, fair and highly effective action to enable them to fulfil their potential.

Systems, Structures and Routines

School Leaders

School Leaders ensure that the BLP Behaviour Principles are embedded in the systems, structures and routines that create calm and orderly environments for staff and pupils, including proactive behaviour management approaches, inclusive pedagogy, and explicit teaching of positive learning behaviours.

School Staff

School staff contribute to good pupil behaviour by planning effective routines, creating an engaging environment, teaching expected behaviours explicitly, using restorative conversations, and building positive relationships with pupils.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in Schools (DfE, 2024, as updated)
- Searching, Screening and Confiscation at School
- The Equality Act 2010
- Restrictive interventions, including use of reasonable force, in schools (DfE, in force 1 April 2026)
- Supporting Pupils with Medical Conditions at School
- The Special Educational Needs and Disability (SEND) Code of Practice
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, published 26 May 2026, in force 26 July 2026)

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014;
- paragraph 7 (duty to safeguard and promote welfare), paragraph 9 (written behaviour policy) and paragraph 10 (anti-bullying strategy)
- The Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026, which place off-site direction powers for academies and PRUs on the same statutory footing as maintained schools.
- Mobile phones in schools (DfE, updated 19 January 2026), which sets the expectation that schools operate as mobile phone-free environments for the entire school day and becomes statutory guidance from 1 September 2026.

This policy will be published online, along with our Anti-bullying policy.



Definitions

Acceptable behaviour

Includes, but is not limited to: being polite and respectful; being kind to others; being on time; having good attendance; listening to others; helping and supporting others; behaving sensibly in corridors and at unstructured times; following instructions; appropriate use of social media and electronic communication; wearing the correct uniform; actively participating in learning activities; asking and answering questions; seeking help and support when needed.

Unacceptable behaviour

Includes, but is not limited to: disruptive behaviour; truancy; refusing to follow reasonable instructions; unauthorised use of mobile phones; non-completion of classwork or homework; poor attitude; incorrect uniform; breaches of School rules; any form of bullying; harmful sexual behaviour; verbal or physical assault on staff or pupils; vandalism; theft; fighting/acts of physical violence; racist, sexist, homophobic or other discriminatory behaviour; any other behaviour deemed unacceptable by the Headteacher.

Prohibited items

Includes, but is not limited to: knives or weapons; illegal drugs; stolen items; tobacco, e-cigarettes, cigarette papers or smoking-related materials; fireworks; any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury or damage to property.

Bullying

Bullying is the repetitive, intentional harming of one person or group by another where the relationship involves an imbalance of power. Our approach to preventing and addressing bullying is set out in the anti-bullying policy.

Roles and Responsibilities

Trustees

Set strategic direction for behaviour across the Trust; approve trust-wide policies including this one; ensure the policy promotes equality and addresses individual needs.

Trust Executive Team

Ensures the Behaviour Principles are embedded across Schools; monitors behaviour effectiveness; supports and challenges senior leaders on the use of exclusions.

Local School Committees

Monitor and evaluate implementation by receiving reports and data; support disciplinary and attendance panels.

School Leaders



Lead the development of positive learning cultures; frame systems that promote positive behaviour, inclusion and attendance; monitor sanctions for consistency.

Teachers

Apply the policy consistently and fairly; use teaching approaches that encourage positive behaviour; model expectations; act early on causes for concern.

Support Staff

Provide support programmes for identified individuals and groups; communicate with parents under Headteacher guidance; monitor and evaluate impact.

Parents and Carers

Support their child in meeting School expectations; inform the School of relevant changes in circumstances; support sanctions and celebrate success.

Pupil

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. Every pupil should be made aware of behaviour standards, expectations, pastoral support and consequence processes, and should be asked about their experience of the school's behaviour culture to help inform its evaluation and improvement.

- Where a decision about off-site direction or a managed move is being considered for a pupil, the pupil's own views must be actively sought and recorded as part of that decision, in addition to those of their parents/carers.

Rewards and sanctions

Rewards

Rewards used by BLP Schools may include, but are not limited to: verbal praise; written praise; merit/achievement/house points; work of the week awards; positive postcards; reward badges/stickers; letters or phone calls home.

Sanctions

Sanctions may serve deterrence, protection or improvement purposes. Sanctions are fair, proportionate and appropriate, and the lowest level sanction that will bring about the required change is used.

Sanctions used by BLP Schools include, but are not limited to:

- A verbal reprimand
- Demerits/behaviour points
- Work completed at home, break or lunchtime
- Detention at break or lunchtime
- Letters or phone calls home



- Internal reflection/correction
- Restriction of activity
- Direction off-site (see Alternative Action)
- Fixed Term Suspensions (FTS)
- Permanent Exclusion (PEX)

Mobile phones and smart technology

All BLP Schools operate as mobile phone-free environments by default, for the entire school day, including lesson time, the time between lessons, and break and lunchtimes. This applies equally to smart watches or other devices with similar functionality to a mobile phone.

