



'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

Clannad School

Policy Owner	Headteacher
Authoriser	Head of Education
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1. Policy

1.1 Policy Statement

This details the school specific processes for our rewards system at Clannad School. This document is to be read in conjunction with the behaviour support policy.

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

Description of Clannad School's Points System and how it works:

The reward points system at Clannad School has been formulated to challenge all the pupils academically and provide an incentive to succeed within their own personalised learning environment.

2.1 Clannad School Reward Points System

At Clannad School, we recognise that pupils with Social, Emotional and Mental Health (SEMH) needs benefit from clear expectations, consistent routines and regular positive reinforcement. Our reward system has been designed to encourage engagement, celebrate success and support each pupil in developing the skills needed to become confident, independent learners.

The system focuses on recognising effort, positive choices and personal progress. It provides pupils with regular opportunities to experience success whilst promoting self-regulation, resilience and positive relationships.

2.2 Personalised Targets

Each pupil has three personalised behaviour and learning targets. These are individual to the pupil and are based upon their Behaviour Support Plan, EHCP outcomes and current stage of development. Targets are reviewed regularly to ensure they remain appropriate, achievable and meaningful.

Each pupil has 3 personalised targets which will be scored during each lesson.

For example:

- Target 1 - To complete all work set to a high standard 90% of the time
- Target 2 – To remain in the classroom, leaving only with permission.
- Target 3 – To be kind to peers and staff 90% of the time

2.3 Awarding Points

Throughout the school day, pupils are assessed against their personalised targets.

Points are awarded by staff to recognise positive engagement, effort and progress. The daily reward system enables pupils to work towards achieving the maximum number of points available each day.

Pupils who achieve 16 points or more during the day receive a reward token. Each token has a value of £1 and is presented during the Friday Celebration Assembly. Tokens are stored in each pupil's individual reward jar and may be exchanged for agreed rewards at the end of each half-term.

2.4 Weekly Rewards

Daily points are totalled from Friday to Thursday, allowing pupils to achieve a maximum of 100 points each week.

To celebrate consistent effort and achievement:

- 70 points or more – Pupils receive a prize from the Headteacher's Reward Box.
- 90 points or more – Pupils receive access to additional special rewards.

Weekly achievements are celebrated during the Friday Celebration Assembly, where pupils are recognised for their effort, progress and positive contribution to the school community.

2.5 Supporting Success

Our reward system is intended to motivate and encourage pupils rather than punish them for mistakes. Where pupils do not achieve their personalised targets, staff use restorative conversations and reflection to help pupils understand what happened, repair relationships where appropriate and identify strategies for future success.

Staff recognise that pupils with SEMH needs may experience periods of dysregulation, heightened anxiety or emotional distress. Professional judgement may therefore be used where exceptional circumstances have affected a pupil's opportunity to achieve their targets.

2.6 Monitoring

The reward system is monitored by the Headteacher and reviewed regularly to ensure it remains fair, consistent and effective in promoting positive behaviour, engagement and emotional development across the school. Its effectiveness is evaluated through pupil progress, behaviour information, attendance, pupil voice and staff feedback to ensure it continues to meet the needs of all pupils.

This appendix should be read alongside the Behaviour Support Policy, Individual Behaviour Support Plans, where applicable.