



BEHAVIOUR POLICY

SHINE Multi Academy Trust

Management log

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Signed

Signed




Chair of the board

CEO

Related Policies

Accessibility plan

Child Protection and Safeguarding

Complaints

Equality

Restrictive Intervention

Safeguarding Disabled Children: Practice Guidance

<https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance>

All above policies are available through our academies local servers, directly through SHINE or through the Trust website www.shine-mat.com

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1. Introduction

- 1.1. SHINE Multi Academy Trust (SHINE) is dedicated to providing the best possible education and support for all pupils within its academies. This means having a clear, fair, and efficient behaviour policy. We adopt a positive approach to encouraging children to behave well and celebrate this throughout their time at school. SHINE prides itself on its desire for all children to succeed, therefore, all the academies involved within SHINE will endeavour to support children with their behaviour when appropriate. However, SHINE is also committed to providing an excellent education for all pupils and will tackle incidents of poor behaviour clearly, efficiently and fairly.
- 1.2. SHINE's Board of trustees (Board) welcomes feedback on the services it provides. Should anyone be unhappy with any aspect of an academy within SHINE, it is important that the Board and relevant academy learns about this. The Board recognises there is a difference between a concern and a complaint. Taking informal concerns seriously at the earliest stage reduces the numbers that develop into formal complaints. The Board aims to ensure that concerns are handled, if at all possible, without the need for formal procedures. SHINE's formal complaints procedure is only necessary if efforts to resolve the concern informally are unsuccessful. Where an individual may feel that an issue has not been dealt with appropriately it is important, for all involved, that there is a clear and transparent process for a complaint to be considered. SHINE's complaints policy is available via our website <https://www.shine-mat.com/business-and-personnel/> or by contacting our clerk via email clerk@shine-mat.com or asking for a copy at one of our academies.
- 1.3. This policy outlines how individual incidents of poor behaviour and persistent poor behaviour are dealt with by SHINE and its academies. Each individual academy within SHINE may have its own behaviour systems for celebrating good behaviour and dealing with poor behaviour. This is outlined at the back of this overarching policy.
- 1.4. With any policy it is important to acknowledge that special circumstances may apply for individual children. When dealing with a behavioural issue, it is crucial to recognise the individual child, the context of the incident and the impact the sanction will have on all parties involved.
- 1.5. All SHINE staff will be made aware of this policy and the CEO along with the headteachers will review it regularly in order to provide fair, consistent and clear procedures for all.

2. Legislation

- 2.1. SHINE academies will work closely with the School Council (pupil voice) to hear their views and opinions as we acknowledge and support Article 12 of the [United Nations Convention on the Rights of the Child](#) that children should be encouraged to form and to express their views.
- 2.2. This policy will be annually reviewed, made available to all stakeholders³ and applied consistently throughout our academies in accordance with the [School Standards and Framework Act 1998](#).
- 2.3. As a multi-academy trust, SHINE strongly endorses the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.
- 2.4. SHINE as an educational provider has a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the [Equality Act 2010](#).
- 2.5. SHINE believe this policy relates to the following legislation:
 - [School Standards and Framework Act 1998](#)
 - [Education and Inspection Act 2006](#)
 - [Apprenticeships, Skills, Children and Learning Act 2009](#)
 - [Education Act 2011](#)
 - [Children and Families Act 2014](#)
 - [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2023](#)
 - [The Education \(Independent School Standards\) \(England\) \(Amendment\) Regulations 2014](#)
 - [Behaviour In Schools 2024](#)
 - [Keeping Children Safe In Education 2025](#)

3. General principles and aims of our behaviour policy

3.1. Our behaviour policy will:

- encourage good behaviour across SHINE
- promote self-management of children's behaviour
- reflect the Take Care ethos of our trust
- be easily accessible and publicised on the academies' websites
- be simple to understand and follow
- be consistent, fair and clear for all children and adults
- respect that exceptions may occur, and incidents will be thoroughly investigated whilst taking into account individual needs
- acknowledge that each academy may reward or sanction behaviour in different ways
- address all concerns and provide an effective response and appropriate redress, where possible



3.2. SHINE expects **all** pupils to:

- show respect to others
- develop positive relationships
- take responsibility for their actions and learning
- follow adult instructions and other rules to create a positive, calm and safe learning environment

3.3. SHINE expects all academies to explicitly teach behaviour through a developmentally appropriate behaviour curriculum. This includes the teaching of routines, expectations, social understanding, and emotional regulation, rooted in the Trust's values. The content and delivery of the behaviour curriculum is set out within each academy's local behaviour policy (Part B).

