



Behaviour Management at Ironville and Codnor Park Primary School

<p style="text-align: center;">Our Aims</p> <p>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.</p> <p>To actively encourage and reward achievement, effort and team spirit.</p> <p>Firm but fair behaviour management applied consistently throughout the school.</p> <p>To foster pride in the whole school and an awareness of its place at the heart of the local community.</p>	<p style="text-align: center;">Our Guiding Principles</p> <p>Children start each day on a perfect day.</p> <p>Whole school approach to Behaviour Management.</p> <p>High expectations of the children, staff, parents/carers and governors.</p> <p>Promote self-management.</p> <p>Be simple to understand.</p> <p>Be consistent, fair and clear for all.</p> <p>Take into account individual needs.</p> <p>Hierarchical approach to administering rewards.</p>	<p style="text-align: center;">The ICP Way</p> <p>School motto is Believe, Achieve, Succeed</p> <p>Mission statement is Be Unique</p> <p>Our behaviour system is based on the central principles of RESPECT.</p> <p>R – Resilience E – Excellence S – Self-Awareness P – Passion E – Empathy C – Communication T – Team Work</p>	<p style="text-align: center;">Our Relationships</p> <p>Relationships that are built on trust with both children and all adults including parents/carers.</p> <p>We create a strong sense of RESPECT within the community in and out of school.</p> <p>We offer a variety of interventions that help children develop positive relationships (including Nurture, ELSA, Positive Play, Peer mentoring, and Circle of Friends).</p> <p>We regulate our emotions through Zones of Regulation.</p> <p>We encourage and develop relationships between children through the use of Co Jo missions.</p>
<p style="text-align: center;">Our Habits of Attention</p> <p>Active Talking:</p> <ul style="list-style-type: none"> Promote talk partners and use rock paper scissors to see who talks first (Robins to Eagles). Stand up to speak. Children can pass. <p>Active Listening:</p> <ul style="list-style-type: none"> Silent signals – one hand up and instant praise. Shining Start 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). <p>Active Thinking and Responding:</p> <ul style="list-style-type: none"> Use of lolly sticks, stem sentences, word waves, countdown and 'kind calling out' in all lessons. Use of hand signals for phonics. 	<p style="text-align: center;">Active Praise and Rewards</p> <ol style="list-style-type: none"> 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. 	<p style="text-align: center;">Our Sanctions</p> <ol style="list-style-type: none"> 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. 	