



A Pastoral Policy

Behaviour Policy

Review Date	Reviewer	Approved by	Date Approved	Implemented
March 2022	L Coates	Headteacher	March 2022	March 2022
November 2022	S. Wilson	Headteacher	November 2022	November 2022
September 2024				

Revision History



Issue No.	Date	Revisions
2	Nov 2020	Updated in line with Government guidance.
3	March 2022	Removal of references to rights respecting. Included School Values. Amended Job Titles.
4	November 2022	To introduce new behaviour system.

Introduction

It is the primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We aim to promote an environment where everyone feels safe and happy. Monitoring of

behaviour may alert safeguarding/child protection concerns (see our Child Protection Safeguarding Policy).

This policy has been written with regard to 'Behaviour and Discipline in Schools; guidance for Governing Bodies, 'Use of reasonable force – Advice for Headteachers, staff, and Governing Bodies' and 'When the Adults Change, Everything Changes' by Paul Dix. This policy has been adapted to follow Government guidance given on 14th May 2020 from the document 'Planning Guide for Primary Schools'.

Aims:

- To promote positive working relationships with the aim of helping everyone to learn.
- To define acceptable standards of behaviour.
- To promote positive behaviour and attitudes across school.
- To encourage consistency of response to both positive and negative behaviour.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.
- To help children to grow in a safe environment and to become positive, responsible, and increasingly independent members of our school community.
- To ensure that adults will treat all children fairly and apply this behaviour policy in a consistent way.

This policy is designed to promote positive behaviour to ensure effective behaviour for learning. All adults in school aim to meet the needs of all pupils and positive behaviour helps to facilitate this, enabling us to teach effectively. Additionally, this policy is designed to give responsibility to children for the choices they make and provide them with opportunities to make the desired behavioural choices.

Our children learn the value of friendship in a safe and happy environment where they can grow and achieve. We encourage children to play an active role in their education. An environment in which children can feel confident to contribute as active participants can only help them to achieve their full potential and do as well as possible in their schoolwork. They will have a sense of identity with our school and show a high degree of self-motivation.

We endeavour to encourage this behaviour in every area of school life e.g., entering and leaving the school, at lunchtimes, on the playground and during classroom hours. We also aim to encourage this behaviour outside of school, in the local community and at home.

We welcome supportive contributions from parents/carers as there are several benefits to be gained from viewing the development of good behaviour as a home-school partnership. Parents/carers can feel confident that their children are growing personally, socially, and academically. They can be assured that their children will

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receive support when they need it and, above all, they will be welcomed into school to discuss their children's progress in a positive atmosphere.

Links to other policies

This policy must be read in conjunction with the following Trust and Academy policies:

- Safeguarding Policy
- Anti-Bullying Policy
- Exclusion Policy
- Peer on Peer Abuse

School Rules

At Diamond Hall Junior Academy, we have three whole-school rules which support us in promoting positive behaviours in and out of school:

- a. Be ready
- b. Be respectful
- c. Be safe

These rules can be adapted to suit all situations involving children's behaviour and attitudes. All adults in school have a responsibility to enforce and promote these rules across school.

School Values:

At Diamond Hall Junior Academy we also have 5 core values which run alongside our school rules:

- Resilience
- Independence
- Integrity
- Co-operation
- Empathy

These values have been carefully chosen to support our pupils in becoming a good citizen and to prepare them for life beyond Diamond Hall Junior Academy including in the community, at home and in adulthood. Each week we have a 'value of the week', we use this to teach pupils how to show and uphold the chosen value. These values are further embedded across everything we do at Diamond Hall Junior Academy.

Rewards and Consequences

Our behaviour policy includes a clear strategy for the rewards and consequences which follow positive and negative behaviours Adults are responsible for following this system for the pupils in their class, year group and across the school.

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Rewards

Rewards will follow positive behaviours, attitudes, and choices (see appendix 3). We use a points system which are recorded on STARS. Staff award points for positive behaviour choices made by a child.

‘Celebration Bands’:

- 150 points = red and white band
- 300 points = silver band
- 500 points = gold band
- 750 points = platinum badge

More than one point at a time may be awarded at staff discretion.

