'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 Appendix

River Valley School

Policy Owner	Headteacher
Authoriser	Head of Education
Date of Original Issue	05/01/2026
Date of Last Review	16/11/2026
Date of Next Review	01/09/2027
Version	V2

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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.

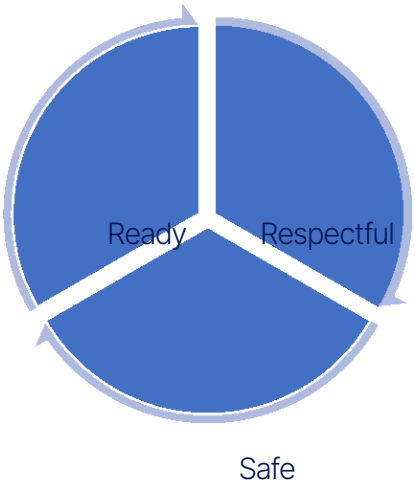
Every member of The Five Rivers Group has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the United Kingdom General Data Protection Regulation (UKGDPR), the Data Protection Act 2018, the Five Rivers Group Data Protection Policy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

Staff at River Valley School support pupils to understand our three key rules. These rules are integral to day-to-day communication around behaviour.



Staff support students to embrace these rules by

Flourish- We provide each pupil with the correct tools to flourish with their own development

Guidance- We challenge opinions and guide behaviours.

Stability- We are consistent and provide 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
- Targets with points system to earn enrichment activities weekly.

- Certificates handed out during RVS chat
- Phone calls home
- Letters or praise postcards
- Personalised responsibilities/privileges

- 1:1 time
- Reward trips
- Putting good work on display in classrooms and offices
- Celebrations
- Chance to pick an item from the celebration box

3.2 Points Reward System

We reward and incentivise good behaviour on a daily basis through our points reward system. We set parameters for good 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 session has 4 targets to achieve and points are awarded at the end of each lesson. There is the chance to earn an additional bonus point for each lesson. 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 points always use positive language to explain why and what they need to do to improve the targets should be working towards supporting the child's learning and lowering the boundaries.

We as educators should ensure we are supporting the child to achieve the targets 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. The points from each day should be logged on Arbor at the end of the day.

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

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

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

Targets are based around the needs of the child and their increased participation to the lesson such as:

- 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 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

Ad hoc opportunities to receive a prize from the celebration box 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.

3.2.1 Points are awarded for:

Points 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 enrichment in achieving Gold, Silver or Bronze.