4. Special Educational Needs, Disability (SEND) and Reasonable Adjustments

- 4.1. SHINE Multi Academy Trust recognises its statutory duties under the Equality Act 2010 and the Children and Families Act 2014 to support pupils with special educational needs and/or disabilities (SEND). Behaviour is understood as a form of communication, and the Trust acknowledges that some behaviours may reflect unmet need, additional vulnerability, trauma, or disability.
- 4.2. All academies within SHINE will take reasonable and appropriate steps to identify and respond to the underlying causes of behaviour in an age-appropriate and nurturing way, particularly where pupils have identified SEND, are awaiting assessment, or are otherwise vulnerable. In line with the SHINE values of Take Care, Celebrate Difference, and Always Child-Centred, this includes making thoughtful and proportionate reasonable adjustments to behaviour expectations, routines, support strategies, and responses, so that pupils are supported to feel safe, understood, and able to succeed, and are not placed at a substantial disadvantage because of their needs.
- 4.3. When responding to behaviour, staff will:
 - consider whether the behaviour may be a manifestation of a pupil's SEND, mental health needs, safeguarding concerns, or wider vulnerability;
 - apply reasonable adjustments where appropriate, including adapting sanctions, routines, expectations, or support strategies;
 - ensure that consistency is achieved through fairness and equity rather than identical treatment;
 - work collaboratively with parents/carers and, where relevant, external professionals to support positive behaviour and inclusion;
 - use graduated, preventative, and relational approaches in line with the SEND Code of Practice, including co-regulation strategies appropriate to a primary context, where adults support pupils to recognise, understand, and manage their emotions before moving towards independent self-regulation.
- 4.4. SHINE MAT is clear that disciplinary action, including suspension or permanent exclusion, should be used only where lawful, proportionate, and as a last resort. Where a pupil has SEND, academies must be able to demonstrate that reasonable adjustments and appropriate support have been considered and implemented before escalating to formal sanctions, unless there is a serious incident where immediate action is required to maintain safety.
- 4.5. Local behaviour procedures will set out how individual academies implement these principles in practice, including links to SEND support, graduated responses, and record-keeping arrangements.

5. Roles and responsibilities

5.1 Role of SHINE

- 5.1.1. It is the responsibility of the Board to communicate its ethos and core values which promote respect and celebrate diversity. These are the principles underpinning positive behaviour.
- 5.1.2. Whilst the procedures for promoting and maintaining positive behaviour may vary within our academies, our underlying maxims of 'Dare to be Different' and 'Take Care' are upheld as a constant.
- 5.1.3. The Trust Board and CEO will monitor behaviour trends, including suspensions, exclusions and incidents involving vulnerable groups to ensure consistency, fairness and continuous improvement across the Trust.
- 5.1.4. As new academies join SHINE, it is our responsibility to communicate our values and expectations clearly so that our ethos and principles are consistently reflected in practice.

5.2 Role of the local governing body

The local governing body (LGB) has:

- the duty to set a policy framework of their policy on pupil discipline after consultation with parents¹ and pupils
- responsibility to ensure that their stakeholders comply with this policy
- delegated powers and responsibilities to the headteacher to ensure that personnel and pupils are aware of this policy
- delegated powers and responsibilities to the headteacher to ensure all visitors are aware of and comply with this policy
- a duty to appoint a coordinator for behaviour and discipline to work with the headteacher
- the duty to support the headteacher and personnel in maintaining high standards of behaviour
- responsibility for ensuring that personnel comply with equalities legislation

¹ Definition of parents: parent is defined as any individual who has or has had parental responsibility for or cares for or has cared for a child or young person under the age of 18. It includes a person who the child lives with and looks after the child, irrespective of what their relationship is with the child. Further the parent must be to someone involved in the full-time care of the child on a settled basis.

- a duty to nominate a designated Equalities governor² to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy
- responsibility for ensuring funding is in place to support this policy
- responsibility for ensuring their part of this policy is maintained and updated regularly
- responsibility for ensuring all policies are made available to parents
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy
- a duty to nominate a link governor to visit the school regularly, to liaise with the headteacher and the coordinator and to report back to the LGB
- responsibility for the effective implementation, monitoring and evaluation of this policy

5.3 Role of the headteacher

The headteacher will:

- determine the detail of the standard of behaviour that is acceptable
- ensure all personnel, pupils and parents are aware of and comply with this policy
- work hard with all stakeholders in their community to create an ethos that makes everyone feel valued and respected
- promote good behaviour by forging sound working relationships with all stakeholders involved with their academy
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils
- ensure the health, safety and welfare of all children
- work with the School Council to create a set of rules that will encourage good behaviour and respect for others
- work closely with the link governor and coordinator
- provide leadership and vision in respect of equality
- provide guidance, support and training to all staff

² Within SHINE, our appointed governor with designated responsibilities for pupils' personal development, behaviour and welfare to ensure that appropriate action is taken to deal with all prejudice-related incidents or incidents which are a breach of this policy and must inform the chair of the Board.

