

RIVERDALE BEHAVIOUR POLICY

SEPTEMBER 2025

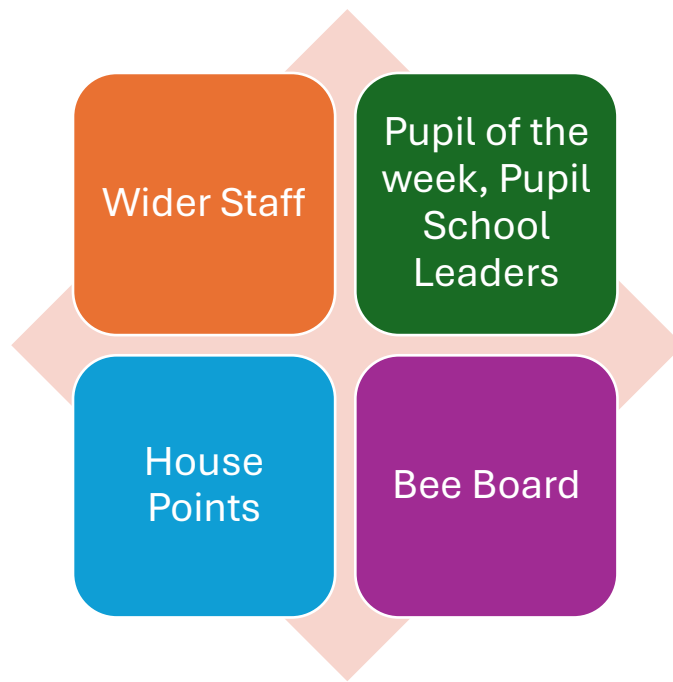
Riverdale Primary School – Vision

"Together, we nurture confident, respectful, and resilient learners through high expectations, meaningful relationships, and a lifelong love of learning."

Introductory Comment:

At Riverdale 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.

This Policy is to be read in conjunction with the Trust Policies.



PRAISE, RECOGNITION and SANCTIONS:

THESE ARE OUR SCHOOL VALUES IN PRACTICE

1.BEE BOARD SYSTEM

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 with the right equipment.
2. Listen actively and follow instructions.
3. Stay on task and try your best.

Be Respectful

4. Use kind words and actions.
5. Value everyone's ideas and differences.
6. Take care of school property and others' belongings.

Be Safe

7. Walk calmly and sensibly in all areas.
8. Keep hands, feet and objects to yourself.
9. Ask for help when something feels wrong or unsafe.

These sub-values are modelled by staff and reinforced through praise, recognition, and consistent feedback.

Positive behaviour is recognised and celebrated through the **Bee Board**. Each class maintains a daily target to encourage consistent engagement and reinforcement of expected behaviours:

- Each classroom aims for **a minimum of 20 bees in the hive daily**.
- By the end of the week, the class should have **100 bees or more in the hive**.

- Achieving the weekly target results in a **10-minute Golden Playtime every Friday**.

Bees are awarded for behaviour that goes "over and above" the norm, including kindness, effort, helpfulness, teamwork, and leadership.

The Bee Board fosters a sense of their individual contribution to **collective responsibility**, encouraging pupils to support one another in maintaining high standards.

2. HOUSEPOINT SYSTEM: SWAN VALUES IN ACTION

Teachers and Teaching Support Staff work closely with pupils and will use the system as noted below:

All pupils are assigned to one of four House Teams, named after different types of swans:

- **Whooper**
- **Bewick**
- **Trumpeter**
- **Tundra**

House points are awarded for demonstrating school values, academic excellence, effort, participation, and character.

- A **House Point Display** is maintained visibly at the front of each classroom.
- House points are counted **weekly during Friday's Reward Assembly**.
- All school-wide events (e.g. Sports Day, Spelling Bee, competitions) contribute to house totals.
- At the end of each half term, a **reward is given to the top-performing House**.

The system encourages a sense of **belonging, teamwork and friendly competition** across the school.

House points are noted verbally, we expect pupils to communicate these with their staff in an age appropriate manner. Staff will provide support as needed.

