Behaviour Principles

TYNE &WEAR
LEARNING TRUST

September 2026

Introduction

Tyne and Wear Learning Trust is committed to securing high standards of behaviour and conduct across all its academies. This written statement sets out the broad principles that the Trust Board expects each academy's Behaviour Policy to reflect. High standards of behaviour are essential to a safe, calm, inclusive and purposeful environment in which every pupil can learn, flourish and achieve.

The Trust Board, as proprietor, approves these principles. Each headteacher is responsible for developing and implementing a school level Behaviour Policy that is consistent with them, reflects the age and needs of pupils and complies with current legislation and statutory guidance. Local governing bodies will monitor implementation and provide assurance to the Trust Board.

Principles

The safety, welfare, dignity and education of every pupil are the Trust's primary concerns. Behaviour will be understood within the wider safeguarding context and concerns will be acted upon in accordance with Keeping Children Safe in Education 2026 and each academy's safeguarding procedures.

Every academy will establish a calm, safe, supportive and respectful culture in which high expectations are explicitly taught, clearly communicated, routinely modelled and applied consistently by all staff.

All pupils are entitled to learn without disruption, bullying, harassment, discrimination, abuse or violence. Academies will not tolerate harmful behaviour, including prejudicial or discriminatory language, child-on-child abuse, sexual violence, sexual harassment or harmful sexual behaviour, whether it occurs online or offline.

Pupils will be encouraged and enabled to report concerns. Reports will be taken seriously, responded to promptly and managed in a way that supports the person affected, safeguards all pupils and avoids creating barriers to reporting.

Behaviour expectations and responses will promote equality, inclusion and belonging. Academies will have due regard to the Equality Act 2010 and the SEND Code of Practice, make reasonable adjustments for disabled pupils and consider whether SEND, trauma, mental health, communication needs or other vulnerabilities have contributed to behaviour. This does not prevent proportionate, lawful and appropriate action being taken.

Positive behaviour will be recognised and reinforced. Where behaviour falls below expectations, consequences will be lawful, reasonable, proportionate, predictable and applied fairly, with regard to the pupil's circumstances and any safeguarding or equality considerations. Support, intervention and restorative work should be used alongside sanctions where appropriate.

Each academy's Behaviour Policy will set out the behaviour expected during the school day, on school premises, during educational visits and other school-organised activities, and when travelling to or from school. It may also regulate conduct outside school where this is lawful, including online conduct, where behaviour could affect another pupil, threaten a member of the school community, disrupt the orderly running of the academy or damage its reputation.

From 1 September 2026, each academy will maintain a mobile phone-free environment throughout the school day in accordance with statutory DfE guidance. Academy policies will prohibit pupils' use of mobile phones and other smart devices during the school day, including lessons, social times and educational activities, subject only to limited exemptions such as a reasonable adjustment, medical need or a safeguarding requirement authorised by the headteacher.

Searching and confiscation will be undertaken only by authorised staff, lawfully, respectfully and with regard to safeguarding, the pupil's age and needs and current DfE guidance. Academy policies will identify prohibited items and explain how confiscated items will be handled.

Restrictive intervention, including reasonable force, will be used only when lawful, reasonable, proportionate and necessary, and never as a punishment. Academies will prioritise prevention and de-escalation, consider pupils' individual needs, record and report significant incidents and follow the DfE guidance effective from 1 April 2026 and the Trust's relevant policy.

Suspension and permanent exclusion will be used only in accordance with statutory guidance. Permanent exclusion will be a last resort and may be used only in response to a serious breach or persistent breaches of the Behaviour Policy where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others. Unlawful or informal exclusions will never be used.

Any use of off-site direction, managed moves or alternative provision will be lawful, in the pupil's best interests, properly planned and regularly reviewed. Such arrangements will not be used to avoid the statutory suspension or permanent exclusion process or to remove pupils in the interests of academy performance.

Violence, threats, intimidation or abuse towards pupils, staff or visitors will not be tolerated. The Trust and its academies may take proportionate action to protect the school community, including restricting a person's access to premises and involving the police or other agencies where appropriate and lawful.

General expectations

Each academy will publish an accessible Behaviour Policy that translates these principles into clear routines, rules, rewards, consequences and support. The policy will explain roles and responsibilities, how incidents are recorded and monitored, and how parents and carers will be involved.

Behaviour expectations will be taught and revisited as part of the curriculum and everyday school life. Staff will model respectful, calm and consistent conduct, build positive relationships and use agreed language and routines. Pupils will be supported to understand the impact of their behaviour, repair harm and develop self-regulation.

Pupils are expected to attend regularly and punctually, engage positively in learning, follow reasonable instructions, respect people and property and contribute to a safe and inclusive community. Barriers to attendance and behaviour will be identified early and addressed through support with families and relevant agencies in line with Working Together to Improve School Attendance 2026.

Parents and carers are expected to support the academy's expectations, work constructively with staff and encourage their child to attend regularly, behave respectfully and take responsibility for their actions. Academies will communicate expectations clearly and seek to build effective partnerships with families.

Academies will use behaviour information intelligently to identify patterns, evaluate the impact of their policy and check for disproportionality, including for pupils with SEND, disadvantaged pupils and pupils sharing protected characteristics. Leaders and governors will use this evidence to improve practice and provision.

Staff will receive appropriate induction, training and support so that the Behaviour Policy is understood and implemented consistently. Allegations or concerns about the conduct of adults will be managed under the Trust's safeguarding, staff conduct and complaints procedures, as applicable.

Implementation and review

The Trust Board will review this statement at least annually and sooner where legislation, statutory guidance or Trust circumstances change. Headteachers must review their academy Behaviour Policy regularly, consult pupils, parents and staff where appropriate, publish it on the academy website and bring it to the attention of pupils, parents and staff at least once each year.

Key legislation and guidance

This statement should be read alongside:

- Education and Inspections Act 2006;
- Equality Act 2010; Children and Families Act 2014;
- SEND Code of Practice; Behaviour in Schools (DfE, updated 2024);
- Keeping Children Safe in Education 2026;
- Mobile Phones in Schools (statutory guidance, 2026);
- Searching, Screening and Confiscation at School (DfE);
- Restrictive Interventions, Including the Use of Reasonable Force, in Schools (DfE, effective April 2026);
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement (DfE, effective July 2026);
- Working Together to Improve School Attendance 2026.