- monitor the effectiveness of this policy by analysing
- pupil attitudes to attendance and learning
- the views of pupils, parents, school personnel and governors
- the number of suspensions and permanent exclusions
- incident logs, rewards and sanctions
- the number of reported cases of bullying
- strategies to improve behaviour and discipline
- make effective use of relevant research and information to improve this policy
- report to the LGB on the success and development of this policy

5.4 Role of the coordinator

The coordinator will:

- lead the development of this policy
- work closely with the headteacher and the nominated governor
- provide guidance and support to all staff
- provide training for all staff on induction and when the need arises
- keep up to date with new developments and resources
- work with the School Council
- monitor school support systems
- undertake classroom monitoring
- track pupils through provision maps/ Individual Education Plans (IEPs)
- ensure pupils' behaviour is logged by staff³
- create links with parents
- deal with external agencies
- review and monitor
- report to the LGB on the success and development of this policy
- promote a positive ethos in relation to behaviour

³ Within SHINE pupils' behaviour is logged on CPOMS - Safeguarding and Child Protection Software for Schools

5.5 Role of the nominated governor

The nominated governor will:

- work closely with the headteacher and the coordinator
- ensure this policy and other linked policies are up to date
- ensure that everyone connected with the school is aware of this policy
- attend training related to this policy
- report to the LGB on the success and development of this policy

5.6 Role of staff

Staff are expected to:

- comply with all aspects of this policy
- encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently
- promote self-discipline amongst pupils
- deal appropriately with any unacceptable behaviour, including the use of force that is reasonable in the circumstances. See appendix 1. use of reasonable force
- request to search, screen and confiscate items where appropriate, in line DfE guidance and the Trust's and individual academies relevant policies
- log incidents of poor behaviour clearly and accurately with actions to move forward
- apply all rewards and sanctions fairly and consistently
- discuss pupil behaviour and discipline regularly at staff meetings
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline
- attend periodic training on behaviour management
- ensure the health and safety of the pupils in their care
- identify problems that may arise and to offer solutions to the problem
- implement the school's equalities policy and schemes
- report and deal with all incidents of discrimination
- attend appropriate training sessions on equality
- report any concerns they have on any aspect of the academy's community

5.7. Role of pupils

Pupils will:

- be aware of and comply with this policy
- be polite and well behaved at all times
- show consideration to others
- talk to others without shouting and will use language which is neither abusive nor offensive
- listen carefully to all instructions given by the teacher/relevant staff in charge
- ask for further help if they do not understand
- treat others, their work and equipment with respect
- support the academy code of conduct and guidance necessary to ensure the smooth running of the academy
- obey all health and safety regulations in all areas of the academy
- co-sign and abide by the home school agreement
- liaise with the School Council to make suggestions about improving behaviour
- take part in questionnaires and surveys

5.8. Role of parents

Parents are encouraged to:

- comply with this policy
- have good relations with the academy
- support good behaviour
- sign the 'home-school agreement'
- ensure their children understand and value the meaning of good behaviour
- support rules and sanctions
- take part in periodic surveys conducted by the academy
- support the code of conduct and guidance necessary to ensure smooth running of the academy

5.9. Role of the School Council (Pupil Voice)

5.9.1 Pupil representatives will be given opportunities to discuss their opinions regarding their own academy's behaviour systems and any improvements which could be made.

5.9.2 This may happen in the following ways:

- pupil council meetings
- pupil questionnaires
- discussion e.g. in assemblies;
- through the personal, social, health and economic (PSHE) education curriculum programme

6. Poor behaviour and persistent poor behaviour

- 6.1. The academies within SHINE may have to deal with isolated incidents of poor behaviour and persistent poor behaviour differently.
- 6.2. In cases of an isolated incident, the needs of the children involved, and context of the incident will be taken into account before making a decision on the sanction.
- 6.3. It may be the case that the isolated incident requires the staff to follow the academy's exclusion policy. For example, in cases of unprovoked violence or damage to academy property.
- 6.4. If there is a persistent behavioural issue, additional steps will be considered, and support will be offered to the child to encourage them to change their behaviour. This support could include:
 - a range of outside agency involvement such as a mentor from the behaviour support team, additional work from an Educational Psychologist or support from Child and Adolescent Mental Health Services (CAMHS). Note: this requires permission from the parent and relies on academy funding to facilitate so may not always be available
 - Team Around the Child (TAC) meetings may be offered as a way of communicating with a variety of professionals in one place. These meetings may involve representatives from the academy, health and family services to work collaboratively for the child
 - a 'short-term removal' from the classroom to support regulation and reduce disruption to others' learning
 - additional steps within the behaviour policy to help them to succeed throughout the day
 - social stories to help with particular triggers for poor behaviour. This can be linked to an individual reward system
 - regular contact with the behaviour lead/appropriate staff. This could be a check-up in the corridor, a sit-down meeting or be an extra body in class for additional support
 - a specific teaching assistant (TA) could be assigned to the year group to be on hand should the child need somebody to talk to when the behaviour lead is not available (funding permitting)
 - sessions during the week where behaviour lead/ appropriate staff supports the class
 - in-house behaviour programs such as a Take Care Club

- opportunities to work as a mentor for other children to boost self-esteem
- individual projects to work on with a TA. This can be a project about future ambitions or idols. SHINE and its academies will initiate projects that will benefit pupils in some way to raise self-belief and pride
- appropriate staff or P.E. lead to support lunchtime play

6.5. The academies within SHINE will update parents regularly about the support in place for their child and its impact on behaviour.

