



'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

River Valley 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 behaviour at River Valley School. 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. The River Valley School Rules & Values:

Within Five Rivers we aim for RAISE – Respect, Adaptability, Integrity, Support and Excellence. Our mission statement is 'Turning Children's Lives Around.' River Valley School feeds this into all our work with our students.

At River Valley School we have a high boundaries, high nurture approach. Staff at River Valley School support pupils to understand our three key rules. These rules are integral to day-to-day communication around behaviour and feed into all aspects of school life. We expect students to be safe, be respectful and be ready to engage.



Staff support students to embrace these rules by:

Flourish– Providing each pupil with the correct tools to flourish with their own development

Guidance– Challenging opinions and guiding behaviours.

Stability– Consistency and providing a nurturing base.

3. Procedures River Valley School

3.1 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
- Keys to Success system to earn weekly Reward Time activities
- Phone calls home
- Letters or praise postcards
- Personalised responsibilities/privileges
- 1:1 time
- Reward trips

- Putting good work on display in classrooms and offices
- Celebration Assembly Shout Out and Star of the Week
- Amazon Reward Chart – Secondary – 15 visits to SLT= Amazon Gift Card
- Chance to pick a Picnic Prize or Star in the Jar with SLT

3.2 *Keys to Success Reward System*

We reward and incentivise positive behaviours daily through our keys to success reward system. We set parameters for positive behaviours in and out of the school environment, completion of set work and tasks and outstanding achievement. When parameters are met and/or exceeded points are awarded which translate to rewards.

Our parameters centre around our school rules and values which pupils are scored against during each session. This will be reviewed based on the individual's needs and personalised targets that they have.

Each lesson has 3 targets and Keys to Success are awarded at the end of each lesson. There is the chance to earn achieve additional successes across the school day for informal times such as breaks and lunch time. During these times, Keys to Success will focus on whole school expectations rather than personalised targets. Targets should also be reviewed at the end of the lesson and praise should always be an element of every lesson. At River Valley School we always highlight the positives with a no shame approach. If a pupil does not achieve their Keys to Success staff must always use positive language to explain why and what they need to do to improve. Keys to Success should always be focussed on working towards supporting the child's learning.

We as educators should ensure we are supporting the child to achieve the Keys to Success set. No behaviour management strategies used should be punitive - this is not tolerated; we encourage the use of natural consequence, this can be at the staff members discretion although for more severe consequences SLT must make this decision.

Keys to Success are accumulated each day to earn the weeks Treasure Time on a bronze silver and gold scale.

Bronze – students to complete a task to gain keys to the classroom; unlocking an activity of their choice within their classroom.

Silver – students gain keys to the classroom; unlocking a selection of activities to complete within their classroom.

Gold – students unlock keys to the school; unlocking a selection of activities to complete within school.

Keys to Success can be formulated using a student's EHCP, from observations, or taken from behaviour and learning expectations of River Valley School. Below is a list of examples for Keys to Success.

- Attendance within the lesson
- Attitude towards learning
- Effort within the session
- Engagement within the session
- Calm, receptive, settled - good frame of mind for learning
- Listening to peers
- Communication with peers
- Communication with staff
- Respectful of environment
- Respectful of self
- Listening within the lesson
- Polite language
- Following of instructions
- Following of the rules
- Personal space
- Behaviour within the session
- Behaviour towards staff/peers/environment (keeping themselves and others safe)
- Entering and leaving in a safe manner
- Leaving the room may also constitute showing safety if this is part of an agreed plan for this pupil
- Recognition of going above and beyond
- Doing the best you can do
- Sustained effort to achieve goals
- Completing all tasks set
- Following keys to success targets
- Being respectful towards peers and staff
- Using respectful and polite language
- Completing tasks set in lessons
- Being in the classroom and engaging in learning
- Taking part in learning even if it is a plan B

3.2.1 Picnic Prizes

Ad hoc opportunities to receive a Picnic Prize can also be earned. This could be for exceptional manners, being helpful, setting a good example to others or could also focus on a reflection from the previous session. E.g. a pupil that has struggled to attend a session may receive this reward as they have for the first time remained within the session and engaged. Any child that receives a Picnic Prize will also get a Postcard to take home.

3.2.2 Keys to Success are awarded for

Keys to Success are discussed at the beginning of every lesson and may be reminded throughout learning time. The effort made and points gained allows pupils to work towards end of the week Reward Time in achieving Gold, Silver or Bronze.