Any exception to this default position - for example on medical grounds, or as a reasonable adjustment for a pupil with a disability or additional need - will be agreed individually by the Headteacher with the pupil's parents/carers and recorded.

We believe we have a collective responsibility to restrict children's access to social media and inappropriate content when it is regularly reported that smart phones are a distraction and have a catastrophic impact on mental health, the ability to concentrate and learn free from distraction in school. As such:

- Access to smart phones or smart devices are prohibited in all BLP schools.
- A mobile phone or similar device seen, heard or used during the school day without agreed exception will be confiscated and returned to parents/carers after a period set by School leaders.
- Schools may apply a proportionate sanction (for example a detention) in addition to confiscation, in line with the sanctions set out in this policy.

Removal from the classroom and internal isolation

BLP Schools may use a removal system in response to serious or persistent breaches of this policy during lesson time. Removal and internal isolation are distinct and are not interchangeable:

- Removal is a short-term response used to maintain the safety and calm of the wider class, and to give the removed pupil a supervised, managed environment in which to regain calm. Pupils who are removed continue to receive their planned curriculum, either by completing the same work as the rest of the class or, where this is not possible, age- and ability-appropriate work set for them, and are supported to reflect on their behaviour before returning to class.
- Internal isolation/exclusion is a higher-tariff sanction used for more serious or persistent breaches, where a pupil is withdrawn from normal lessons for a defined period as a proportionate consequence, rather than solely to restore calm in a single lesson. It follows the same principles of proportionality, continued full-time education, and regular review as any other sanction, and its use is monitored by School leaders in the same way as suspensions.

Fixed Term Suspension and Permanent Exclusion

Fixed term suspensions and permanent exclusions are the highest levels of sanction available to a School. A permanent exclusion is a distinct and more serious sanction than a suspension: it will only be



used as an absolute last resort, once all other avenues of support have been tried, evidenced and exhausted, and only where the statutory conditions set out in the Exclusions Policy are clearly met.

BLP Schools actively seek to prevent suspensions and exclusions through proactive approaches to behaviour leadership and management, identifying pupils whose behaviour is causing concern and acting early with the support strategies outlined in Appendix 1.

Where a suspension or permanent exclusion is being considered, Headteachers must follow the BLP Exclusions Policy, including the investigatory actions, SEND/disability considerations and Designated Safeguarding Lead consultation set out there.

- Safeguarding separations: where a pupil needs to be temporarily kept away from the school premises purely to safeguard another pupil or member of the school community (for example, following an allegation of harm between pupils, pending investigation), this is not a disciplinary sanction and is not recorded as a suspension. It is a distinct safeguarding measure, must be time-limited, reviewed regularly, and is set out in full in the Exclusions Policy.

Decision

Once an investigation has concluded, a decision will be made on the civil standard of proof (balance of probabilities). All sanctions will be fair, reasonable and proportionate, taking into account the pupil's account, aggravating features, mitigation, background and SEND/disabilities. Disciplinary sanctions will be recorded in the pupil's behaviour and discipline record.

Offsite Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the School, such as on a School trip, on the bus, or on the way to or from School.

Monitoring and Evaluation

Rewards and sanctions will be monitored to check the policy is working well and applied without conscious or unconscious bias. Data will be analysed by gender, ethnicity, SEND, disadvantage (pupil premium) and age.

Restrictive Interventions, including Use of Reasonable Force

'Restrictive interventions' covers any technique used to prevent, restrict or subdue a pupil's movement, including physical restraint (reasonable force), seclusion, and non-physical restrictive practices. Force is usually used either to control or restrain, ranging from guiding a pupil by the arm through to more extreme circumstances such as breaking up a fight.

'Reasonable in the circumstances' means using no more force than is needed. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

All restrictive interventions must be minimised wherever possible, and where used, must be lawful, proportionate, transparent and subject to appropriate oversight, in line with the 2026 guidance.



Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This also applies to people the Headteacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying a school visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils hurting themselves or others, damaging property, or causing disorder. The decision to physically intervene is a matter of professional judgement based on the circumstances.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil disrupting a school event, trip or visit;
- prevent a pupil leaving the classroom where this would risk their safety or disrupt others;
- prevent a pupil attacking a member of staff or another pupil, or stop a fight;
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

Use force as a punishment — it is always unlawful to use force as a punishment.

- In addition, staff must never restrain a pupil in a way that affects their breathing or circulation, apply pressure to the neck, nose, mouth or abdomen, or intentionally hold a pupil on the ground.