6.6. If persistent poor behaviour continues despite the additional support that has been offered, the academy may choose to issue a suspension.

6.7. Following any suspension or serious incident, academies will support pupils through a planned re-integration process to enable a successful return to learning.

6.8. If persistent poor behaviour still continues despite additional support and fixed term exclusions, the academy may choose to begin the process of a permanent exclusion. This process is outlined in SHINE's Exclusion Policy.

- 7.1. SHINE strongly condemns bullying and strives to ensure that every child feels safe and happy at their academy.
- 7.2. Bullying is where a child is being physically or emotionally hurt on a regular basis for a period of time. The academies within SHINE have a common understanding of what bullying is.
- 7.3. If there is evidence to suggest that a child is being bullied within one of the academies, this will be addressed by the academy's senior leadership team and dealt with accordingly. The academy will then report back to the parents and children involved to ensure that all parties feel that the problem has been resolved.
- 7.4. If appropriate, support will be offered to the child and regular well-being checks will take place to ensure that they remain comfortable at their academy. The children will know who to go to if they are concerned about bullying within their setting.

8. Cyber bullying

- 8.1. SHINE and its academies recommend that children and parents adhere to the age restrictions on social media platforms. SHINE appreciates it can be difficult to enforce this outside of the academy setting, therefore, our academies offer advice and guidance to help pupils and their parents via assemblies and curriculum led activities.
- 8.2. SHINE and its academies address internet safety and appropriate use of the internet through our PSHE and ICT curriculum. Our academies also have regular E-safety assemblies to keep the pupils updated with rules and advice.
- 8.3. SHINE and its academies recognise that sometimes bullying can occur through social media and impact on the child's time in school. If cyber bullying takes place, we will do our best to resolve the issue and look after the child in question. However, we recommend that, if parents feel that the issue has not been resolved, they contact the police.
- 8.4. There may be incidents where the academy feels that it is necessary to involve other outside agencies, including referring to social care, if we are concerned that a child is accessing inappropriate media. This can include the disregard for age-restrictions on games or social media.

- 9.1. SHINE Multi Academy Trust recognises that pupils' behaviour outside the school premises, including behaviour which takes place online or within the local community, can have a direct impact on pupils' safety, wellbeing and the culture of the academy.
- 9.2. Whilst our academies do not seek to regulate pupils' private lives, there may be occasions where behaviour outside of school will be addressed by the academy. This will be in circumstances where such behaviour:
- poses a safeguarding concern;
 - involves bullying, intimidation or harassment of pupils or staff, including through social media or online platforms;
 - causes distress or harm to members of the academy community;
 - risks bringing the academy or Trust into disrepute; or
 - impacts on pupils' ability to feel safe, settle or learn within the academy.
- 9.3. In our primary settings, any response to behaviour outside of school will be age-appropriate and educational in nature. Our academies will seek to use restorative and relational approaches wherever possible, supporting pupils to understand the impact of their actions and to make positive choices moving forward.
- 9.4. In line with the SHINE values of 'Take Care', 'Celebrate Difference' and 'Always Child-Centred', academies will work in partnership with parents, carers and, where appropriate, other agencies to support pupils and promote positive behaviour beyond the school gate.
- 9.5. Any response to behaviour outside school premises will be reasonable, proportionate and will take into account the individual needs of the pupil, including any SEND, vulnerabilities or safeguarding considerations.
- 9.6. Where behaviour outside school raises a safeguarding concern, this will be managed in line with the Trust's Safeguarding and Child Protection Policy, including referral to the Designated Safeguarding Lead (DSL) and, where appropriate, external agencies.
- 9.7. Any concerns or complaints regarding the academy's response to behaviour outside school premises should be raised in line with the Trust's Complaints Policy.

9.8. Further detail on how individual academies manage and respond to behaviour on school premises is set out within their local behaviour procedures (Part B), including links to safeguarding processes and pastoral support.

10. Restrictive Intervention

10.1. The Trust recognises restrictive intervention as any deliberate act taken by staff to limit a pupil's movement or freedom in order to prevent harm. Such measures must only ever be used as a last resort, when all appropriate prevention and de-escalation strategies have been exhausted or are deemed ineffective in the immediate circumstances. Staff are expected to prioritise proactive support, relational approaches, and early intervention to reduce the likelihood of crisis situations arising. Where restrictive intervention is necessary to maintain safety, it must be reasonable, proportionate, and carried out by trained staff. All incidents must be recorded, reported, and monitored in accordance with DfE guidance and Trust procedures. Further definitions, processes, and expectations are set out in the Trust's Restrictive Intervention Policy.



PART B

School specific information

Ironville and Codnor Park
Primary School

Aims and Ethos

- The creation of a positive, happy and secure learning environment in which every child can realise their full potential across all areas of school life.
- To actively encourage and reward achievement, effort and team spirit.
- Firm but fair behaviour management applied consistently throughout the school.
- To foster pride in the whole school and an awareness of its place at the heart of the local community.

