



Ironstone Academy Trust

OVERFIELDS PRIMARY SCHOOL

BEHAVIOUR POLICY



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Revision 1

Overfields Primary School – Vision

"Together, we nurture confident, respectful, and resilient learners through high expectations, meaningful relationships, and a lifelong love of learning."

At Overfields Primary School, we believe that positive behaviour is built on strong relationships, clear expectations, and a shared commitment to our school values. Our behaviour policy is designed to create a calm, safe, and respectful environment where every child can thrive. We view behaviour as a form of communication and see every interaction as an opportunity to teach, guide, and support. This policy sets out our consistent approach to recognising, promoting, and restoring positive behaviour, enabling all pupils to become confident, respectful, and responsible members of our school community.

Overfields Primary School – Our Values

At Overfields primary School, we are committed to nurturing **perseverance, resilience, open-mindedness, respect, and responsibility** in every child. We believe all pupils deserve to learn in a **happy, secure, and stimulating environment** where they can grow into confident, curious, and independent learners.

We promote **caring and respectful attitudes**, encourage pupils to embrace difference and challenge stereotypes, and support them to become thoughtful, responsible members of the community. Our curriculum is both **challenging and engaging**, designed to meet the needs of all learners and delivered through teaching that is creative, purposeful, and inspiring.

We value **independent thought, curiosity**, and the understanding that mistakes are a natural part of learning. Alongside academic challenge, we provide rich opportunities for **physical development, creative expression, and spiritual growth**, ensuring every child has the chance to thrive.

At Overfields Primary, we aim to cultivate a **lifelong love of learning**, helping every child to flourish personally, socially, and academically.

Ironstone Academy Trust – Vision and Values

Ironstone Academy Trust is built on collaboration and shared purpose. It places pupils' needs at the centre of all decision-making, aspiring for every academy within the Trust to be a place where staff and pupils thrive. The Trust is committed to:

- Working as a united family of schools with a shared ethos and values
- Challenging and supporting academies and staff to deliver excellence
- Ensuring consistency, efficiency, and effectiveness across all schools
- Helping children become confident, well-informed, and prepared for the challenges of life

The Trust values its people and is dedicated to making each academy not only a place of learning, but a special and inspiring environment for children and staff alike. **Our behaviour principles are the guide for this document and the two should be read in conjunction; for matters of interpretation, please speak to the CEO.** [IAT Behaviour Statement of Principles February 2024.docx](#)

Process

1. PRAISE AND RECOGNITION: ASPIRE AWARDS
2. SCHOOL VALUES IN PRACTICE
3. REWARDS AND CELEBRATION
4. TRAFFIC LIGHT SYSTEM, BEHAVIOUR CONSEQUENCES, POSITIVE HANDLING AND STATUTORY GUIDANCE

1. PRAISE AND RECOGNITION: ASPIRE AWARDS

Positive behaviour is recognised and celebrated through our Aspire Awards. Children earn Aspire Points for displaying the behaviours that make our school a caring, safe, vibrant and positive community. Using good manners, kindness to others, perseverance and hard work are just some of the ways children can all earn an Aspire Point.

Any adult in school from teachers to office staff, lunchtime supervisors to the caretaker can award Aspire Points.

The inspirational people we use on our Aspire certificates are chosen in many different ways. Some are chosen by staff, some by the School Council, some are voted for in assemblies and some are put forward by pupils as people with qualities they admire. This involvement gives the children a sense of ownership and pride in the scheme.

The pupils will collect their Aspire Points as an individual record (using a Dojo chart) , with recognition given for every 25 points earned. There are special Aspire star badges awarded for reaching the bronze, silver and gold certificate.

The reward system will utilise aspirational role models to support the school's curriculum vision.

How it will work:

- Any member of staff can give an individual reward point to a pupil including lunchtime supervisors
- Children will have their points recorded in class using Class Dojo.
- When 25 stars have been collected, the certificate will be presented to the pupil in an assembly to take home
- Each certificate will have a design based around an inspirational role model including facts about their lives and achievements, quotes and qualities
- The order of the certificates will be the same across school to show children progressing through the system although they won't be numbered. The certificates are displayed in the hall.
- Specific focus or themes (good manners, appropriate play) can be used within the reward system, either class or whole school initiated. Children who demonstrate our key values of Be Ready, Be Respectful Be Safe will be rewarded (see below)
- Any other rewards used by teachers in school **must** be linked to the whole school system (e.g. a daily raffle for children receiving a reward point, star of the day). *This can work flexibly e.g. a pupil who gets a number of reward points on a certain day becomes star of the day or a child who receives star of the day will get a reward point.*
- Reward points can only be earned, not taken away

