



**Five  
Rivers®**

**FIVE RIVERS  
CHILDCARE LTD**

Behaviour  
Management  
Policy &  
Procedure –  
The Spires  
School

*'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'*

Policy Owner	Headteacher
Authoriser	Education Advisor to the Board
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## 1. Behaviour Management Policy

### 1.1 Policy Statement

1.1.1 We have developed our whole school policy to promote positive behaviour in line with DfE guidance 'Behaviour and Discipline in Schools' (2016). Systems and processes are built around the key aspects outlined in DfE guidance:

1. A consistent approach to behaviour management
2. Strong school leadership
3. Rewards and sanctions
4. Classroom management
5. Teaching of good behaviour
6. Staff development and support
7. Pupil support systems
8. Liaison with parents and other agencies
9. Managing pupil transition
10. Organisation and facilities

This policy should be read alongside the Anti-bullying policy, Child Protection policy and the Complaints procedure policy.

### 1.2 Terms and Definitions

1.2.1 The below table sets out a number of terms and definitions used within this document:

Term	Definition
CAMHS	Children and Adolescent Mental Health Services

### 1.3 Data Protection

1.3.2 Five Rivers Child Care supports the objectives of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and other legislation relating to Data Processing, including the Human Rights Act 1998, Regulation of Investigatory Powers Act 2000 and the Freedom of Information Act 2000. Five Rivers Child Care has a statutory obligation to process

personal data in accordance with the provisions of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018.

- 1.3.3 Every member of Five Rivers Child Care has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and the Five Rivers Child Care Data Protection Policy.

#### 1.4 Disclosure of Information

- 1.4.1 Any use or disclosure of information held within Five Rivers Child Care, without there being a legitimate purpose or legal basis, will be classed as unauthorised and is a criminal offence under Section 55 of the Act Right of Access (Subject Access Requests).

## 2. Behaviour Management Procedure

- 2.1.1 We work on the assumption that all behaviour will be good in our School; parents/carers, pupils and staff will be pulling in the same direction towards securing a pupil's success and happiness, as they first need suitable role models to understand the need for good behaviour and attitudes. We encourage positive behaviour by valuing everybody – staff, pupils and parents/carers alike
- 2.1.2 We recognise that 'behaviour' does not exist in a vacuum, it's affected by factors such as environment, feelings, curriculum, expectations and the way in which pupils are approached. All behaviour carries meaning.

### 2.2 Aims and Objectives

- To ensure our School is a safe and happy learning environment for every member of the school community- pupils, staff and parents/carers and visitors.
- To actively promote good behaviour, self-awareness and self-control in a climate of mutual respect.
- To ensure staff and pupils recognise and understand their rights and responsibilities and work together to secure good behaviour and develop their social skills.
- To ensure that staff have a consistent approach in promoting positive behaviour.
- To ensure staff feel supported and confident as effective teachers and learning mentors.

### 2.3 Strong School Leadership

- 2.3.1 All staff set high expectations for pupils and staff and lead by example to create a culture of respect. The Head Teacher takes the lead on behaviour to develop and uphold systems, support staff and secure good progress for all pupils.
- 2.3.2 We recognise that all staff share the responsibility to teach and promote positive behaviours.
- 2.3.4 The Head Teacher will empower staff to implement the framework and support where appropriate. The Head Teacher will not undermine staff or take over implementation of the framework.

### 2.4 Expectations

#### 2.4.1 Expectations of the Head Teacher

- Aim to ensure consistency in routines, and prepare pupils in advance of major changes to routines
- Plan a varied and interesting curriculum

- Provide differentiated work to ensure all pupils make progress and feel confident whilst doing so
- Mark pupil work positively and describe ways to improve
- Highlight and praise good behaviour and attitude to learning
- Talk to pupils with respect and kindness
- Reward positive behaviour and attitudes appropriately
- Be a positive role model
- Demonstrate positive relationships with other adults in the room
- To set out clear expectations and boundaries

#### 2.4.2 Expectations of other adults

- Highlight and praise good behaviour and attitude to learning
- Encourage efforts to achieve (have a go)
- Foster children self-motivation within the classroom to encourage positive behaviour
- Talk to pupils with respect and kindness
- Be a positive role model
- Demonstrate positive relationships with other adults in the room
- Instil the school values Strive, Pride, Independence, Resilience, Excellence and Success in all aspects of school life
- Assemblies promote positive behaviour and clear messages
- To put this behaviour policy into operation from day to day.

