



ENHANCE ACADEMY TRUST

BEHAVIOUR POLICY

Diamond Wood Community Academy



Approved by:	Local Governing Body	Date:
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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork

- Poor attitude
- Failure to follow instructions
- Being disrespectful to staff
- using inappropriate language

Serious misbehaviour is defined as:

- Repeated breaches of the Diamond Promises
- Any form of bullying
- Threatening or violent behaviours
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting, humiliating or intimidating
Physical	Hitting, kicking, pinching, punching, pushing, scratching, spitting or any use of violence, including damaging or taking another's belongings,
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, exclusion from social groups.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy on our school website. <https://www.diamondwoodacademy.co.uk/>

5. Roles and responsibilities

5.1 The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Head of School to account for its implementation.

5.2 The Head of School

The Head of School is responsible for reviewing and approving this behaviour policy.

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Our **Diamond Promises** form the foundation of our behaviour policy and are designed to be simple, visual, and accessible for all pupils and parents, including those with limited English. These promises are displayed prominently around the school and in every classroom, serving as daily reminders of our shared expectations:



- **Kind Words** – we speak politely and encourage others.
- **Kind Hands** – we use our hands for helping, not hurting.
- **Kind Hearts** – we show care, empathy, and respect towards others.

These promises are supported by our **School Values**, which are embedded into every conversation about behaviour:

- Friendship
- Respect
- Honesty
- Cooperation
- Responsibility

Together, our Diamond Promises and School Values help pupils understand not only how to behave, but why positive behaviour is important in building a safe, supportive, and inclusive community.

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly and safely around the school.
- Treat the school buildings and property with care.
- Wear the correct school uniform with pride.
- Accept sanctions when they are given.
- Refrain from behaviour that brings the school into disrepute, including when outside school.

Transitions

To support pupils in meeting the Code of Conduct, consistent transition expectations are applied across the school. These ensure that movement between lessons, classrooms, and activities is calm, efficient, and that no learning time is wasted.

Role of the Adult

- Model polite manners
- Remind children of expectations - **praise in public remind in private**
- Positive praise
- Speak to children respectfully
- Communicate expectations we want to see
- Reinforce, maintain and patrol the routines constantly and in a positive manner

Team Stop

- I know that when an adult raises their hand, I stop what I am doing, and raise my hand silently
- I know that if someone next to me has not done this, then I tap them gently on the arm to get their attention

Magnet Eyes

- My teacher points to their eyes with two fingers, which means my eyes should be on the teacher, and my body is still
- I will face the speaker with nothing in my hands

Classroom Routines

1,2,3 signal routine for moving around the classroom

- Hold up one finger: children stand
- Hold up two fingers: children walk and stand behind their chairs / to the line
- Hold up three fingers: children sit down and prepare to do their work / children start to walk silently

This order can also be reversed when children are returning to the carpet.

- Hold up three fingers: children tidy their space and stand behind their chair
- Hold up two fingers: children walk back to the carpet and stand on their designated 'carpet space'
- Hold up one finger: children sit down ready to listen

Visual Timetable

- All classes will display the class visual timetable horizontally
- This is explained to children and referred to / used throughout the day
- When a lesson has finished, remove the symbols for this lesson
- These are presented as a title and agreed icon. This ensures consistency across school

7. Rewards and Sanctions

7.1 List of Rewards and Sanctions

Rewards:

At our school, we place a strong emphasis on recognising and celebrating positive behaviour. Rewards are central to our approach, as we believe they play a vital motivational role, helping pupils to understand that their efforts and choices are valued. Praise is the most common reward and may be given informally or formally, publicly or privately, to both individuals and groups. Rewards are not reserved solely for outstanding achievements but are equally important for acknowledging the consistent maintenance of good standards.

We recognise that our pupils are young and still developing socially and emotionally. Low-level behaviours are to be expected, and it is our responsibility to respond consistently and constructively. This means taking time to pause, reinforce expectations, model appropriate behaviour, and provide opportunities to practise. The learning environment itself is crucial in setting children up for success. Positive reinforcement should be used daily, and staff are expected to invest time in reteaching and reinforcing routines so that high expectations are clear, consistent, and achievable for all.

