



Ironstone Academy Trust

OVERFIELDS PRIMARY SCHOOL
BEHAVIOUR POLICY



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Revision 2

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 **independence, 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: PROUD POINTS**
- 2. SCHOOL VALUES IN PRACTICE**
- 3. REWARDS AND CELEBRATION**
- 4. TRAFFIC LIGHT SYSTEM, BEHAVIOUR CONSEQUENCES, POSITIVE HANDLING AND STATUTORY GUIDANCE**

1. PRAISE AND RECOGNITION: PROUD AWARDS

Positive behaviour is recognised and celebrated through Proud Points. Children earn Proud 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 a Proud Point.

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

The pupils will collect their Proud Points as an individual record (using a Class Dojo). Children can then either trade or save their Proud Points at our school shop in recognition of their efforts.

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.
- Children can 'trade' or 'save' their Proud Points for smaller or bigger prizes at the school shop
- Proud 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.

At Overfields Primary

We Are...

Ready

On time
Correct equipment
Positive attitude

Respectful

Listen
Polite, kind and helpful
Take care with equipment

Safe

In the right place
Move calmly and sensibly
Kind hands and feet



3 REWARDS AND CELEBRATION

To embed a culture of recognition and celebration:

- **Proud Award points** are tracked daily through Class Dojo and celebrated
- 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)
- Children can be sent to HT/DHT for recognition of a piece of work and will receive praise/reward
- **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 staff and pupils (see image below). 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 reminder** – A calm, values-based reminder. Children earn 5 minutes of golden time for each day of the week they remain on green. This can be a total of 25 minutes per week. Each class will vote at the beginning of the week what ‘treat’ they are working towards that week.
2. **Amber – Warning/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. Child will not earn 5 minutes golden time for that day. Teacher will check in with child at end of session.
3. **Red – Consequence for continued poor behaviour choice which does not match school values** – miss 5 minutes of a breaktime. Used to complete missed work or reflect on behaviour. Child will not earn 5 minutes golden time for that day
4. **Internal exclusion (working link classroom or 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. This also includes persistent disruption to class across a sustained period. Staff have clear guidelines on the examples of these behaviours but the internal exclusion will be discussed with a member of SLT and parents will be informed.



Behaviour Pathway Script



The staff at Overfields Primary School will follow the Behaviour Pathway when faced with behaviour which does not meet the expected standard.

1. Redirection
2. Reminder
3. Warning (2 mins of playtime missed to informally discuss behaviour)
4. Time out – 5 minutes outside of classroom (5 minutes missed of playtime/lunchtime)
5. Time out – rest of session in link classroom (10 minutes missed of playtime/lunchtime)
6. Behaviour referred to SLT

Steps:	Actions:
Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.	
1) Redirection	Praise others in the class who are being ready, respectful or safe. <i>Remember that you need to be ready/respectful/safe</i> <i>You now have the chance to make a better choice.</i> Walk away and do not engage in any responses.
2) Reminder	<i>I noticed that you are not being ready/respectful/safe</i> <i>You now have the chance to make a better choice and stay on green.</i> Walk away and do not engage in any responses.
3) Warning (Amber) Potentially move seat in classroom	<i>You are still not being ready/respectful/safe</i> <i>You are now on amber</i> <i>You need to speak to me at the end of the lesson</i> Walk away and do not engage in any responses.
4) Time out – Strictly 5 minutes outside of class (Red) Miss first 5 minutes of next break/lunch time	<i>You are now on red</i> <i>You need to have time outside the classroom</i> <i>I will come and speak to you in 5 minutes</i> Restorative/positive reset with class teacher before they re-enter classroom Child to complete reflection sheet at next break or lunch with class teacher
5) Time out – rest of session in link classroom Miss first 10 minutes of next break/lunch time	<i>You are still not ready/respectful/safe</i> <i>You now need to take a time out away from class.</i> Instruct the child where the timeout will take place (link class), provide work for the child to complete. <i>I will come and speak to you later.</i> Time out of class will be completed in the link classroom. Child to complete reflection sheet at next break or lunch with class teacher
6) Behaviour referred to SLT Extreme behaviour Persistent poor behaviour	<i>I have noticed you have (behaviour). You will now need to ask for a member of SLT to speak to you.</i> Time out of class will be completed with a member of the SLT.
Persistent poor behaviour may lead to an internal exclusion or a fixed term exclusion. In severe cases, a permanent exclusion will occur.	
If a child has not remained on green any given day, they have not earned their 5 minutes of golden time for that day.	

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: PROUD POINTS/SCHOOL SHOP

Reference to Proud Points and the school is displayed in the hall

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: Behaviour Blue Print



Behaviour Policy Blue Print



How Will Staff Behave?

1. Staff will respect all pupils, parents, visitors and members of the community.
2. Staff will be ready, organised and prepared to teach the children at Overfields Primary School.
3. Staff will keep children and adults safe.
4. Staff will answer children in full sentences – modelling the correct grammatical structure.

Our School Rules

Be Ready
Be Respectful
Be Safe

Key Routines

1. Walk silently, in single file, with our arms by our sides.
2. Sit silently in assembly.
3. In the classroom, track the adult who is speaking, actively engage in learning, keep your hands free.
4. Line up in single file, face the direction of travel and walk silently.
5. When the whistle blows at playtime and lunchtime, stand still and listen to the adult's instructions.

Every child's potential for intellectual, aesthetic, creative, physical, moral, spiritual and social development is enhanced by the quality of experience offered by our school.

All staff, everyday

1. Staff will consistently model our school rules: be ready, be respectful, be safe
2. Staff will greet pupils when they are entering the school building/classroom.
3. Listen to our pupils.
4. Praise children who demonstrate behaviours that are representative of our school rules.
5. Consistently follow the steps in the behaviour policy.

Rewarding Positive Behaviour Choices

Verbal Praise
Award proud points (collected on Class Dojo)
Achieve Bronze, Silver and Gold Kings certificate and badge
Spend earned proud points at school shop
Reading/Writing certificate and reward
Presented with a Head Teacher's Award.

Behaviour Pathway – Steps

1. Redirection
2. Reminder
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