Our **School moto** is **Believe, Achieve, Succeed** and our **mission statement** is **‘Be Unique’**.

At Ironville and Codnor Park Primary School we have basic expectations of staff, children and parents. These expectations enable the school to run smoothly during all parts of the day and focus everyone’s attention on our core responsibility of educating the children. They are based on the central principles of R.E.S.P.E.C.T

R – Resilience

E – Excellence

S – Self-Awareness

P – Passion

E – Empathy

C – Communication

T – Team Work

Rewards

Rewarding positive behaviour contributing to a happy, secure and calm school environment is central to the effective behaviour management of Ironville and Codnor Park Primary School. There are various reward strategies in place:

Whole School Rewards– promoting shared core expectations and core rules

Awards	Who, Where, When?
RESPECT behaviour chart	Staff acknowledge and they encourage of RESPECT character behaviours (resilience, excellence, self-awareness, passion, empathy, communication and teamwork) on a daily basis.
Rewards for achieving Platinum on the RESPECT behaviour chart	If a child reaches platinum by 3.00 p.m. They are given a Platinum Sticker and they get to put their names on the Platinum Board for parents/carers to see outside situated by the main gate. Children will also get a signature/date by teachers on a ‘Platinum Bank Card’ to show they have been awarded a platinum. Children can choose to ‘bank’ (save) or spend their platinums each Friday with the headteacher between 12.00-1.00p.m. If children choose to spend then the column will be crossed and a new one will begin.
Well done Postcard	If a child has stayed on perfect day (or above) on the RESPECT behaviour chart for the whole term, they receive a ‘Well Done’ postcard home through the post.
Weekly ‘Achievers Assembly’	Every Friday in the school hall. Headteacher will lead the assembly with staff present.
Sporting Achievements	During ‘Achievers Assembly’ on a Monday.
Mathematics and ‘Wonderful Writers’	Class teachers to choose written work to go in a Golden Writing Folder situated in the staff room. Headteacher to announce the TTRockstar class champions and the Wonderful Writer in Achiever Assembly. Stickers awarded as well as their name in weekly newsletter.
Be Unique Award	Be Unique award relating to the school motto (Believe Achieve Succeed) will be given out during Achievers assembly on a Friday. Certificates and names in weekly

	newsletter will be awarded – One child from each class will be chosen by their class teacher or TA.
Attendance Awards	For further information about attendance awards see the Attendance policy.
Headteacher's award	Headteacher will award one child in school an award for consistently following the RESPECT behaviours. The child will receive a certificate and their name in the weekly newsletter.
House point awards for academic achievement	House point stamps awarded for work by Class teachers and TAs. For a completed house brick (20 stamps) children will receive a book and a certificate. Children to take completed bricks to the Headteacher, Monday – Thursday to choose a book. Books and certificates will be given out during Achievers Assembly on a Friday. Class teacher to give out stickers alongside House Points at their own discretion. Each completed house point chart contributes 20 points to their House Team.
Lunchtime Awards	Children who have a birthday that day are allowed to sit at the Birthday table and go in first for their lunch. On a Friday, children will be chosen by the senior Midday supervisor with good table manners to sit on a special 'Fine Diners table' that has a tablecloth and go in first for their lunch. Each week a 'House' colour will be chosen to receive 100 House Points and a certificate by a mid-day supervisor and will be awarded in the Achievers Assembly.
Personal achievements	Parents/carers and children are encouraged to share achievements outside of school for recognition on the weekly newsletter.
Homework Awards	Class teachers/TAs to monitor homework and inform Homework Co-ordinator of awards to give out during praise assembly.
House Team Visit	At the end of the year, the House Team that have been awarded the most points will visit their 'house'.
'Outstanding Conduct Award' For consistent and good behaviour	Each year, a child will be voted for by children and staff for displaying exceptional behaviour from the 'Well done Postcard' list. Children have their name engraved onto the behaviour trophy and are given a smaller version to take home.
Integrity Award	Each term, children will be nominated by members of the community to receive recognition and praise for showing RESPECT behaviours outside of school. One child will be chosen at random to receive £5.00.
King Charles Environmental Award	Children are recognised by staff and are rewarded by the SLT to receive a £5.00 reward donated by the Alfreton Rotary Club and a photo taken of them with the glass trophy.

Classroom/Individual Rewards. Each will display their own classroom rules/charter as devised together as a class.

- Table rewards
- Visible signal – smile, thumbs up, high five
- Verbal – positive comments, round of applause, theatrical whispers
- Stickers
- Raffle tickets, table points and marbles in a jar
- Peer to Peer praise - 'Star of the Week' awards during PSHEE
- Physical – light touches, handshake
- Showcase good work between classes

House Teams

The children in school are split into four House Teams. Chatsworth (yellow), Calke Abbey (green), Kedleston (red) and Hardwick (blue).

During the year, the children collect points for their House team in a variety of ways. At the end of the year a Sports Trophy will be given out to the winning EYFS/KS1 and KS2 teams as well as an overall House team award.