Gold = 100+ Keys to Success achieved



Silver = 80+ Keys to Success achieved



Bronze = 60 + Keys to Success achieved

A Typical Keys to Success Chart



Keys to Success TRACKER		Friday				Monday				Tuesday				Wednesday				Thursday			
Name (initials)	Date:	L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4
	Target 1:																				
	Target 2:																				
	Target 3:																				

Keys to Success TRACKER		Friday				Monday				Tuesday				Wednesday				Thursday			
Name (initials)	Date:	Form	Break	Lunch	Intervention	Form	Break	Lunch	Intervention	Form	Break	Lunch	Intervention	Form	Break	Lunch	Intervention	Form	Break	Lunch	Intervention
	1.Be Safe																				
	2.Be Respectful																				
	3.Be Ready																				
	ADDITIONAL ACHIEVEMENT REWARDS:																				

3.2.3 *Reward time*

Reward time at River Valley School occurs weekly, usually for the students last session of the week. Students on part-time timetables must also receive enrichment time, this will vary depending on the number of hours they attend per week. As described above, the level of Enrichment that pupils receive is dependent on how many Keys to Success they achieve throughout the week. The greater number of successes, the greater level of reward opportunities available to them. Students have the option to choose which activity they participate in as well as spending time with peers who are not in their classrooms. Staff should discuss rewards with students and plan activities accordingly that their students will want to work towards for their enrichment.

3.2.4 *End of term enrichment*

During the school term pupils work towards earning an end of term enrichment. This usually takes place on the last day of term. This enrichment is usually of greater value compared to the weekly enrichment as it rewards pupils long term engagement to learning at school.

End of Half Term Enrichment (October, February and May) – Students can work towards taking part in an in-house enrichment.

Staff should speak to students to collate ideas for planning and implementing an exciting and engaging in house enrichment. This could include hiring external providers to bring experiences into school.

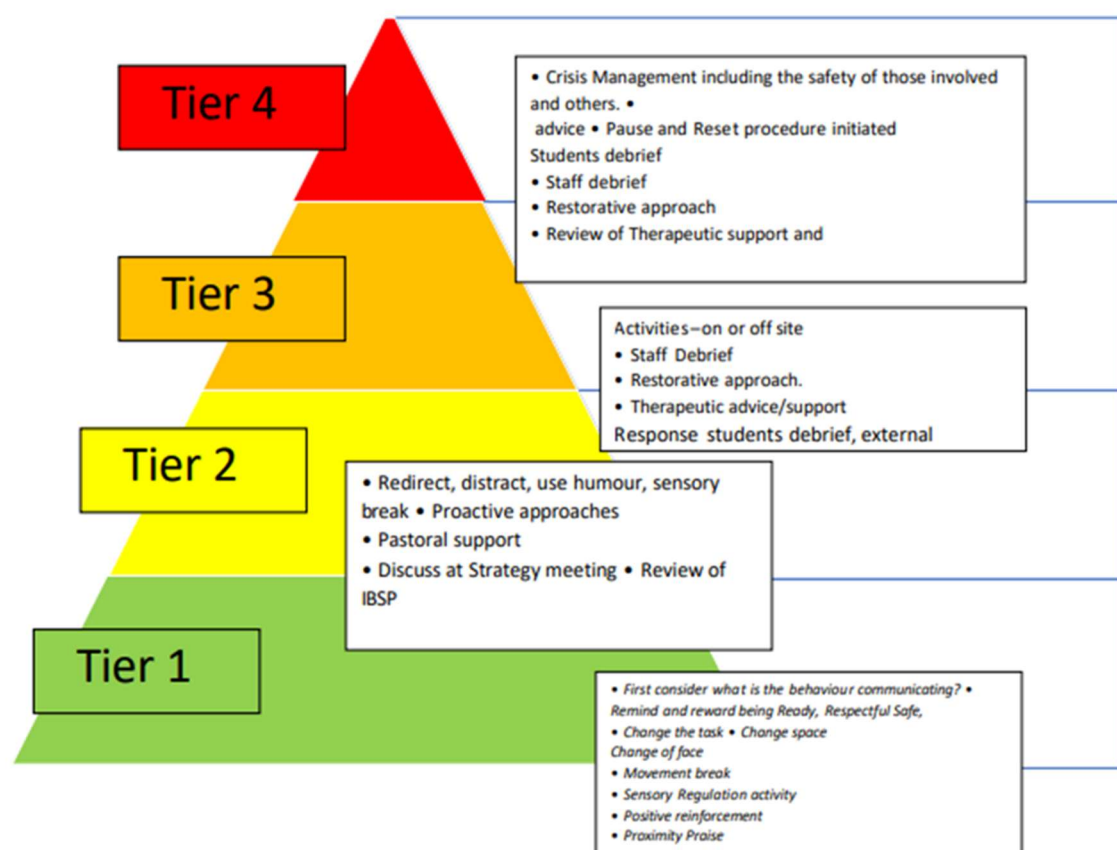
End of Term Enrichment (Christmas, Easter and Summer) – a whole school enrichment will be planned, in advance by staff, for students to work towards.