Gold = 100+ Keys to Success achieved



Silver = 80+ Keys to Success achieved



Bronze = 60 + Keys to Success achieved

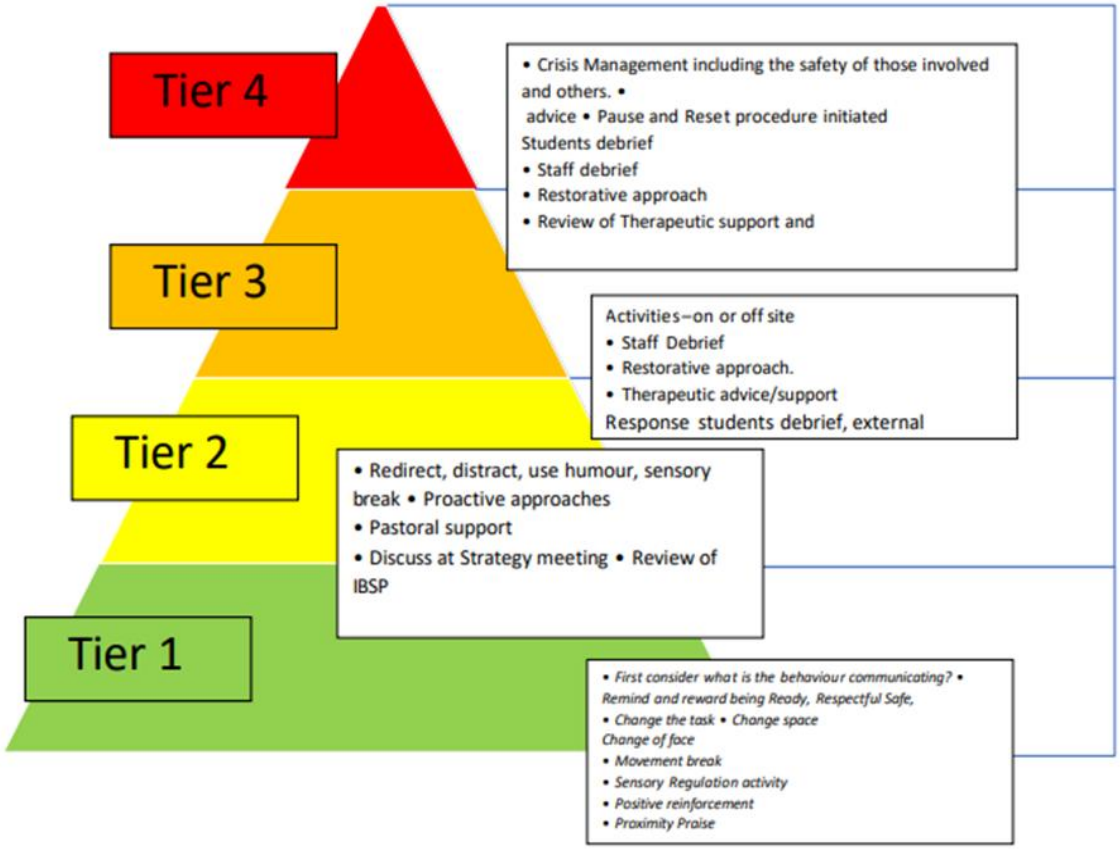
3.2.2 End of term enrichment

During the school term pupils work towards earning an end of term enrichment. This enrichment is usually rewards pupils long term engagement to learning at school.

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 4
• Crisis Management including the safety of those involved and others. •
advice • Pause and Reset procedure initiated
Students debrief
• Staff debrief
• Restorative approach
• Review of Therapeutic support and
Tier 3
Activities–on or off site
• Staff Debrief
• Restorative approach.
• Therapeutic advice/support
Response students debrief, external
Tier 2
• Redirect, distract, use humour, sensory break • Proactive approaches
• Pastoral support
• Discuss at Strategy meeting • Review of IBSP
Tier 1
• First consider what is the behaviour communicating? • Remind and reward being Ready, Respectful Safe,
• Change the task • Change space
Change of face
• Movement break
• Sensory Regulation activity
• Positive reinforcement
• Proximity Praise

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

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.*

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	RACC MEETING AMBER FLAG MEETING Cura record Pause and Reset Inform parents/carers/key professionals without delay before the end of the school day SLT or Headteacher to communicate with relevant parties Review of therapeutic support Update Risk Assessment and IBP SEND review Alternative Provision e.g. 1ACE

LEVEL	TIER 4
Behaviours observed	**High Level Behaviours** 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.
Response	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
Actions and Reporting- Where, Who, When	RED FLAG MEETING Cura record, informing parents/carers/key professionals without delay before the end of the school day. 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

4.1 Natural Consequences

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.

5. Pupil Support Systems

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

- Assessing pupil needs and behaviours
- Using our tiered system to create actions for reporting and recording
- Developing ISPs, Pupil Profiles and Individual Risk Assessments 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 pupil focused strategy meetings per week, which inform pupils risk assessments and individual plans. There are 2 Primary children and 2 secondary pupils discussed each week within key stage staff groups.
- Risk assessments update when behaviour changes are seen
- Updates of ISPs and Risk assessments with morning strategy meetings are discussed about an individual student.

6. Debriefs and Restorative Practice

Following an incident all pupils will be supported through a de-brief and a restorative process.

This will usually be led by the class teacher but may include other members of staff as required. A meeting may also be delayed if a child is upset or distressed until a more appropriate time. Staff members are encouraged to use proactive approaches to help support this. During the meeting it is important that the staff member validates what the pupil has experienced and helps to link cause and effect. This is an opportunity for both the adult and pupils to reflect. Staff do not continue discussions the following day, staff are to allow students to staff each day as a fresh new day.

Staff should attune to the pupil's experience during these meetings and reflect upon the behaviour displayed.