- House Points – individual points for academic achievement on House bricks
- Sticky knowledge quiz termly
- Sports Day
- Winning House Team go on a trip to their 'House' at the end of the year with the Deputy Headteacher and forest school teacher.

RESPECT Chart

The school will implement a hierarchical approach to administering rewards and sanctions. This system will apply within the school building including play and lunchtimes. Each class should have a large visual display of the behaviour chart.

Every morning all children begin the day in the 'Perfect Day' nest. If a child behaves 'above and beyond' expectation and shows a RESPECT behaviour, they can move up on the behaviour chart and are told which RESPECT behaviour was achieved. Equally if a child misbehaves or makes poor behaviour choices, they move to below perfect day and move one step down from there unless extreme behaviours result in an 'instant red' being awarded.

Any member of staff can move children for positive or negative behaviour observed.

Steps on the RESPECT chart

*Children in Shining Start have more personalised behaviour systems – For more information, see the Shining Start information booklet.

Tree and nests – Robins, Kestrels, Kingfishers and Eagles / Sunshine and clouds – Wrens

Platinum – class teacher sticker, name on board and platinum point awarded
Gold – positive praise
Silver - 'Perfect day'
Yellow – 2nd Warning(1st warning given verbally)
Reminder of positive behaviour
Orange
Restorative Conversation and Resolution with staff member (Robins, Kingfishers, Kestrels and Eagles)
Thinking Chair and Conversation (Wrens)
Red – Restorative Conversation with a member of the SLT and Restorative Resolution and Recharge Time with the ELSA. SLT to inform parents/carers and record on CPOMs

Platinum Points – (see Platinum Points list of rewards above)

Every time a child reaches platinum on our behaviour chart, they will earn a platinum sticker. Platinums can be exchanged for privileges or trips out. If a child loses/defaces their Platinum Bank Card they will have to pay one platinum to replace it.

Silver– Perfect day

All children will start the day on 'Perfect Day' nest (sunshine in Wrens) on the behaviour chart. Children are moved up when they demonstrate going above and beyond our RESPECT behaviours. If they fail to display RESPECT behaviours, they move their name down.

Yellow Level – 2nd Warning - Zones of regulation and de-escalation strategies

If a child continues to disrupt the learning of others following the warning they will move their name down to Yellow. Children may have time to use a range of strategies to support or regulate their behaviour.

Orange level – Restorative Conversation and Resolution (Wrens – Spring and Summer, Robins, Kestrels, Kingfishers and Eagles)

If children have had both warnings and they still continue to disrupt the learning of others, they will move their name down to orange. A member of staff will complete a Restorative Conversation Slip with the child to discuss their behaviour and a suitable resolution. This to encourage the children to take responsibility for their own actions. Staff to update CPOMS. Parents/carers may request to be notified of oranges by the class teacher.

Red level – Restorative Conversation and Resolution and a member of the SLT to make a phone call home.

Children who continue to make negative behaviour choices will be spoken to by a member of the SLT. Staff fill in a Restorative Conversation Slip, clearly stating the reason for them being on red. A member of the SLT will complete a Restorative Conversation Slip with the child to discuss their behaviour and a suitable resolution and decide appropriate actions to take, as well as calling parents/carers to make them aware and log the incident on CPOMS. This results in the child going to participate in 'Restorative and Resolution Recharge Time' with the ELSA (Emotional Literacy Support Assistant) or a trained TA to encourage the children to take responsibility for their own actions.

If a child has moved to red and continues to display disruptive behaviour then they will be asked to have Time Out in a classroom Calm Corner or a Safe Space in school or go to a 'partner class' or area for an agreed time out: Eagles to the main entrance, Kestrels link with Robins and Kingfishers link with Wrens. If children refuse this they will be asked to work in the head teacher's office for an agreed time, at the earliest opportunity. Engagement with the child will be minimal and impartial, de-escalation strategies may need to be employed. The child will be asked: "Are you in the green zone and ready for a restorative conversation now?"

EYFS - Orange level/Red

If children have had both warnings and they continue to disrupt the learning of others, they will move their name down to orange time out on the Thinking Chair. This results in the children sitting on the Thinking Chair away from the other children. Reception staff team have a restorative conversation and seek a resolution with the child after their thinking time, modelling good behaviours and supporting good choices within the restorative process. Recording of reds will take place from September (Autumn One), oranges will be recorded from January (Spring One)

Restorative Conversation Slips/Restorative and Resolution Recharge Time (Orange and Red)

Children who receive an orange or red will have a Restorative Conversation and a slip completed with them by a member of staff. All staff/classrooms will have a set of Behaviour Widget Cards available to be used. These are a set of diagrams to help children communicate and answer questions and provide the staff member with a script for consistency:

- What happened?
- How did you feel?
- Who has been affected?
- How do you feel now?
- What needs to happen to put it right?
- Next time I will...

The widget cards also provide diagrams for children to point to if they are not willing to verbalise their responses. Children on Red level of the behaviour chart will have a further conversation to reinforce expected behaviour and support during Restorative and Resolution Recharge Time.