3.Wider Staff

Wrap Around Care, Office and Lunchtime Support Staff work with pupils from across school and may not always have chance to liaise with teaching staff closely, therefore they will use the system as noted below:

When they note a child showing:

Be Ready

1. Arrive on time with the right equipment.
2. Listen actively and follow instructions.
3. Stay on task and try your best.

Be Respectful

4. Use kind words and actions.
5. Value everyone's ideas and differences.
6. Take care of school property and others' belongings.

Be Safe

7. Walk calmly and sensibly in all areas.
8. Keep hands, feet and objects to yourself.
9. Ask for help when something feels wrong or unsafe.

They will issue a sticker, that can be taken home and the teacher will add to the House Point Tally

4.Celebration and Pupil Leaders

Senior Leaders will share with staff foci for assemblies, that will promote British Values and create pupil leadership roles.

5. REWARDS AND CELEBRATION

To embed a culture of recognition and celebration:

- **Bee Board Praise** is tracked daily and celebrated weekly with Friday Golden Play.
- **House Points** are awarded consistently and visibly displayed.
- A **weekly Reward Assembly** highlights pupils who earn the most house points and other class or school-wide achievements.
- **All school competitions and events** contribute to the House Point system, reinforcing values across learning and enrichment opportunities.

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. BEHAVIOUR CONSEQUENCES, POSITIVE HANDLING AND STATUTORY GUIDANCE

Riverdale 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.

Within each room staff will have a traffic light system, pupil initials may be recorded by staff as a sanction. If pupils are in amber by the end of a session, transition point around school teacher will use discretion to address the behaviour that led to this- a restorative discussion may suffice. When a pupil is showing as red by this point, then a child may lose part of their free time, by spending this time with the staff member.

Senior leaders will look at the board, and offer kind supportive advice to the pupil, when they visit classrooms.

A second warning for most children will move them to amber. Staff will consider in advance the (small number of) children who may need a (small) adaptation to the scheme.

High needs, SEND pupils may have a variation to the above systems noted and recorded. Staff will be responsible for ensuring other staff, the pupils, their peers and family are aware of this- explaining in an age appropriate manner.

We use a clear, staged consequence pathway:

1. **Classroom Warning** – A calm, values-based reminder- ‘keeping on green’.
2. **Quiet Word** – A private conversation to help the pupil refocus- ‘keeping on green’.
3. **A Warning**- moving to amber, children can then demonstrate appropriate behaviour and move back to green. This is the chance for staff to give precise instruction, and a pathway to return to green. If still on amber at the end of a session, a short focused conversation should address the issue.
4. **Red: Loss of 10 Minutes of Playtime** – with the teacher or appropriate staff. Used to complete work or reflect on behaviour, or a restorative conversation.

Additional measures:

Speak to a Member of SLT – For repeated or more serious incidents.

Physical misbehaviour at lunchtime, playtime- RED, immediate. This may impact on provision the following day.

Repeated **Step 4 (or violent conduct with intent) onwards, a member of school staff will communicate with parents or carers** to ensure transparency and joint support.

Identified pupils may have adaptations within this system. For those pupils who require additional support, on a regular basis or because of the impact on others a Positive Behaviour Plan will be created with parents. This will guide on how our high expectations will be balanced with pupil need, and identify practical strategies.

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**. These decisions are only taken after careful consideration and in the best interests of all children.

In rare circumstances where a pupil poses a serious risk to themselves or others, trained staff may use **positive handling** as a last resort. All staff undertaking this practice are trained through the **Positive Handling Academy**, as part of our partnership with **Tees Valley Education**. Positive handling is 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.

Riverdale 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 CLASSROOM DISPLAY BOARDS

Display 1: BEE BOARD – CLASS HIVE TARGETS "Bee Your Best!"

- ★ Earn a Bee for going over and above!
- 🐝 Our class target: **20 Bees a day**
- 🐝 Weekly goal: **100 Bees in the Hive**
- 🐝 Reward: **10 minutes extra playtime every Friday!**

Categories for Bees:

Be Ready

1. Arrive on time with the right equipment.
2. Listen actively and follow instructions.
3. Stay on task and try your best.