#### 2.4.3 Expectations of pupils

- To sign a School Behaviour Contract on induction to the school which is revisited and reviewed in partnership with pupils each term, making sure expectations are really clear.
- To try to make the right choices and display positive behaviour
- Try to improve attitude to learning by engaging with the Cool Points system.
- Discuss any confusion or questions about behaviour with an adult, in a calm manner and at an appropriate time
- Accept that there are times to discuss matters and times to leave matters until later
- Accept that sometimes change has to happen and try to view this positively
- Take responsibility for own behaviour, and try to amend poor behaviour independently or with assistance from staff
- Talk to other pupils and adults with respect and kindness
- Immediately report any incidents of bullying to staff.

#### 2.5 Rewards and Sanctions

2.5.1 Pupils make choices about behaviour which then has consequences. All positive behaviours will be rewarded and promoted, negative behaviours will receive a consequence. The consistent application of consequences will support a 'no surprises' outcome for learners.

2.5.2 Rewards will be reviewed regularly to ensure they are valued and relevant to pupils. Our rewards include:

- Verbal praise
- Cool Points Rewards System / Star Cards
- Certificates at the end of the week
- Phone calls home
- Letters or praise postcards
- Personalised responsibilities/privileges
- 1:1 time
- Reward trips
- Putting good work on display in classrooms and offices

## 2.6 Points Reward System

2.6.1 We reward and incentivise good behaviour on a daily basis through our Cool 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.

2.6.2 Each pupil has their points recorded each lesson. These are reviewed at the end of the day with a discussion with their keyworker or Tutor about achievements or why they did not meet expectations.

2.6.3 Each pupil has 4 personalised targets which they will be scored during each lesson. For example:

1. **Presentation and Uniform:** Arrive to school wearing the correct school uniform (1 point)
2. **Effort:** Try your best within each lesson throughout the day (1 point)
3. **Behaviour for learning:** Produce excellent work in each lesson (1 Point)
4. **Excellence:** Going above and beyond the expected (\*2 points)

2.6.4 The pupils have 5 lessons a day therefore they can receive up to a maximum of 25 points. Each 25 points equates to £1 for a reward that the pupils has chosen to work towards.

2.6.5 Points are discussed in daily tutor time and reflection takes place on the choices made. The effort made and points gained also allow the pupil to work towards a half termly reward activity.

- 2.6.6 On a Friday afternoon, the pupils have the opportunity to take part in celebration assembly where the highlights and success of the week will be celebrated with all the team.

## 2.7 Classroom Management and Teaching of Good Behaviour

- 2.7.1 We understand that good behaviour does not always happen naturally – we have to teach it. All staff will be teaching behaviour within classrooms, during social times and offsite.

## 2.8 Discouraging poor behaviour

- 2.8.1 We expect all of our pupils to make good progress with their behaviour and all staff to facilitate and support their progress.

- 2.8.2 At The Spires we aim to discourage poor behaviour through our curriculum and our approach to the curriculum. Examples of how we do this are:

- Pupil Voice – allowing pupils a safe and positive forum to voice concerns about behaviour and attitude from that day and reflect upon ways to improve
- Consistent boundaries and reminding of expectations
- Adult to pupil ratios not exceeding 1:2 at present
- Positive behaviour displays
- Engaging in the Cool Points system
- PSHE lessons
- SuperSkills Sessions
- Nurturing approach to lessons
- Eating together as a group
- Communicating in non-lesson time
- Use of consequences as necessary

## 2.9 Consequences

- 2.9.1 The ultimate aim when modifying behaviour is returning the child to learning, so when consequences are issued it is done clearly and swiftly so we can move on and get back to learning. The sanctions we use include:

- No points awarded (Reward System), which could lead to no Friday trip awarded
- Reflection time/time out to think and reflect on positives and solutions
- Restorative tasks (e.g. clean up or helping out)
- Mediation/restorative meeting to resolve difficulty with peer or staff member
- Loss of break-time privileges
- Time with the Head Teacher
- Phone calls home
- Letters of apology written.
- Isolation with staff in internal inclusion room if there has been a critical incident.