Positive Behaviour Recognition & Rewards Framework

System	Expectation / Detail	Recognition / Reward
Class Dojos	Staff use only two options for awarding points: +1 dojo (everyday recognition) and +5 dojos (Diamond Dojo – exceptional, rare, and memorable). Dojos are awarded only in class or during RWI. A Year Group Leader (YGL) or nominated teacher may also award a dojo to the best class for lining up at the end of playtime or lunchtime.	+1 dojo: Awarded with a clear verbal explanation so the pupil understands the reason. +5 dojo: A special recognition reserved for an exceptional achievement. It should be celebrated publicly to create a lasting and meaningful impact.
Dojo Shop (Trial)	The Dojo Shop replaces the former “weekly prize for one child.” This approach is more equitable, allowing children to accumulate points over time and rewarding consistent effort.	Pupils save and exchange dojos at the Dojo Shop. A prize ladder system operates and is reviewed weekly (Fridays). This gives pupils both choice and ownership of their rewards.
Lunchtime Stickers (LTS)	Awarded for positive behaviour and conduct at lunchtime. Stickers should not be distributed indiscriminately.	Provides instant, visible recognition for positive lunchtime behaviour. Stickers are awarded independently of dojos.

Values Stars	Each half-term focuses on one of the school's core values. Staff nominate children who demonstrate that value in action.	All nominated pupils are recognised during a half-term assembly. This is a celebration of values-based behaviour; there is no single winner.
Presentation Award	Recognition of consistently high standards of presentation in learning.	Awarded within classrooms to reinforce pride, effort, and quality in pupils' work.
Corridor Stars	For safe and respectful transitions. Awarded only by SLT, during corridor movement. Pupils must walk on the left-hand side at all times.	Corridor Stars are collected weekly. Totals are announced in Friday assembly, and the class with the highest number receives the Corridor Star Trophy.
Rewards Display Space	Every classroom maintains a visible "rewards space" to showcase achievements.	Displays celebrate awards, certificates, dojo milestones, and personal successes, reinforcing a culture of pride and recognition.

Key Notes on Rewards:

- Consistency is essential: all staff must model expectations and apply recognition in a fair and uniform way across school.
- Dojos must be purposeful, not automatic: every point given or removed must be accompanied by a clear verbal explanation.
- Diamond Dojos (+5) are reserved for rare and exceptional achievements to ensure their impact remains significant.
- Positive recognition should always be timely, specific, and genuine, maximising its motivational effect.

Other rewards may include:

Positive behaviour will be rewarded with:

- Praise
- Stickers
- Visits to the leadership team
- Postcards or phone calls home to parents/ carers
- Pupil leadership roles
- Special responsibilities/ privileges

Sanctions

The school implements the following graduated sanctions in response to negative behaviours. Our approach is designed to be fair, consistent, and supportive, ensuring that children learn from their actions while maintaining a safe and positive learning environment for all.

Suspensions and Permanent Exclusions – Alignment with Trust Policy

For all matters relating to suspensions and permanent exclusions, this Behaviour Policy must be read alongside the Trust’s *Suspensions and Exclusions Policy*, which sets out the full statutory processes, thresholds and legal duties.

Suspensions and permanent exclusions do not form part of the stepped sanctions within this Behaviour Policy. They are separate, legally regulated processes that may only be used in response to the most serious or complex incidents.

Only the Head of School or Executive Headteacher has the authority to suspend or permanently exclude a pupil, and any such decision will be made in line with the Department for Education’s statutory guidance *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement* (2023, updated 2024).

Where behaviour reaches a level that may require suspension or permanent exclusion, the procedures and requirements outlined in the Trust’s policy will apply.

Severity	Type of Behaviour	Application of Sanction
Level 1 – Stage 1	Low-level behaviour that does not disrupt others. Examples: daydreaming, fiddling, doodling, looking out of the window, minor off-task behaviour.	Non-Verbal Warning Strategies may include a look, moving closer, a reminder of Diamond Promises, or praising others making the right choices.
Level 1 – Stage 2	Behaviour causing minor disruption to teaching and learning. Examples: talking out of turn, distracting others, slow to complete work, swinging on chair, minor disagreements.	Verbal Warning Language: “[Name], that’s not the right choice. You need to [desired behaviour]. Thank you.” Positive reinforcement for another child making the right choice.