2. SCHOOL VALUES IN PRACTICE

Our core school values are:

- **Be Ready**
- **Be Respectful**
- **Be Safe**

These are further broken down into nine behaviour sub-values for clarity and classroom guidance:

Be Ready

1. Arrive on time for school.
2. Have the right equipment ready for lessons .
3. Show a positive attitude to learning .

Be Respectful

4. Listen.
5. Be polite, kind and helpful to everyone .
6. Take care of school property and equipment .

Be Safe

7. Make sure you are in the right place.
8. Move sensibly both inside and outside the building .
9. Always use kind hands and feet and do not hurt others.

These sub-values are modelled by staff and reinforced through praise, recognition, and consistent feedback. They form the basis of our conversations regarding conduct around school and are displayed clearly in all areas of school.



3 REWARDS AND CELEBRATION

To embed a culture of recognition and celebration:

- **Aspire Award points** are tracked daily through Class Dojo and celebrated with Aspirational people certificates for key numbers of Aspire points collected.
- A **weekly Reward Assembly** highlights pupils who have demonstrated our values and have been awarded a Head Teachers certificate and treat (Hot chocolate with the Head Teacher)
- **Behaviour and attitude in all school competitions and events** is celebrated during assemblies. This includes achievements through local clubs and activities.

These systems ensure that pupils see their positive choices recognised in both the short and long term, promoting a culture of **aspiration, effort, and pride**.

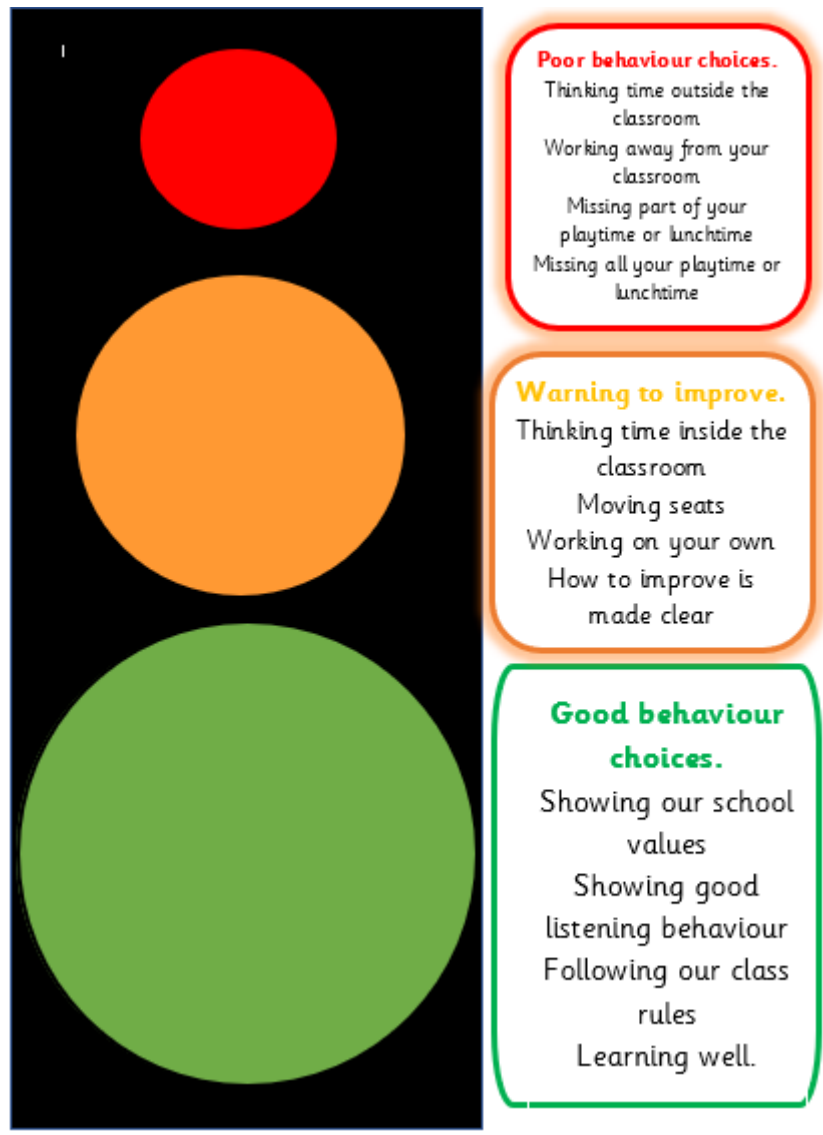
4. TRAFFIC LIGHT SYSTEM, BEHAVIOUR CONSEQUENCES, POSITIVE HANDLING AND STATUTORY GUIDANCE

Overfields Primary School promotes a positive, consistent and relational approach to managing behaviour. We recognise that behaviour is a form of communication and aim to support children to make good choices and repair relationships when things go wrong.