## 2.10 Pupil Support Systems

- 2.10.1 All our pupils are individuals which we respect and value. Each pupil will present with different behaviours and respond differently to particular strategies. We are committed to tailoring our support to pupils needs by:
- Assessing pupil needs and behaviours
  - Developing Individual Education Plans 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

## 2.11 Liaison with Parents and Other Agencies

- 2.11.1 Our partnership with parents/carers is essential in supporting the progress of their children and our pupils. After any critical incident which is recorded, a member of the home or family will be informed. They will be invited to attend school before the end of the day in order to complete a Life Skills Interview with a member of staff and the pupil.
- 2.11.2 We will involve parents and carers when things are going well and when we face challenges. We will involve parents in rewards and sanctions as we want to celebrate progress with the home environment, share ideas about strategies and plan solutions when we need to modify behaviour.
- 2.11.3 We work with a wide range of agency partners such as youth offending services, the local authority, CAMHS and Social Care. We may call on the help of others to put appropriate support in place for pupils.

## 2.12 Organisation and Facilities

- 2.12.1 The Head Teacher is the lead behaviour professional and is responsible for organising staff, policies and procedures to ensure pupils make progress with behaviour. If parents/carers have problems they want to discuss regarding their child's behaviour they should contact the Head Teacher.
- 2.12.3 All of our pupils will have an Individual Education Plan (IEP) built from our assessment and the information parents/carers share with us to meet needs. We may need to make further reasonable adjustments for pupils with SEND so that they are able to access facilities and curriculum.

## 2.13 Serious incidents

- 2.13.1 Some behaviours or actions may be deemed too serious to be dealt with using the school's consequences. These include, but are not limited to:

- Drug and/or alcohol possession
- Weapon or dangerous object possession
- Arson
- Extreme violence or vandalism
- Pornographic paraphernalia possession
- Sexual behaviour
- Repeated bullying

2.13.2 Where there is a pattern of continued serious incidents or heightened behaviour consequences will be discussed with the parents or Residential Manager and Clinical Lead to ensure appropriate action is taken. Safeguarding of pupils and staff is the ultimate responsibility of the Head Teacher and Proprietary body.

2.13.3 The Spires School does not exclude pupils from education due to the nature of their placement at the facility. Instead, staff work towards resolution and plan targets with the pupils to ensure that they have the mechanisms to avoid such behaviour that might become a barrier to learning.

## 2.14 Use of Reasonable Force

2.14.1 All staff will be trained in Proactive Plus Training and receive regular updates. We recognise that there may be times when we would need to use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil from vandalising or destroying school or staff or peers property.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight.
- Restrain a pupil at risk of harming themselves through physical outbursts.
- To maintain order.

In accordance with:

- DfE Use of Reasonable Force (2013)
- Guidance on the use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (Pupil Support Health and SEN)
- Positive environments where children can flourish (Ofsted)
- Dealing with Aggression & Violence Policy & Procedure – The Spires

2.14.2 In any instance where force is used it will be documented and parents/carers/local authority will be informed.

## 2.15 Powers to Search

2.15.1 We expect all of our pupils not to bring prohibited items into school. If we are concerned that a pupil is carrying prohibited items we will ask for their consent to search. If they refuse to cooperate with such a search we may have to ask them to leave the premises as they may present a risk to themselves or others. Wherever we request and/or undertake a search we will contact parents/carers.

## 2.16 Monitoring and evaluation

2.16.1 Senior leaders review and implement the behaviour policy and procedures. Whole school behaviour data and the impact of this policy will be monitored and policy and procedures adjusted to secure good behaviour and comply with statutory requirements.