Be Respectful

4. Use kind words and actions.
5. Value everyone's ideas and differences.
6. Take care of school property and others' belongings.

Be Safe

7. Walk calmly and sensibly in all areas.
 8. Keep hands, feet and objects to yourself.
 9. Ask for help when something feels wrong or unsafe.
- Keep buzzing with brilliance!

Display 2: HOUSE POINTS – SWAN TEAMS "Soaring with Swan Spirit!"

Meet the Teams:

- ❄️ **Whooper Swan** – Calm and determined
- 🦢 **Bewick Swan** – Thoughtful and steady
- 🎺 **Trumpeter Swan** – Bold and proud
- ⚡️ **Tundra Swan** – Unique and graceful

🌟 Earn House Points for:

- Excellent effort
- Teamwork
- Resilience
- Leadership
- Showing school values

📅 Points updated weekly! 🐝 Half-term reward for the winning team!
Every event counts – sports, spelling bees, and more!

Appendix B LETTER TO PARENTS

Dear Parents and Carers,

At Riverdale Primary, we are passionate about helping children thrive in a safe, respectful and aspirational environment.

Our school values are:

Be Ready, Be Respectful, Be Safe

Each value is broken into three simple behaviours to help pupils understand and practise them every day.

Be Ready

1. Arrive on time with the right equipment.
2. Listen actively and follow instructions.
3. Stay on task and try your best.

Be Respectful

4. Use kind words and actions.
5. Value everyone's ideas and differences.
6. Take care of school property and others' belongings.

Be Safe

7. Walk calmly and sensibly in all areas.
8. Keep hands, feet and objects to yourself.
9. Ask for help when something feels wrong or unsafe.

To support this, we are introducing three exciting behaviour and reward systems this term:

1. Bee Board

Each class has a Bee Board where pupils collect Bees for showing positive behaviour. The class aims for 20 Bees daily and 100 Bees a week. If they succeed, they earn a **10-minute extra playtime on Fridays!**

2. House Points and Swan Teams

Every pupil currently belongs to one of our four Swan Houses (Whooper, Bewick, Trumpeter or Tundra).

We will relaunch this system in October, with the current winning house having a celebration on 09.10.25.

Parents have shared concerns about the balance of each house; these will be reviewed on 10.10.25. Siblings will be in the same house, unless you contact school before 08.10.25, to discuss why it might be better, to split them up!

Pupils earn house points for demonstrating values and effort around school and the wider community.

Points are added up weekly in assembly and celebrated. At the end of each half term, the winning team will receive a reward!

3.Living Our Values

Recognition by the Head teacher, and other staff in a celebratory assembly on Fridays. This will also be a chance for us to promote our older pupils ability to support and lead their peers.

Each value is broken into three simple behaviours to help pupils understand and practise them every day.

We would love for you to talk with your child at home about how they are showing these values. Thank you for your continued support.

Warm regards,
Simon English
Headteacher

Carl Faulkner
CEO IAT

Appendix C TEACHER SCRIPTS FOR BEHAVIOUR AND FOCUS

Proactive Praise:

- "Thank you, [Name], for being ready and listening."
- "I noticed [Name] helped without being asked – that's being respectful."
- "That choice you made was safe and thoughtful. Bee on the board!"
- Magnet eyes

Redirection/Reminder:

- "Let's remember our value – Be Ready. That means looking this way."
- "You're finding it tricky to stay focused. Let's try again."
- "You have a chance to make a better choice now. I know you can."

Last Chance:

- "You've chosen to talk during input. This is your last chance to turn it around."
- "Make a safe and respectful choice now – or we'll need time to regulate."

Time to Regulate:

- "Take five minutes in the safe space and then we'll talk."
- "Breathe, settle, and come back when you're ready."

Restorative Follow-up:

- "What happened?"
- "What were you feeling at the time?"
- "How can we make things right together?"

Encouragement:

- "You showed great respect by helping. That's a point for your team!"
- "I'm proud of how you turned it around."
- "We always aim for over and above – and that was just it."

Appendix D Riverdale Primary School – Our Values

At Riverdale, 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 **independent 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 Riverdale, 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.