We use a clear, staged consequence pathway with a traffic light model which is displayed in all classrooms and has been explained to all pupils. This is our general code of expected behaviour in lessons and around school and the rules which the majority of children are able to follow :

1. **Green - Redirection / Quiet Warning** – A calm, values-based reminder. Children earn 5 minutes of golden time each day they stay 'on green'. This added up across the week and spent on a Friday in class.
2. **Amber - Quiet Word** – A private conversation to help the pupil refocus with a reminder of appropriate behaviour. Child is moved onto amber and route back to green is made clear
3. **Red – Consequence for continued poor behaviour choice which does not match school values** – miss 5 minutes of a breaktime. Used to complete work or reflect on behaviour.
4. **An internal isolation or internal exclusion (working in presence of member of SLT)** may be used outside of the Traffic Light system for more serious forms of behaviour such as aggression towards another pupil, swearing, racism, discrimination, theft, vandalism. Staff have clear guidelines on the examples of these behaviours but the internal isolation or internal exclusion will be discussed with a member of ST and parents will be informed.

From **Step 3 onwards**, a member of school staff will communicate with parents or carers to ensure transparency and joint support.



Fixed Term Exclusions and Permanent Exclusions

Where behaviour causes significant disruption or places others at risk, decisions regarding **suspension or exclusion** are made in line with the **Department for Education's statutory guidance**. <https://www.gov.uk/government/publications/school-exclusion>

These decisions are only taken after careful consideration and in the best interests of all children.

The Head Teacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or various serious acts of anti social or harmful behaviour, the Head Teacher may permanently exclude a child.

The Head Teacher may exclude a child for bringing banned items (as designated in the IAT Behaviour principles policy) onto the school site.

The Head Teacher may also exclude a pupil for serious acts of misbehaviour outside of school. Reintegration meetings will be held and recorded..

In rare circumstances where a pupil poses a serious risk to themselves or others, Trust staff may use **positive handling** as a last resort. Staff undertaking this practice should be trained through the **Positive Handling Academy (or equivalent)**. In all instances positive handling must be carried out safely, proportionately and with full regard to safeguarding.

SAFEGUARDING AND STATUTORY DUTIES

This policy is aligned with our duties under **Keeping Children Safe in Education (KCSIE)**. Where behaviour gives rise to concern for a pupil's safety or wellbeing, the **Designated Safeguarding Lead (DSL)** will be informed and an appropriate safeguarding response will be triggered.

Overfields Primary is committed to ensuring that all children are supported to succeed, that behaviour is managed consistently and fairly, and that strong relationships underpin all aspects of school life.

Appendix A:

DISPLAY BOARDS

Display 1: ASPIRE AWARDS .

Our sequence of aspirational figures for certificates are displayed in the main hall and in shared areas so that all children and adults can see which certificate a child has achieved,.

Display 2: SCHOOL VALUES : BE READY, BE RESPECTFUL, BE SAFE

Displays in classrooms and all key areas around school.

Display 3: TRAFFIC LIGHTS

Traffic Light signage for reference in all classrooms . Names are added to amber and red. Every day starts afresh.

Appendix B:

TEACHER SCRIPTS FOR BEHAVIOUR AND FOCUS

Proactive Praise:

- "Thank you, [Name], for being ready and listening."
- "I noticed [Name] helped without being asked – that's being respectful."
- "That choice you made was safe and thoughtful".

Redirection (Step 1 – Reminder):

- "Let's remember our values – Be Ready. That means looking this way."
- "You're finding it tricky to stay focused. Let's try again."
- "You have a chance to make a better choice now. I know you can."

Step 2 – Last Chance:

- "You've chosen to talk during input. This is your last chance to turn it around."
- "Make a safe and respectful choice now – or we'll need time to regulate."

Step 3 – Time to Regulate:

- "Take five minutes in the safe space and then we'll talk."
- "Breathe, settle, and come back when you're ready."

Step 4 – Restorative Follow-up:

- "What happened?"
- "What were you feeling at the time?"
- "How can we make things right together?"

Encouragement:

- "You showed great respect by helping."
- "I'm proud of how you turned it around."
- "We always aim for over and above – and that was just it."