These enrichments will be seasonal and consider the broad span of students ages and interests.

4. Our Response to Behaviour

'Any consequences used to address poor behaviour should be restorative in nature, to help children recognise the impact of their behaviour on themselves, other children, the staff caring for them and the wider community.'

Our response to behaviour uses a tiered process to support pupils in understanding their behaviour and the impact of this.



Tier 1

LEVEL	TIER 1
Behaviours observed	Low Level Behaviours <i>E.g, refusal, repetitive conversational swearing, disruptive behaviour in the classroom, off task, not following instructions, mood change.</i>
Response	<i>First consider what is the behaviour communicating?</i> <i>Remind and reward being Ready, Respectful Safe,</i> <i>Change the task</i> <i>Change space</i> <i>Change of face</i> <i>Movement break</i> <i>Sensory Regulation activity</i> <i>Positive reinforcement</i> <i>Proximity Praise</i>
Actions and Reporting- Where, Who, When	<i>Discuss at Strategy Meeting</i> <i>Pupil log – daily</i> <i>Reward system for Ready, Respectful, Safe</i>

Tier 2

LEVEL	TIER 2
Behaviours observed	E.g. Minor Damages (classroom resources, destruction of displays), repeated refusal of learning or instructions, leaving the classroom, throwing objects, bullying
Response	Redirect, distract, use humour, sensory break Proactive approaches Pastoral support Discuss at Strategy meeting Review of IBSP
Actions and Reporting- Where, Who, When	Pupil log - daily Individual Behaviour Support Plan - updated Tutor to communicate with relevant parties in school.

Tier 3

LEVEL	TIER 3
Behaviours observed	E.g. Directed verbal or physical aggression, threatening use or possession of unsafe paraphernalia (Drugs/Smoking/Weapons), suicidal ideation, evidence of self-injurious behaviour. Absconding from School. Persistent Bullying
Response	Response – student debrief, external reflection space; Regulation Activities – on or off site Staff Debrief Restorative approach; Therapeutic advice/support
Actions and Reporting- Where, Who, When	RACE MEETING AMBER FLAG MEETING Clearance record Pause and Reset Inform parents/carers/Key professionals without delay before the end of the school day. SET or Headteacher to communicate with relevant parties. Review of Therapeutic support Update Risk Assessment and IBP SEND review Alternative Provision e.g. 1 ACE

Tier 4

LEVEL	TIER 4
Behaviours observed	High Level Behaviours <i>E.g. Directed violent or abusive behaviours towards another person, use of weapon towards another person. Self harm, suicidal behaviours, safeguarding Absconding & Missing from School.</i>
Response	<i>Crisis Management including the safety of those involved and others. Student debrief Staff debrief Restorative approach Review of Therapeutic support and advice Pause and Reset procedure initiated</i>
Actions and Reporting- Where, Who, When	RED FLAG MEETING <i>Clearcare record, informing parents/carers/Key professionals without delay before the end of the school day. Headteacher to communicate with relevant parties. Follow Pause and Reset Procedure Emergency Annual Review and Review of Placement Reintegration Meeting and Plan with parents/carers, local authority, SEND officer, & key staff (in 48 hours) Update Risk Assessment and IBP</i>

4.1 Natural Consequence

At River Valley School, we believe it is important to educate our pupils around staying safe. This applies to time spent in school and out in the local communities.

Clear examples are consistently shared with pupils. If pupils choose not to follow these behaviours, they will receive a natural consequence. Pupils receive an educational safety talk during break or lunch time or activities may change throughout the day.

4.2 Swearing and Inappropriate language

River Valley school is committed to creating a safe, respectful, and supportive environment where all pupils and staff feel valued. The way we communicate with each other plays a big role in this. We encourage high expectations around language use, with a focus on using respectful words and helping pupils develop positive communication skills.

Swearing or the use of inappropriate, offensive, or aggressive language is not permitted within school. We understand that swearing can be harmful and make others feel upset or even unsafe.

4.2.1 *Our approach*

We recognise that some pupils may struggle with emotional regulation or impulsive language use. Our response is understanding, reflective, and restorative.

- Staff respond calmly, modelling respectful communication.
- Pupils are supported to understand the impact of their words. This may be through restorative conversations or reflective time with an adult.

Consistent or significant use of inappropriate language may result in further action, including contact with parents/carers, bespoke interventions, or adjustments to behavioural support plans.

How do we do this? We use positive reinforcement such as verbal praise to reward good choices. We also encourage pupils to consider and use alternative language choices. This is often done using the PACE approach.