



CITY OF PLYMOUTH  
***Riverside Community  
Primary School***  
***(Primary and Nursery)***



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**BEHAVIOUR AND DISCIPLINE POLICY**

**Adopted by the Curriculum/Premises and Health and Safety Committee  
on**

**Reviewed 21 January 2014**

**Annual review Autumn Term 2015**

**Signed ..... Chair**

# RIVERSIDE COMMUNITY PRIMARY SCHOOL

## BEHAVIOUR AND DISCIPLINE POLICY

Our mission statement states that at this school staff, children, parents and governors work together in partnership. We acknowledge that everyone is special and valued.

An important aspect of this partnership is the ability to work together in mutual respect, within realistic standards of discipline, behaviour and moral values.

### Aims

The aims of this policy support and are supported by the aims of the school by:-

- Maintaining a happy community providing equal opportunities, where pupils feel safe, valued and respected.
- Encouraging all pupils to achieve their full potential.
- Raising self-esteem.
- Providing guidance for staff, pupils and parents within an atmosphere of support and mutual respect.
- Encouraging a shared responsibility between school and home.

### Principles

We operate a positive behaviour policy, which embodies the high expectations we have for all within the school community.

### Our School

- Has a whole school approach to behaviour, setting good habits early with high expectations of cooperative behaviour from the start.
- Provides an environment conducive to on-task behaviour.
- Makes positive recognition of pupil achievement.
- Involves pupils in the creation and review of a code of conduct through discussion of class rules, circle time and PSHE lessons.
- Involves parents by maintaining good communications to ensure their support.
- Ensures that 'if things go wrong', pupils are given the opportunity to put them right.
- As a school we reserve the right to use reasonable force as described by the DFE Reasonable Force Advice July 2013.

### Reward System

We operate a reward system designed to promote self-esteem within the children. We acknowledge that, whilst consistency is important, we also recognise that at different stages of a child's life at school, different ways of rewarding good behaviour may be appropriate.

Good behaviour is rewarded by:-

- Smiles, positive comments and being used as a role model.
- Having one's name under the smiley face on the board
- Receiving stamps, stars or stickers as merits, with prizes for 10, 25, 50 and 100 merits.
- Talking to parents, praising good behaviour.
- Weekly 'pat on the back' and 'worker of the week' awards, with photos displayed in the entrance hall.
- Sending the child to Headteacher or Deputy Headteacher with evidence of good behaviour.
- Class merits which recognise the whole class efforts, resulting in a choice of treat decided by the class.

### Sanctions

Our school promotes a positive attitude to behaviour and most pupils respond to this. However, we recognise that, from time to time, there will be a need to involve sanctions for those pupils whose behaviour is deemed unacceptable and is not conducive to learning.

These will be:-

- Attempting to improve unacceptable behaviour by praising a nearby child who is on-task.
- Eye contact with the child, followed by a name check.
- Moving the child to a different seat.
- A verbal warning, "Please don't do that because.....".
- Writing the child's name under the sad face on the board, with the option of removal the child's name if the behaviour improves.
- Time out to the buddy class, with the child's name removed from under the sad face upon return to the class.
- If the above sanctions are ineffective and the unacceptable behaviour continues, the child's name is put back under the sad face and ticked for repeated offences up to 2 ticks, which equal a loss of playtime (spent in the detention room, under supervision).
- We reserve the option to call in parents to discuss any behavioural concerns with the intention of helping the child to turn his/her behaviour pattern around.

### For those who are a step beyond

We recognise that, on rare occasions, some children do not respond to these sanctions. If inappropriate behaviour persists, further sanctions will come into place.

These will be:-

- A daily report card, completed by the teacher and looked at by the HT at the end of each day.
- A behaviour log – home/school conversation book.
- A short-term dinner seclusion.
- A range of short-term seclusions, followed by a discussion with the Headteacher and a support plan decided upon. This may involve the Special Educational Needs Co-ordinator, the Educational Psychologist and/or the Behaviour Support Team.
- A longer-term exclusion, or part-time schooling with multi-agency links to explore all possible support structures, both in and out of school.
- As a last resort and to serve the best interests of the child and his/her peers, permanent exclusion.

### Monitoring and review

This policy will be constantly monitored by all staff and will be reviewed annually.

Signed: \_\_\_\_\_ Chair of Curriculum/Premises and Health and Safety  
Committee

Date: \_\_\_\_\_