



'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'

Behaviour Support Policy appendix

Endeavour House

Policy Owner	Headteacher
Authoriser	Head of Education
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1. Policy

1.1 Policy Statement

This details the school specific processes for behaviour at Endeavour. 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
Nil	

1.3 Data Protection

The Five Rivers Group supports the objectives of the United Kingdom General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA 2018) and other legislation relating to Data Processing, including the Human Rights Act 1998, the Safeguarding of Vulnerable Groups Act 2006 and the regulations that underpin our services. The Five Rivers Group has a statutory obligation to process personal data in accordance with the provisions of the United Kingdom General Data Protection Regulation (UKGDPR) and the Data Protection Act 2018.

Every member of The Five Rivers Group has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the United Kingdom General Data Protection Regulation (UKGDPR), the Data Protection Act 2018, the Five Rivers Group Data Protection Policy and The Five Rivers Group Data Retention Policy.

1.4 Disclosure of Information

It is a criminal offence for a person to knowingly or recklessly sell, disclose or retain personal information outside of the Five Rivers Group under section 170 DPA 2018 without a legitimate purpose and legal basis. The Five Rivers Group considers these actions unauthorised and will take all necessary action to ensure personal data is not disclosed, retained or sold without a valid legal reason including referral to the criminal investigations team of the information commissioner's office (CRIT ICO).

2 Reward Point System

Each pupil has a target book where 3 personalised targets will be scored during each lesson, these targets must be achievable in every lesson or offsite activities. Pupils have an early morning session plus 6 lessons a day. They can get up to 2 points in the early morning session, and in each lesson they earn a point for meeting each target, allowing them to earn up to a maximum of 20 points each day. Pupils are also given 5p for each point earned, allowing to earn up to £1 per day which pupils can save or spend on additional rewards.

Points are collated from Friday to Thursday, so over the week, pupils can earn a maximum of 100 points. Total points are then revealed every Friday morning during assembly and students find out whether they earned a gold (80 or more points), silver (60 to 79 points), or bronze (below 60 points) ticket. In addition to earning points, pupils are also given the opportunity to earn raffle tickets for displaying positive behaviours during assembly, break, or lunch time. The raffle is then drawn every Friday during assembly and the winning pupil is allowed to choose a prize from different items on offer.

Every Thursday afternoon children have a session with their keyworker to work out the total points and discuss their results for that current week. During that session the new targets are set in collaboration with students.

In these keyworker sessions behaviour profile (Be-Th profile) is being used as a guide to discuss different aspects of pupils' general behaviour each week.

Every Friday, the children take part in a special reward assembly which is designed to celebrate their successes and encourage positive behaviour across the school. During this assembly, pupils may be presented with certificates that recognise a wide range of achievements. These can include accomplishments in their academic work, such as progress in reading, writing, or mathematics, as well as demonstrations of important personal qualities, like showing kindness, respect, or helpfulness towards others. The certificates are not limited to recognition from class teachers alone—any member of staff within the school community is able to nominate a child at any point during the week. This ensures that pupils' efforts, whether big or small, are noticed and valued in different contexts, helping to build a culture of encouragement, motivation, and pride in their learning and behaviour.

See below for a detailed breakdown of the reward points and a blank weekly target sheet.

Endeavour House School

Reward Points

Over 80 Points = Golden ticket

Open choice on what you would like to do such as a trip out of school or you may wish to stay in school....the choice is yours.

Over 60, Under 80 Points = Silver ticket

You have earned reward time, but you have to remain in school. This will allow you to have free time but only in the classroom.

Under 60 Points = Bronze ticket

You will have to complete one piece of catch-up work to earn some reward time. Once you have earned your reward time it will be classroom based.



Weekly Target Sheet

Name: _____

Week Beginning: _____

Total: _____

Behaviour Targets	
T1.	1
T2.	1
T3.	1

Time-Subject	Friday				Monday				Tuesday				Wednesday				Thursday			
9.00-9.15 Thrive / Breakfast	T1	T2	T3	Code	T1	T2	T3	Code	T1	T2	T3	Code	T1	T2	T3	Code	T1	T2	T3	Code
9.15-9.30 Assembly																				
9.30-9.55	T1	T2	T3	Code	T1	T2	T3	Code	T1	T2	T3	Code	T1	T2	T3	Code	T1	T2	T3	Code
9.55-10.10 Skills builder																				
10.10-10.25 Break Time																				
10.25-11.05	T1	T2	T3	Code	T1	T2	T3	Code	T1	T2	T3	Code	T1	T2	T3	Code	T1	T2	T3	Code
11.05-11.45	T1	T2	T3	Code	T1	T2	T3	Code	T1	T2	T3	Code	T1	T2	T3	Code	T1	T2	T3	Code
11.45-12.25	T1	T2	T3	Code	T1	T2	T3	Code	T1	T2	T3	Code	T1	T2	T3	Code	T1	T2	T3	Code
12.25-13.25 Lunch Time																				
13.25-14.05	T1	T2	T3	Code	T1	T2	T3	Code	T1	T2	T3	Code	T1	T2	T3	Code	T1	T2	T3	Code
14.05-14.45	T1	T2	T3	Code	T1	T2	T3	Code	T1	T2	T3	Code	T1	T2	T3	Code	T1	T2	T3	Code
Total Points																				

S	Slept		WR	Work Refusal	LB	Books lost
D	Dysregulated		WA	Work Avoidance	FS	Fully Supported
IL	Inappropriate language		LR	Left the room	DSP	Destroyed school property

Key Worker Time

Child's Comments WWW	Teachers' Comments WWW
EBI	EBI

3. Relational Passport

Some children experience difficulties in regulating their behaviour; to support them we issue relational passport. This passport contains specific targets and coping strategies related to the young person's behaviour.

It is the young person's responsibility to collect feedback from each lesson and from the parents/carers.

The targets on the relational passport are being reviewed fortnightly and updated as required.

4. Behaviour Strategy

The table below provides an example of behaviours, the associated categorization and a guide for consequences when this behaviour is encountered.

This behaviour strategy aims to provide clearer guidance, ensuring a more consistent and fair application of expectations and consequences across the setting.

This table has been shared with both staff and students to ensure there is a clear understanding of behavioural expectations and associated consequences.