Achievements will be celebrated in ‘weekly celebration assemblies. At end of each half term within ‘Celebration Assemblies’ held by senior leaders at to award pupils with significant achievement awards:

- Winning House (linked to points)
- Awesome Attender Award – for improved attendance
- Headteacher’s Award – for stand out behaviour and effort

These assemblies take place face-to-face at the end of each half term held by senior leaders.

Consequences

Consequences will follow negative, unacceptable behaviours, attitudes, and choices.

Each member of staff will be able to record any negative behaviours using STARS (School’s tracking achievement and rewards system). These can either build e.g., C1 for a warning, C2 if behaviour continues, or they can move straight to C3 and upwards for more severe behaviours. A behaviour log will also be kept in each classroom to add further details needed.

Each of these will involve an associated consequence

Stage	Consequence
C1	Verbal Warning
C2	Time from break/lunch missed
C3	Whole break or lunch missed Parents may be informed at the end of the day or via telephone.
C4	Thinking time in another year group Parents may be brought in for a meeting.
C5	This would be based upon individual circumstances and nature of incidents. This may include suspension.

Based upon children’s behaviours they will then be placed upon our monitoring system.

Step	Monitoring
Step 1	All children would be on step 1 using STARS to award positive points and consequences.
Step 2	Teacher monitoring and tracking the behaviour due to more low-level behaviours are occurring more frequently.
Step 3	Formal monitoring by the pastoral team and may include behaviour charts, plans and agreements and possible external agency involvement if it is felt this is needed.
Step 4	AHT/DHT monitoring and formal meetings held with parents/carers.
Step 5	Headteacher involvement and suspensions may also given. Any more than 15 days per term will lead to step 6.
Step 6	Permanent exclusion.

Children may move between these steps based on improvements and/or deterioration in behaviour.

Where poor behaviour and negative attitude to learning is persistent, senior staff will:

- Monitor planning/books/lessons to ensure the pupil is being taught at the correct level.
- Monitor, by observation, teaching strategies that are being used within class to engage the pupil in their learning.
- Monitor to ensure any necessary adaptations to the curriculum are in place.
- Monitor lessons regularly to ensure staff are following polices.

Exceptions

There are certain behaviours which we will not tolerate. For example:

- Bullying
- Physical aggression
- Verbal aggression
- Offensive language
- Racism

On these occasions, children will move directly to a school leader who will take over the management of the unacceptable behaviour. Parents will be notified and engaged in planning the appropriate and sufficient consequence. Incident details will be recorded on the behaviour tracking system and other relevant systems.

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 can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying can be a form of child-on-child abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

Further details of the Academy's approach to preventing and addressing bullying are set out in the Anti Bullying Policy (a copy is published on the Academy website, or a hard copy is available on request from the school Office).

The role of the teacher

The class teachers in school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher will make reasonable adjustments to the organisation of the school day/activities to ensure that children are given the best possible opportunities to be successful learners who are able to follow the values the class charter. Teachers will inform parents/carers when a child has not made the right choices.

All teachers must follow this policy. Any incidents of unacceptable behaviour will be recorded. If there becomes a pattern in behaviour or unacceptable behaviour is repeated, parent/carers will be informed.

The role of the Pastoral Lead

The Pastoral Lead will:

- Support pupils and staff
- Offer advice and monitor the implementation of the policy.
- Regularly monitor any incidents of unacceptable behaviour.
- Children who may benefit from extra support will work with the pastoral manager to look at strategies which support them and review plans that have been put in place.

The role of the Senior Leadership Team

The Headteacher is responsible for the day-to-day authority to implement the school behaviour policy. The Senior Leadership Team will support the staff and children by implementing the policy by setting high standards of behaviour.

The role of the parents/carers

Parents/carers are kept informed of children's behaviour and are encouraged to be involved should any contact be needed. A partnership is needed between

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parents/carers and school to ensure positive behaviour is promoted at school and at outside of school- at home and in the local community.

Pupil's Contribution

We believe that children need to be active participants in their own education and to feel that their opinions will be heard in the wider school community.

At Diamond Hall Junior Academy, we therefore seek ways to listen to the views of our pupils and involve them in decision-making so that they are engaged as partners in the life of the school. We believe that this will make a positive contribution to the school environment and ethos.

