



A Love of Learning for Life

# Behaviour for Learning Policy

## At Ivydale we aim to:

- encourage enthusiastic, thoughtful and respectful learners.
- inspire all children to have high aspirations and to achieve their best.
- provide a creative, caring and safe environment in partnership with the whole school.

We take a pride in the high standards of behaviour that children at Ivydale display. We are a caring school and we expect all members of the school community to feel happy, valued and respected.

The primary aim of this Behaviour for Learning Policy is to promote good choices which lead to effective relationships, so that everyone in the school can work together to learn and achieve their best in a safe and caring environment. We aim to promote excellent behaviour in school, not just to avoid negative behaviour. We have extremely high expectations of all our pupils in terms of their social interactions, emotional growth and academic attainment. We ask all parents to work in partnership with us to uphold these expectations.

We employ consistent and manageable behaviour systems that all members of the school community, including children, staff, parents and governors support. This behaviour policy emphasizes the positive achievements of our pupils, embeds our core values in every aspect of Ivydale's culture and community, encourages positive learning behaviours and reinforces the crucial role 'juicy mistakes' play in learning.

The whole school community has 3 core values, chosen by children, parents and staff that support the school aims.

The 'core values' at Ivydale School are:



## Promoting Positive behaviours

### Values rather than Rules

#### Nursery

- Children's achievements are celebrated within the classroom in ways that help all pupils understand and adopt the behaviours aligned with our values-based approach.
- At this early stage, young children may find it challenging to fully grasp reward systems or understand the reasons behind recognition. To nurture their **intrinsic motivation**—the sense of satisfaction that comes from making positive choices rather than receiving external rewards—staff primarily use verbal praise and inclusive class celebrations.
- On occasion, small rewards such as stickers may be used at the discretion of staff to reinforce positive behaviours.
- We follow the principle of "**praise in public, correct in private**," ensuring that all feedback is delivered in a respectful and constructive manner.
- Throughout the school, including in Nursery, we place a strong emphasis on **oracy**. Children and adults are encouraged to engage in open dialogue—talking and listening to one another about behaviour and expectations.

#### Reception

- In Reception, children are awarded **Dojo points** for demonstrating our core values across the school community.
- These points are visually tracked using each child's personalised alien avatar, providing a fun and engaging way to celebrate progress.
- As in Nursery, achievements are recognised in the classroom in ways that help children understand and develop the behaviours that underpin our values-based system.
- We uphold the approach of "**praise in public, correct in private**" to maintain a respectful and supportive learning environment.
- Oracy remains a key focus; both children and adults are encouraged to communicate openly about behaviour, using spoken language to reflect, resolve, and grow.

#### Years 1-6

All children are awarded 'Value Points' for demonstrating our core values across the school

- value points are awarded and recorded daily
- weekly assemblies explore values themes and celebrate children's value-based achievements
- we 'praise in public, reprimand in private'
- we use oracy throughout the school and encourage children and adults to talk and listen to each other about behaviour

We expect to see these values and behaviours and encourage them in school:

At Ivydale, we value



|            |          |            |
|------------|----------|------------|
| Politeness | Kindness | Friendship |
| Love       | Equality | Generosity |

#### Respect:

- I can say please and thank you
- I can follow instructions or politely say why if I am unable to
- I can challenge disrespect when I see or hear it
- I can work with different people
- I can use people's correct names
- I can accept and understand that people are different
- I can enjoy games by being a graceful winner or loser
- I can listen when people are talking
- I can treat others the way I want to be treated
- I can treat myself with kindness and respect
- I can share and make sure others share
- I can be kind and positive with my words and actions
- I can be interested in and speak positively about people's differences
- I can offer to help someone when they are stuck

At Ivydale, we value



|         |            |             |
|---------|------------|-------------|
| Honesty | Compassion | Forgiveness |
| Courage | Peace      | Integrity   |

#### Responsibility:

- I can make sure I am learning
- I can take responsibility for my learning at all times - even out of school
- I can comfort someone with my words or actions
- I can accept when I have made mistakes and learn from them
- I can choose to do the right thing even when no one is watching
- I can challenge others to stand up for what is right
- I can choose to do the right thing even when others may not
- I can tell the truth
- I can try to understand how someone else feels

- I can ask for help if I need it
- I can forgive others - whether they are sorry or not
- I can think about other people and how I might be able to help them

At Ivydale, we value



|                      |                   |               |                 |
|----------------------|-------------------|---------------|-----------------|
| <b>Determination</b> | <b>Aspiration</b> | <b>Trust</b>  | <b>Patience</b> |
| <b>Self-belief</b>   | <b>Happiness</b>  | <b>Humour</b> |                 |

