



## **Aims and Values of Little Rivers**

Little Rivers supports young people at Tier 3 and 4 of the DSPL4 Behaviour Service. We offer intensified outreach and short-term provision for primary school aged children who are at risk of permanent exclusion. Children who attend Little Rivers will receive bespoke therapeutic packages of support and nurture, led by our skilled practitioners. These are designed to help children develop skills they would need to be successful in their mainstream school and future education. We are also able to provide short-term educational support for children who have been permanently excluded. Staff at Little Rivers aim to deliver educational excellence to support children with improving their behaviour, emotional regulation and re discover a love of learning.

Our three values that we embed at Little Rivers are '**Ready, Respectful and Safe**' and these link with the over-arching values at Rivers.



<b>How do we achieve and embed our values?</b>	<b>What does this look like?</b>
<b>STAFF EXPERTISE</b>	<p>Induction Process</p> <p>Higher level training opportunities e.g. tutor training</p> <p>Structured CPD on INSET days</p> <p>Staff can request CPD opportunities</p> <p>CPD developed through weekly team meetings</p>
<b>THERAPEUTIC AND CONSISTENT APPROACH TO BEHAVIOUR</b>	<p>Clear and consistent following of our Behaviour Policy by all staff</p> <p>Scripts and assertive language</p> <p>Consistent use of protective and educational consequences</p> <p>Trauma Informed practice embedded within Centre.</p> <p>Understanding of the Window of Tolerance</p> <p>Explicit and direct teaching of behaviour – what does this value look like to our children?</p> <p>Pom poms used to work towards common goal when children show our valued behaviour</p> <p>Restorative conversations</p> <p>PSHE Curriculum</p> <p>Individual therapeutic interventions</p>
<b>FOSTER A LOVE OF LEARNING</b>	<p>Motivating and inspiring learning opportunities</p> <p>Outdoor Learning</p> <p>Engaging environment</p> <p>Developing cultural capital – Trips/Visitors</p> <p>High expectations of outcomes</p>
<b>RIGOUR</b>	<p>Challenging conversations</p> <p>Baselining – entry and exit data to inform planning for all our children</p> <p>De brief proforma – analysing behaviour after a serious escalation as a team</p> <p>Evidenced based research and practice to support the most up to date CPD</p> <p>Anxiety Mapping</p> <p>Sensory Profiling</p>