There is a wide range of approaches that we are developing at Diamond Hall Junior Academy to support pupil participation and promote pupil voice:

- Playground Leaders - peer to peer support
- Sports Leaders - peer to peer support
- Pupil Leadership roles
- Fundraising campaigns (both teacher and pupil initiated)
- Consultations on teacher/school led projects e.g., re: drafting policies relating to behaviour or anti-bullying; evaluation of learning activities/the creative curriculum
- Pupils with additional learning needs are involved in decisions that affect their learning and well-being through their IEPs. Pupils are also consulted when they have Annual Reviews.
- Pupil questionnaires

Pupils are informed of the outcome of their involvement.

Intervention

De-escalation

Sometimes, when children become extremely overwhelmed or they're experiencing sensory overload, they have a meltdown where they lose control over their behaviours.

The success rate of prevention is far greater than that of de-escalation. However, sometimes it's unavoidable. The following de-escalation strategies are used in school.

- Use a calm and quiet voice
- Validate a pupil's feelings but not their actions
- Respect personal space
- Be aware of body language and facial expressions
- Speak to the pupil on their level
- Distraction
- Reflect on pupil's wants and needs
- Acknowledge the pupil's right to refuse
- Answer their questions but ignore targeted aggression
- Be silent
- Offer a movement break or a walk
- Always act in a non-judgemental way

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- Decrease stimulation – find calm space
- Avoid saying ‘no’
- Use calming visual inputs
- Deep breathing exercises

The use of reasonable force and control to restrain pupils

This has been written with regard to ‘Behaviour and Discipline in Schools; Guidance for Governing Bodies and ‘Use of reasonable force – Advice for Headteachers, staff, and Governing Bodies’.

Reasonable force may be used if appropriate. This may be necessary if a child is at risk of injury or damage to property. If a child is in a situation that is not deemed safe, then ‘Team Teach’ techniques will be used. Selected staff have been trained to Team Teach. If this is used, there will be clear documentation of the incident, and inform parents/carers immediately.

Physical restraint

Section 93 of the Education and Inspections Act 2006 enables Academy staff to use such force. In extreme cases it may be necessary to remove a child using physical restraint. Local authority guidelines set out the following legitimate situations where physical restraint will need to be considered:

- Where a pupil is committing a criminal offence (or what would be an offence if the pupil was not under the age of criminal responsibility – 10 years).
- Where there is risk of injury to self and/or others.
- Where there is risk of significant damage to property.
- Where a pupil is behaving in a way that is compromising good order and discipline.

Team Teach techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent ‘side effect’ of ensuring that the child remains safe. We have members of staff trained in team teach – physical restraint. Any use of physical restraint is clearly documented, and parents/carers informed immediately.

All staff employed by the Trust have the authority to use force when reasonable, and this extends to any other person whom the Headteacher has given the responsibility to be in charge or in control of the pupils.

Support for children who show inappropriate behaviour

Children who are unable to learn effectively because of their behaviour or who persistently prevent others from learning may benefit from support from other agencies. We will consult fully with parents/carers if we believe this would be beneficial.

Other agencies include:

- Behaviour Support Service,
- Educational Psychologist
- Young Offenders

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- Children’s Services
- CAMHS/CYPS
- School counsellor

Incidents of unacceptable behaviour will be recorded. If outside agencies support the child following inappropriate behaviour, this will also be recorded.

Suspensions and permanent exclusions

Only the Executive Headteacher and/or Headteacher have the power to exclude a pupil from school. Further information regarding exclusions can be found in the Trust’s exclusion policy.

Specific Defined Incidents

Mobile Phone

Mobile phones may be brought to school by home walkers in Y5 and Y6, but they must be handed in to a class teacher before school begins. The phone will be stored safely, and pupils will need to collect their phone at the end of the school day.

- First breach – if the mobile phone has not been handed in, it will be confiscated, and the phone will be returned at the end of the school day.
- Second breach – the mobile phone will be confiscated. The phone will be returned at the end of the school day.
- Third breach - the mobile phone will be confiscated and returned to the pupil at the end of the day. A letter will be sent to the pupil’s parent/carer.
- Any further breaches of these this rule will result in other disciplinary sanctions being used.
- These sanctions will include a temporary ban from bringing the phone on to the Academy premises will also be considered.
- If all the sanctions have been used and the pupil continues to breach this Academy rule, the pupil will be banned permanently from bringing the phone on to the Academy premises.