The three, six, nine policy will be enforced each half term:

	Orange	Red
Three		A letter sent home to parents/carers to explain that our expectations for behaviour are not being currently met. This will be sent by the ELSA.
Six	A letter sent home to parents/carers to explain that our expectations for behaviour are not being currently met. This will be sent by the ELSA TA.	A meeting being arranged between the Class teacher and the parents/carers. Class Teacher will refer the child to the 'Take Care' team. The behaviour lead will initiate weekly meetings with the child to gain their voice and monitor their behaviour.
Nine	A meeting being arranged between the Class teacher and the parents/carers. Class Teacher will refer the child to the 'Take Care' team. The behaviour lead will initiate weekly meetings with the child to gain their voice and monitor their behaviour.	A meeting between the Deputy Headteacher, parent/carers and the child.

Some behaviours could warrant time out of the classroom as an instant internal suspension, which is working in the head teacher's office for an agreed number of sessions. Some behaviours warrant an external fixed term suspension or exclusion and are outlined in our 'Exclusion's Policy' (see link above).

Behaviour Monitoring

Each week behaviour will be monitored and half termly reports will be completed and reviewed by the SLT to see if improvements have been made and parents/carers informed . Any child who receives six reds or nine oranges in a half term period will have weekly meetings with the behaviour lead for at least three weeks to show improvement.

Behaviour at Lunchtime

Rewards

In addition to as much verbal praise as possible from all Midday Supervisors:

- One child from each class who consistently follows the RESPECT behaviours will be chosen to be a Fine Diner on Friday by the Midday Supervisor in charge of the Birthdays table. They will pass this information on to the children.

Strategies

1. Verbal warning
2. De-escalation strategies employed
3. Restorative Conversation and slip filled in to inform the class teacher of the resolution agreed. Class teacher to put on CPOMS and will result in the child moving down the behaviour chart. The child may need regulation time and/or a Restorative Conversation in class.
4. If the behaviour continues or in the event of a serious incident taking place, a member of the SLT will be informed, who will use de-escalation strategies and have the Restorative Conversation and Resolution and add to CPOMS. **Restorative and Resolution Recharge Time** may be necessary.

Bullying including Cyberbullying

We take a proactive approach to any accusation of bullying which is outlined clearly in our Anti-Bullying Policy. We strongly condemn bullying and strives to ensure that every child feels safe and happy. If there is evidence to suggest that a child is being bullied, we would record this, in the first instance in our Bullying Allegation Checklist, with the support of parents/carers and children. This will be addressed by the class teacher or our Anti-Bullying Lead and dealt with accordingly. If appropriate, an anti-bullying log will be opened and support offered to the child and regular well-being checks will take place to ensure that they feel safe at school. This would then be reported back to the parents/carers to ensure that all parties feel that the problem has been resolved.

Children with behaviour as a special educational need

For some children for whom behaviour is a special educational need an adapted system to the above may need to be put in place. This could consist of steps between each of the levels. For example, it may be appropriate to give such children several verbal reminders before proceeding to yellow level. Some teachers may like to consider using star charts, tick sheets or gems between levels as a means of encouraging such children. Thinking time for such children will normally be more than you would expect from other children. All children on the SEND register will have a 'One Page Profile' that outlines key strategies to improve behaviour choices. Children with more challenging behaviour will have a Safety Plan and are shared with all members of staff including the midday team.

Functions of Poor Behaviour

Some children come to Ironville & Codnor Park Primary School with either a skills deficit – being unable to achieve appropriate behaviour **or** have a conduct disorder – they have the appropriate skills but choose not to use them. The purpose of the poor behaviour will be one or more of the following:

- to gain something, tangible or attention
- avoidance of some kind linked to fear or failure (actual or perceived)
- as a means of social interaction linked to poor communication or limited social skills
- self-stimulation as the chemical changes in the body when they are angry or stressed become addictive

Poor behaviour, for whatever reason, causes low self-esteem and reluctance for the child to extend beyond their own 'comfort zone'.

The teaching of positive behaviour

The teaching of Respect behaviour is as important as the academic elements at this school. The staff accept their responsibility to work alongside parents in developing children's emotional, social and behavioural skills. Long term success for changes in behaviour is best achieved through praising correct behaviour and teaching the child how to:

- gain tangibles positively
- cope with fear, failure, improve academic achievements
- developing interaction skills, social expectations, reciprocal skills, dialogue, negotiation including accepting the word 'no'
- gaining stimulation and satisfaction from constructive means
- making good choices

In classroom strategies

Each class will allocate weekly time (minimum half an hour per week) for the development of these important skills, additional issues will be addressed as they arise. The school uses the PSHE materials for developing behaviour skills – this is a whole school approach to the teaching of behaviour skills and reinforced in assemblies.

Behaviour Management Sheet

This clearly outlines our focus on ‘**Relationships**’ and our ‘**Habits of Attention**’ are designed to keep all children actively engaged, to promote good learning behaviours.