Positivity:

- I can give it a go even if I find it challenging
- I can be on time and ready to learn
- I can make other people smile
- I can talk about things I enjoy
- I can enjoy making others happy
- I can stay calm and not be rude or mean
- I can give things a go independently
- I know that mistakes help me learn
- I can try my best
- I can understand that thinking positively will help make me feel good
- I can talk about my feelings
- I can keep going even when I am finding something hard
- I can trust others to help me sort out a problem
- I can let things go
- I can make positive choices

If we see these behaviours we will:

For individuals:

- Smile
- Give verbal praise
- Value points
- Conversation with parent/carers at gate
- Postcard/ phone home
- Celebration certificate
- Golden time

For whole class:

- Smile
- Give verbal praise
- Value points
- Celebration certificate

- Golden time

### Positive behaviour strategies

At Ivydale we expect children to always do their best and there are some types of behaviour that we do not expect to see at Ivydale, however we recognise that everybody, child and adult alike, make mistakes. These mistakes are important learning opportunities when we are given time to reflect upon them and support to build positively from them. In the Early Years, the focus is on teaching children acceptable behaviours and modelling appropriate behaviour. Teachers in the Early Years and Foundation Stage use elements of the Behaviour for Learning Policy as appropriate for the age and development of their children. We recognise that some children, such as those with SEND, may need more support to manage their behaviour and we will make reasonable adjustments to this policy in line with the needs of individual pupils.

To manage negative behaviours, staff will initially use a variety of micro-skills, such as:

|                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Tactical ignoring</li> <li>• Selective attending</li> <li>• Glance</li> <li>• Non-verbal gestures and prompts</li> <li>• Verbal re-direction</li> <li>• Curriculum re-direction</li> <li>• Body language encouraging</li> <li>• Descriptive encouraging</li> </ul> | <ul style="list-style-type: none"> <li>• Behaviour re-direction</li> <li>• Offer assistance</li> <li>• Using a firm voice, not shouting</li> <li>• Rule reminding</li> <li>• Smiling</li> <li>• Physical proximity</li> <li>• Physical proximity with touch</li> <li>• Establishing expectations</li> </ul> | <ul style="list-style-type: none"> <li>• Instruction giving - using “now” or “thanks”, rather than “please”</li> <li>• Allow take up time, using peripheral vision to monitor</li> <li>• Waiting and scanning</li> <li>• Cueing with parallel acknowledgment</li> <li>• Proximal praise</li> <li>• Giving a choice and following through</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Graduated Behaviour Response in Nursery and Reception

Support to understand  
behaviour



Verbal Reminder



Reflection Time



Reflection Time in an  
alternative space



SLT On-Call

In cases where a child does not respond to initial behaviour strategies, a graduated response will be implemented, as outlined below.

At the Nursery and Reception stages, children are in the early phases of learning how to form friendships, collaborate, develop focus and listening skills, and begin to understand both their own behaviour and that of others.

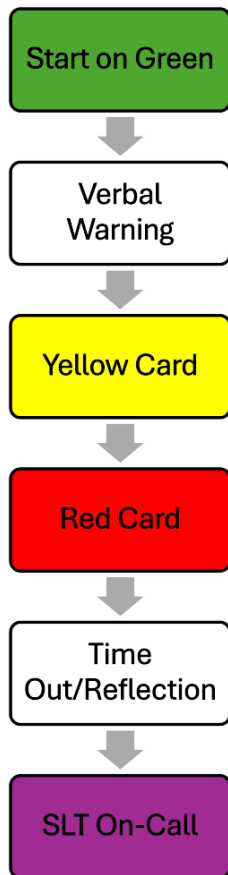
Mistakes are seen as valuable learning opportunities. To guide children in making positive choices, we follow the structured stages shown in the diagram.

When appropriate, children may be given time and space away from a situation to reflect and consider more constructive behaviour choices.

Senior Leadership Team (SLT) support is sought when staff are unable to continue teaching effectively or when the learning of others is being significantly disrupted. All SLT on-call interventions are recorded in Arbor for monitoring and analysis.

## Graduated Behaviour Response in Y1-6

In Years 1 - 6, should a child fail to respond to the positive behaviour management strategies, we will employ the following graduated response to behaviour:



Every child starts every session on green. Any cards received in a session are recorded and then the system is reset for the start of the next session. At Golden Time on Friday children have thinking time (5 minutes for every yellow card and 10 minutes for every red card). If they are to miss all of their 30 minutes of Golden Time they will spend their thinking time with SLT.