Recording and reporting (new statutory duty from 1 April 2026)

- Each School must record every significant incident involving the use of force, seclusion, or other non-physical restrictive intervention, and report this to the pupil's parents/carers.
- Each record must include, as a minimum: the pupil's relevant needs or circumstances; a brief account of why the intervention was considered necessary; details of any physical injuries sustained; and any post-incident support provided to the pupil and staff involved.
- Records will be reviewed by the Headteacher (or delegate) on a regular basis to identify patterns, individual pupil needs, and any staff training or de-escalation planning required.

Prevention and de-escalation

- Schools will prioritise de-escalation techniques and, for pupils with a known pattern of behaviour that may lead to restrictive intervention, an individual positive behaviour support plan will be developed with the pupil, their parents/carers and relevant specialist staff, and reviewed regularly.

Pupil support

The Trust recognises its duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Support and advice will be sought from specialist teachers,



educational psychologists, medical practitioners and others as needed, and plans reviewed regularly with parents.

We will consider how a whole-school approach meets the needs of all pupils, including those with SEND, and will anticipate likely triggers of misbehaviour, putting in place preventative measures such as movement breaks, adjusted seating, adjusted uniform requirements, or staff training in specific conditions.

Searching, Screening and Confiscation

Prohibited items found in a pupil's possession will be confiscated and not returned. Headteachers and authorised staff have a statutory power to search a pupil or their possessions where there are reasonable grounds to suspect a prohibited item. All statutory guidance in Searching, Screening and Confiscation (DfE, 2022) is followed, including requirements on witnesses, same-sex searching (with limited urgent exceptions), recording, and informing parents.

Strip searches (removing more than outer clothing) may only be carried out by police officers under PACE Code C, following careful risk assessment; the school will always advocate for the pupil's wellbeing throughout.

Full detail of BLP's search, screening and confiscation procedures is unchanged by the 2026 updates and is set out in full in the published policy.

Training

Staff are provided with training on managing behaviour through CPD sessions planned and delivered in each School, plus additional support through the Educational Standards team and centrally-offered inclusion-focused CPD.

- All new staff, including support staff and regularly-used supply staff, receive induction training on this policy and local behaviour procedures before, or as soon as practicable after, taking up post. This covers behaviour expectations, rewards and sanctions, the mobile phones policy, and how to raise a safeguarding concern arising from behaviour.
- All staff receive regular refresher training on searching and confiscation, restrictive interventions/use of reasonable force, and supporting pupils with SEND whose behaviour may communicate unmet need, at a frequency set locally by each School but no less than annually for staff likely to use these powers.
- Following the April 2026 restrictive interventions guidance, all staff who may use restrictive interventions will receive refreshed training covering the prohibited-techniques list, the new recording and reporting duty, and de-escalation approaches, before the guidance comes into force.
- School Leaders are responsible for checking staff understanding of this policy, including newly qualified/early career teachers and supply staff, and for identifying and closing any gaps in knowledge.



Links with other policies

This behaviour policy is linked to the: Exclusions policy; Safeguarding policy; PSHE policy; Anti-Bullying policy.

Alternative Action

Off-site directions

The School has the power to direct that a pupil be educated off-site with the aim of improving their future behaviour. It must not be used as a disciplinary sanction or punishment for misconduct.

- Parental consent is not required for an off-site direction, and pupils are expected to attend the other setting as directed. The pupil's own views on the proposed direction must be sought and taken into account before the decision is finalised, alongside those of their parents/carers.

Arrangements are based on the support the pupil needs to improve their behaviour and any SEND or health needs. The placement is regularly reviewed with parents involved, and the pupil is dual-registered at both settings for the duration.

Managed moves

A managed move initiates a process leading to the permanent transfer of a pupil to another mainstream school following a trial period, giving pupils at risk of permanent exclusion a fresh start without a permanent exclusion on their record. As this is a proposed permanent transfer, parental consent is required and parents will be consulted throughout.

- The pupil's own views will also be sought and recorded before a managed move is agreed.

If a temporary move is needed to improve behaviour, rather than as a trial before permanent transfer, an off-site direction (without parental consent) must be used instead.



Appendix 1 — Pastoral support strategies

Pupils with challenging behaviour often need additional support to help them meet expectations. Strategies may include: class report; in-class monitoring by senior staff; positive behaviour report; meetings with parents/carers; nurture-based intervention; short-term blended learning approach; learning support unit; behaviour for learning programme; supervised time out/reflection; acceptable behaviour contract (ABC); pastoral/behaviour support plan (PSP); mentoring; SEND referral; additional classroom support; therapeutic support; counselling; referral to outside agency; cognitive behavioural approaches (e.g. zones of regulation); off-site direction; managed move; alternative provision; temporary reduction to timetable.

The list of strategies is regularly reviewed and updated and may vary by School and phase. Schools can provide a complete list of support strategies upon request.