Behaviour Management at Ironville and Codnor Park Primary School

Our Aims

The creation of a positive, happy and secure learning environment in which every child can realise their full potential across all areas of school life.

To actively encourage and reward achievement, effort and team spirit.

Firm but fair behaviour management applied consistently throughout the school.

To foster pride in the whole school and an awareness of its place at the heart of the local community.

Our Guiding Principles

Children start each day on a perfect day.

Whole school approach to Behaviour Management.

High expectations of the children, staff, parents/carers and governors.

Promote self-management.

Be simple to understand.

Be consistent, fair and clear for all.

Take into account individual needs.

Hierarchical approach to administering rewards.

The ICP Way

School motto is **Believe, Achieve, Succeed**

Mission statement is **Be Unique**

Our behaviour system is based on the central principles of RESPECT.

R – Resilience
E – Excellence
S – Self-Awareness
P – Passion
E – Empathy
C – Communication
T – Team Work

Our Relationships

Relationships that are built on trust with both children and all adults including parents/carers.

We create a strong sense of RESPECT within the community in and out of school.

We offer a variety of interventions that help children develop positive relationships (including Nurture, ELSA, Positive Play, Peer mentoring, and Circle of Friends).

We regulate our emotions through Zones of Regulation.

We encourage and develop relationships between children through the use of Co Jo missions.

Our Habits of Attention

Active Talking:

- Promote talk partners and use rock paper scissors to see who talks first (Robins to Eagles).
- Stand up to speak. Children can pass.

Active Listening:

- Silent signals – one hand up and instant praise. Shining Stars and Wrens to use a tambourine or one hand up.
- 'Zoom' to look at the person who is talking (all children to give eye contact).

Active Thinking and Responding:

- Use of lolly sticks, stem sentences, word waves, countdown and 'kind calling out' in all lessons.
- Use of hand signals for phonics.

Active Praise and Rewards

- Acknowledging and the encouragement of RESPECT behaviours (age-appropriate).
- Showcase good work with others by sharing with other classes or the Headteacher.
- Individual class based rewards.
- Peer to Peer praise (Star of the Week).
- House Teams/Points and book rewards given.
- Daily platinums with own choice of reward from the Platinum Prize Shop – stickers and name on board.
- 'Be Unique' assembly on a Friday including Headteacher award.
- Spelling linked to House teams.
- Children who have not moved down the chart at all (even yellow) get a post card home at the end of term.
- RESPECT behaviours within the community are awarded with an integrity nomination.
- End of year behaviour trophy for one child.

Our Sanctions

- Reminders – refer and remind the children about the ICP RESPECT behaviours
- Verbal warnings – use of classroom behaviour chart
- Restorative practice to encourage the children to take responsibility for their own actions.
- Phone calls and letters home from SLT.
- Referrals to the Take Care Team.
- Formal meetings with Deputy Headteacher.
- Weekly behaviour plans with ELSA.
- Behaviour support with external agencies.

Considering emotional problems – a significant number of our children are already emotionally unstable before they enter the education system. Our school has a higher than average percentage of children classed as Children in Need or on the Child Protection register. In addition, national statistics show that there is a greater chance than the national norm for our children experiencing the following issues:

- have an inadequate diet
- live in overcrowded accommodation
- have parents who are unemployed
- have parents who are incapacitated / seriously ill
- are children of young mothers
- have poorly educated parents
- have no savings in the family
- domestic violence
- Drugs

At the beginning of the day, we start the day with a ‘Meet and Greet’ to foster positive relationships. Children record their emotional ‘zone’ on the ‘Zones of Regulations’ board in their classrooms and they all have an opportunity to speak with the ELSA/ classroom team to discuss any problems which they may have brought into school.

Reinforcement of the positive it has long been proven that reinforcement has more of an impact than punishing poor behaviour – although it is realised that children need to know that poor behaviour has consequences for them and others.

De-escalation of behaviour

Staff members will implement a range of de-escalation strategies to aid children with their behaviour and to make positive choices about their behaviour. Staff will use this approach proactively in order to help the child maintain their behaviour and prevent further escalation or movement on the behaviour chart. Staff members will use this approach in times of 'extreme' behaviour in order to focus on the positive and

manage children's behaviour where possible. Staff are aware of children who have Safety Plans and follow the Safety Plan of children who present 'extreme' behaviours.

Additional support away from the classroom

Despite all of the above being put into place a small percentage of children will still have behavioural difficulties. For these children additional interventions will be needed.

- The writing of a Social, Emotional and Wellbeing Plan and/or Safety Plan
- Referral to the Take Care Team
- Advice from the Inclusion Support Advisory Teacher/Educational Psychologist
- Provision of a Inclusion or EHCP for SEND children
- Circle of Friends
- ELSA (Early Literacy Support Assistant)
- Nurture
- Positive Play
- Drawing and Talking
- Anti-bullying Crew
- Mini Leaders
- Home school diary
- Support from a Family Support Worker
- Referral to external support service e.g. CAMHS, Build Sound Minds