Level 1 – Stage 3	Continuation of Stage 2 behaviours.	Loss of 1 Dojo “[Name], that’s a warning. You’re choosing to lose 1 dojo. If you choose to [desired behaviour], you’re choosing to keep the rest of your dojos. Make the right choice.” Teacher records on CPOMS.
Level 2 – Stage 1	Continuation of Level 1 behaviours after dojo loss, or behaviour causing significant disruption. Examples: calling out, refusal to follow instructions, rudeness, throwing small equipment.	Loss of another dojo (total -2). Class teacher records on CPOMS. Escalation begins: pupil moved to another classroom until end of lesson (not YGL if possible). Receiving teacher records on CPOMS.
Level 2 – Stage 2	Continuation of disruptive behaviour following classroom move.	Send to Year Group Leader (YGL). Child loses 5 dojos. YGL records on CPOMS. Parents informed at home time by class teacher.
Level 3	Continuation of Level 2 behaviours, or more serious behaviours. Examples: refusal to work, persistent disruption, arguing with adults.	Escalation to Assistant Headteacher (AHT). Parents phoned immediately. Parent may speak to child as supportive reminder. AHT records on CPOMS. If persists → referral to Head of School (HoS).
Level 4	Serious or persistent behaviours. Examples: verbal aggression towards staff, defiance, leaving the classroom without permission, threatening behaviour.	Escalation to Head of School / Executive Headteacher (HoS/EHT). Immediate parent meeting arranged. HoS/EHT records on CPOMS. Individual Behaviour Plan may be considered.
Level 5	Severe behaviours. Examples: proven bullying, racism, sexism, homophobic/transphobic/biphobic behaviour, disability discrimination, physical assault, damaging property.	Instant loss of 5 dojos (non-negotiable). Escalation process followed as above. HoS/EHT involvement. Suspension may be considered.

Level 6	Extreme or persistent behaviour. Examples: persistent defiance, repeated breaches of behaviour policy, deliberate violence, absconding, putting self/others at risk.	Suspension / Permanent Exclusion Applied only in extreme circumstances at the discretion of the Hos/ EH. Parents/carers informed immediately.
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Restorative Conversation Approach

As a school, we place great importance on restorative conversations following incidents of negative behaviour. This approach is not about forcing pupils to apologise, but about helping them to reflect on their choices, understand the impact of their behaviour, and consider how they can make better decisions in the future. Restorative conversations promote accountability, empathy, and the rebuilding of relationships, which are essential for long-term behaviour change.

Examples of supportive prompts staff may use include:

- *“Can you tell me what happened from your point of view?”*
- *“How do you think your actions made others feel?”*
- *“What were you thinking about at the time?”*
- *“What do you need to do to make things right?”*
- *“What will you do differently next time?”*

By engaging in these conversations, pupils are encouraged to take ownership of their behaviour while feeling supported to repair relationships and re-join the learning environment positively.

The school recognises that some pupils may exhibit negative behaviours as a response to factors outside of their immediate control, such as a diagnosed condition (e.g., ADHD) or experiences of significant trauma. In these instances, pupils will be recognised as SEND with a primary need in the area of social, emotional and mental health (SEMH). The SENDCO will ensure that appropriate support plans, including an individual behaviour management plan, are in place to help pupils manage their behaviour successfully. Staff must apply sanctions with sensitivity and fairness, recognising individual needs while maintaining high expectations.

Break and Lunchtime Behaviour

Pupil behaviour during break and lunchtime is monitored with the same expectations as in the classroom. Sanctions will be imposed for negative behaviours, and incidents will be recorded consistently on CPOMS.

Our behaviour policy is aimed at encouraging and supporting pupils to behave positively so that the school remains a safe, inclusive, and happy environment for all.

Key Notes on Sanctions

- Apply sanctions consistently and fairly, with clear explanation.
- Record all incidents on CPOMS promptly.
- Inform parents/ carers early, before escalation to SLT where possible.

- Escalate more quickly if behaviour is serious or poses risk.
- Use positive reinforcement alongside sanctions to encourage change.
- Hold a restorative conversation to support reflection and repair relationships.
- Make reasonable adjustments for pupils with SEND/SEMH needs.
- Apply the same expectations at break and lunchtime as in class.

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy on our website for more information <https://www.diamondwoodacademy.co.uk/about-us/policies>

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy on our website
<https://www.diamondwoodacademy.co.uk/about-us/policies>

8. Behaviour management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued. Relationships between teacher and pupils, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils behave.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Diamond Promises (pupil code of conduct)

- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (using the Local Authority recording document)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, through 'Team Teach' training.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Head of School and Governing Body annually. At each review, the policy will be approved by the Head of School.

Our Diamond Promises will be reviewed and approved by the Head of School and Governing Body annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying policy
- Positive Handling policy
- Equal opportunities policy
- Inclusion policy

