



**Five
Rivers®**

**FIVE RIVERS
CHILD CARE LTD**

**Behaviour Policy
Appendix
FRVE**

'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

Policy Owner	Headteacher
Authoriser	Head Of Education
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1.1 Policy Statement

This details the school specific processes for behaviour at Five Rivers Virtual Education. This includes rewards and our response to behaviour.

1.2 Terms and Definitions

The below table sets out a number of terms and definitions used within this document:

Term	Definition

1.3 Data Protection

Five Rivers supports the objectives of the General Data Protection Regulation (GDPR) & Data Protection Act 2018 and other legislation relating to Data Processing, including the Human Rights Act 1998, Regulation of Investigatory Powers Act 2000 and the Freedom of Information

Act 2000. Five Rivers Child Care has a statutory obligation to process personal data in accordance with the provisions of the GDPR & Data Protection Act, 2018¹.

Every member of Five Rivers Child Care has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the principles of the GDPR & Data Protection Act, 2018 and the Five Rivers Data Protection Policy.

1.4 Disclosure of Information

Any use or disclosure of information held within Five Rivers Child Care, without there being a legitimate purpose or legal basis, will comply with the requirements of the GDPR & Data Protection Act, 2018.

2 Procedures – Five Rivers Virtual Education

2.1 Rewards

Our school has its own system of rewards that fall within the values identified within the whole school behaviour policy; rewards will be reviewed regularly to ensure they are valued and relevant to

pupils.

Our rewards include:

- Verbal praise
- Positive Points Reward System
- Certificates at the end of the term
- Phone calls home

2.2 Positive Points Reward System

We reward and incentivise good behaviour on a termly basis through our Positive Points reward system. We agree achievable individual targets with the student which are discussed at the end of each week. Each student is allocated points at the start of the system and with their teacher they discuss how they have done that week and in what way they have displayed positive behaviours to allow them to keep their points. At the end of term students are rewarded with a voucher of choice.

Our parameters centre around the student's personal needs and individual behaviours. This will be reviewed termly.

An example record sheet is provided below:



POSITIVE POINTS REWARDS		
Name:	Teacher:	
Term:	Date:	
How I will earn my points this term:		
1.		
2.		
3.		
4.		
5.		
The Positive Points voucher I would like is -		
1		
2		
Always...		
<i>Remember how amazing you are...</i>		

4. Pupil Support Systems

All our pupils are individuals which we respect and value. Each pupil will present with different behaviours and respond differently to particular strategies. We are committed to tailoring our support to pupils needs by:

- Assessing pupil needs and behaviours
- Using our Positive Points System to create actions for reporting and recording
- Developing Individual Learning Plans for all pupils
- Identifying strategies which have a positive impact
- Tracking progress that pupils make with behaviour
- Rewarding and celebrating progress
- Engaging parents/carers in plans to improve behaviour

4.1 Terminating a Placement at our School

In rare circumstances, the Head Teacher and other professionals in the team around the child might agree that the school can no longer meet the needs of a student. Sometimes a student's needs and personal situation may change significantly, leading them to require a very different type of provision. In these situations, exclusion is not usually considered but a well-managed placement move might be appropriate. Professionals' meetings will take place, where possible including Parents/ Carers. Potential next steps will be agreed with the Local Authority.