Diamond Hall Junior Academy will take very seriously instances where a mobile phone has been used to film, photograph or record staff or pupils without their permission. If this occurs, the mobile phone will be confiscated, and the pupil’s parent/carer will be required to come to the Academy to collect it. The pupil will be given a formal warning. Should the pupil be involved in another incident, a two-day suspension may be given.

Leaving the Academy Premises

If a pupil chooses to leave school without permission, staff will react in the following way:

- Search the immediate school grounds for the pupil
- If a pupil cannot be found contact police/parents.
- Once a pupil returns to school, any time wasted absconding will be made up

Smoking/Vaping

This is a non-smoking site, a rule which applies to staff and pupils alike. There will be serious consequences for any pupil who chooses to breach the no-smoking/vaping rule repeatedly.

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These consequences are outlined below:

- The parent/carer will be invited to attend a meeting with a senior member of staff to discuss the problem.
- If the incident reoccurs the pupil will be placed on an Individual Behaviour Plan at a meeting of the Pastoral Group. The IBP will state explicitly that the pupil must not smoke/vape on the Academy premises.
- If the pupil already has an IBP, a new one will be established. The IBP will state explicitly that the pupil must not smoke on the Academy premises.
- If there is a further breach the pupil may be given a C4/5 consequence. the parent/carer will be invited to attend a meeting to discuss the worsening situation.

E-cigarettes are not allowed on the Academy premises. If one is confiscated from a pupil, the pupil's parent/carer will need to come into the Academy to collect it. Any pupil who repeatedly breaks the no-smoking/vaping rule will be offered the opportunity of speaking to the school nurse for advice on how to quit smoking.

Making a false allegation against a member of staff

Any pupil who is found to have made a malicious and/or false allegation against a member of staff may be excluded. This may be a suspension or permanent exclusion depending on the circumstances.

Bringing the good name of the school and/or staff into disrepute

Any pupil who brings the good name of the school and/or staff into disrepute in the public domain may be given a consequence. This may be a suspension or permanent exclusion depending on the circumstances.

Weapons

A pupil bringing a weapon on to the Academy premises is likely to be permanently excluded. A judgement will be made as to the level of threat the weapon itself represents to the health and safety of the other pupils. Weapons include knives, darts, guns of any description, including air pistols and BB guns.

In all cases of a weapon being brought on to the Academy premises, the police will be informed.

Confiscation of Inappropriate Items

There are two sets of legal provisions which enable staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
- The power to search without consent for weapons, knives, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of, any person (including the pupil). Weapons and knives and extreme child pornography must always be handed over to the

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police, otherwise the Academy has the right to decide when and if to return the confiscated item

Monitoring

The Headteacher, Deputy Headteacher and SENDCo monitor all recorded incidents of behaviour and bullying. Teaching and support staff are required to log incidents of behaviour using their class log books and STARS. The Senior Leadership Team examines records carefully and where this is a concern, parents and carers may be invited into school to discuss the matter. Senior leaders ensure teaching staff are reminded to check back with children that the issues have not occurred again.

As with behaviour, bullying is monitored. Senior Leadership are notified of all behaviour incidents and are required to action as soon as possible. Action will include discussions with parents and carers to ensure effective communication, as well as home and school working together. As with behavioural incidents, senior leaders conduct catch ups with the child who felt they were being bullied to establish how they are feeling and check there have been no further incidents.

Diamond Hall Junior Academy collects and analyses behaviour data. Analysis includes identifying possible factors contributing to behaviour, system problems and implementing support. This includes:

- Behaviour incident data, including removal from the classroom
- Attendance, permanent exclusion, and suspension data
- Use of alternative provisions and managed moves
- Incidents of searching
- Anonymous surveys for all pupils, parents and staff on their views and experiences of school behaviour.

Staff Development

All staff should be equipped with the skills to understand and effectively manage pupil behaviour. Providing regular training, which links classroom practice to an understanding of children's social and emotional development is key. Training and coaching are made available to all staff taking up new posts at the school and form part of an ongoing training programme for existing staff. We have a thorough induction programme to ensure consistency in approach.

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