If a child is showing negative behaviours, and the teacher has used the positive behaviour management skills listed above, the teacher will then give a verbal warning. This may be recorded on the board as a visual reminder.

If the negative behaviours continue, the teacher will issue a yellow card. This may be recorded on the board. If the behaviours continue this will then be escalated to a red card.

If at any point the teacher feels the behaviours shown are unsafe, violent or offensive, ie racist or sexist name calling, fighting etc, they will issue an instant red card. If the child is disrupting learning and preventing the teacher from teaching a lesson, the teacher should call the office for SLT on call. A member of SLT will then attend the class and remove the child or deal with the behaviour so the teacher can continue the lesson.

All yellow and red cards and SLT on-call incidents will be recorded on Arbor for tracking.

If a child does not respond to the approach described above, we may use other sanctions such as:

- *Temporary confiscation of offending items or searching bags if offending items are suspected to be present*
- *Being asked to catch up on missed work at lunch or break time*
- *Being asked to remove inappropriate jewellery, make-up, or items of clothing*
- *Being permitted to attend a trip only if a parent is present*
- *Being asked to repair damage caused.*
- *Being unable to participate in school events, such as:*
  - *School excursions*
  - *Inter-school events*
  - *School Camps*
  - *School/Class activities where health and safety issues may be at risk*
- *Lunch detention*
- *Internal withdrawal to another class or building*
- *Interview between child, family, and school*
- *Individual Behaviour Plan (monitored by family, teacher, Senior Team or Learning Mentor)*
- *1 day fixed term suspension*
- *1-5 day fixed term suspension*
- *Referral to external agencies such as Summerhouse Pupil Referral Unit.*
- *Permanent exclusion*

*Only the Executive Headteacher or Head of School can authorise suspensions and exclusions.*

## **Support for children**

We expect all children at Ivydale to behave in an acceptable manner. We recognise that some children will find it harder to regulate their behaviour and we acknowledge that some children will need extra support to do so. We will regularly monitor and track behaviour incidents on Arbor in order to identify children who may need additional support. Our team of Learning Mentors work with children having difficulty regulating their behaviour. The Learning Mentors will explain the behaviour policy and help children understand the warnings and consequences. If children continue to experience difficulties we will help them in the following ways:

- make a referral to the Inclusion team
- use an individual behaviour plan to set targets, plan interventions, monitor and reward progress using the suggested strategies on page 3
- involve parents, through a phone call home or speaking to them in the playground at the end of the day
- support for the child in class, 1:1 and group sessions
- support for the child out of class at a time agreed with class teachers
- involve Senior Team
- Involve Outside Agencies such as:
  - CAMHS
  - Social Services
  - School Nurse/Opticians
  - SALT
  - Educational Psychologist
  - Family Early Help
  - Children's Centre
  - Educational Welfare Officer
  - PRU
  - Local Authority
  - SEN behaviour support
- If pupils with SEND show behaviours that regularly pose a threat to themselves or others, we will conduct an individual risk assessment
- Parents will be consulted at all stages of this process and invited into school to discuss the issues

## **Monitoring and Tracking**

We regularly monitor and track behaviour incidents on Arbor. This information is analysed to identify patterns and consider areas that may need further attention. The analysis is shared with staff and governors.

## **Bullying Behaviour**

Please see the Anti-Bullying Policy and Children's Charter.

## **Sexualised Behaviour**

We address all forms of sexualised behaviour and deal with all issues of sexual violence or sexual harassment. We use the NSPCC pants resources to support children who may be affected. When dealing with sexualised behaviours, we work together to identify what behaviours may be developmentally typical (normal but still require a response), or problematic and harmful behaviours. Please see our Safeguarding Policy for further information.

## **Online Behaviour/Mobile Phones**

Please see our e-safety policy/mobile phone policy.

### **Physical intervention and positive handling**

We aim to de-escalate all behaviour incidents without using physical intervention or positive handling but we acknowledge that very occasionally this is necessary to keep children safe. We use the Team Teach approach and only trained staff would be asked to use positive handling. Other staff must call a member of SLT who will attempt to de-escalate the situation before carrying out a dynamic risk assessment and taking the decision to use positive handling. This must always be reasonable, proportionate and necessary. Parents and carers would be informed immediately of the decision to restrain a child and the incident would be recorded on Arbor.

### **Raising a concern**

If parents have concerns about their child's behaviour or the way an incident has been handled, they should initially contact the class teacher. If the concerns remain, they should contact the Phase Leader, Assistant Head or Head of School. If the concerns remain unresolved they should contact the School Governors. If these discussions do not resolve the problem, a formal complaint, grievance or appeal process can be implemented.