



**Five
Rivers®**

**FIVE RIVERS
CHILDCARE LTD**

**Behaviour
Policy &
Procedure –
Fountain
House
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
Date of Original Issue	01/09/2017
Policy Updated	19/07/2019
Date of Next Review	30/09/2020
Version	V4

© Five Rivers Child Care Limited [01/09/2017], All Rights Reserved.

The content of this policy is protected by the copyright laws of England and Wales and by international laws and conventions. No content from this policy may be copied, reproduced or revised without the prior written consent of Five Rivers Child Care Limited. Copies of content may be saved and/or printed for use in relation to the business and affairs of the Company only.

Table of Contents

1.	Behaviour Policy Fountain House School.....	2
1.1	Policy Statement	2
1.2	Terms and Definitions	2
1.3	Data Protection	2
1.4	Disclosure of Information	2
2.0	Behaviour Procedures Fountain House School.....	3
2.1	Expectations.....	3
2.2	Expectations of the headteacher	3
2.3	Expectations of other adults	3
2.4	Expectations of pupils	3
2.5	Rewards.....	4
2.6	Discouraging poor behaviour	4
2.7	Sanctions	4
2.8	Exceptions	5
2.9	Exclusions	5
2.10	Appendix 1 – Description of the FHS Points System and How It Works	6
2.11	Appendix 2 – School Council Meetings.....	7

1. Behaviour Policy Fountain House School

1.1 Policy Statement

1.1.1 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

1.3 Data Protection

1.3.1 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

1.3.2 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).

2.0 Behaviour Procedures Fountain House School

2.1 Expectations

2.1.1 There are certain expectations that we believe should be met to promote good behaviour and attitudes. We believe that these are not limited to the pupils, as they first need suitable role models to understand the need for good behaviour and attitudes. Therefore, the expectations that make up this behaviour policy, apply to all persons involved in the Education Suite.

2.2 Expectations of the headteacher

- 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

2.3 Expectations of other adults

- Highlight and praise good behaviour and attitude to learning
- Encourage efforts to achieve (have a go)
- Talk to pupils with respect and kindness
- Be a positive role model
- Demonstrate positive relationships with other adults in the room

2.4 Expectations of pupils

- Try to follow the positive behaviour at all times
- Try to improve attitude to learning by obtaining as many points for each lesson
- 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
- Talk to other pupils and adults with respect and kindness

- Report any incident of bullying straight away.

2.5 Rewards

2.5.1 At Fountain House School, we aim to reward the expected (and above) behaviour to encourage pupils to meet the expectations at all times. Examples of how we do this are:

- Putting work on display in the classroom
- Giving reward points
- Giving prizes and certificates at the end of each week/half term

1.5.2 Please see [Appendix 1](#) for more detail of rewards at Fountain House School

2.6 Discouraging poor behaviour

2.6.1 At Fountain House School, we aim to discourage poor behaviour through our curriculum and our approach to the curriculum. Examples of how we do this are:

- Pupil Voice, School Assembly's and School Council Meetings – allowing pupils a safe and positive forum to voice concerns about behaviour and attitude from any given day and reflect upon ways to improve and/or set justified consequences. Please see [Appendix 2](#).
- Adult to pupil ratios not exceeding 1:3
- Positive behaviour displays
- Opportunity to earn a £ a day from earning points during each lesson (>16 points = £1) and during lunch and break times
- Attitude to learning ladder display
- PSHE lessons
- Nurturing approach to lessons following the Nurture Group Network theories
- Eating together as a group
- Communicating in non-lesson time
- Use of sanctions as necessary

2.7 Sanctions

2.7.1 Poor behaviour is discouraged at Fountain House School however, sanctions are used to challenge poor behaviour should it occur. These range from mild (reminders of rules, opportunities to change responses and personal target setting) to more severe (detentions, apology writing and loss of break time activities). It is the belief of Fountain House School that these sanctions can only work if they are used consistently and fairly. All adults in Fountain House School are able to apply these sanctions.

2.8 Exceptions

2.8.1 Some behaviours or actions may be deemed too serious to be dealt with using the school's sanctions. 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

2.8.2 In these instances, sanctions will be discussed with the Residential Manager and Clinical Lead to ensure appropriate action is taken as part of the 24-hour curriculum and to ensure the safety and well-being of all children.

2.9 Exclusions

2.9.1 Fountain House 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.

Internal transition arrangements:

The pupils will be removed from the classroom and relocated to the alternative learning suite if they commit the following acts:

- Bullying, aggression or violence towards peers and/or staff member
- Critical incidents (physical management)
- Property damage
- Sexual assault to a peer or a staff member (inappropriate touch)

Throughout their time in the alternative learning suite the pupils will continue to carry out their normal timetable whilst partaking in discussions with a member of the educational team regarding their previous behaviours/actions and how they wish to resolve the issue(s) going forward in order to re-establish themselves in the school building.

2.10 Appendix 1 – Description of the FHS Points System and How It Works

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

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

1. Arrive to school wearing the correct school uniform
2. Try your best within each lesson throughout the day
3. Produce excellent work in each lesson
4. Be on time for each lesson

2.10.3 The pupils have 5 lessons a day therefore they can receive up to a maximum of 20 points. If the pupils score over 16 points throughout the day, then they receive £1 which they put into their own school money jars.

2.10.4 The school's points are collated from a Friday to Thursday so over the week the pupils can earn a maximum of 100 points. On a Friday afternoon, the pupils have the opportunity to take part in a reward session for the remainder of the day. Here is what points they need and what that enables them to do:

- If the pupils receive over 80 points, then on Friday afternoons (lessons 4 & 5) they can choose to conduct a choice of activity in or out of school. This can range from a pre-planned set of educational visits, which may have n=been previously enjoyed by the pupil.
- If the pupils receive under 80 points but over 60 points, then the pupils remain in school to conduct their reward time. This may be playing on the PC's, bringing over an electronic device from their homes and/or playing board games with peers or staff.
- If the pupils receive under 60 points, then they have to complete a piece of catch up work in order to earn any reward time.

Moreover, if a pupil achieves a high pass, they also get the added bonus of picking a prize out of the school's treasure chest. This is also carried out on a Thursday afternoon.

2.10.5 Using a specific set of targets, the pupils are also scored, when they are out of the school environment. In order to be able to assess/score each pupil, we've developed a separate set of targets, that each pupil will be assessed on during their time out of the school building. The targets that each pupils will be allocated are below.

1. Being sensible in the car
2. Speak to everyone appropriately
3. Following instructions given by staff
4. To return to my designated place calmly, when returning to school

Upon return, each pupil will be given their score, dependent on their behaviour throughout the day/trip.

- 2.10.6 Another behaviour initiative see's the pupils being scored at break and lunch times. All pupils will be scored out of 3 separate targets, focusing on improving their behaviours during break/lunch times. Please see the targets below:

1. Clean up, after I've finished my lunch
2. Speak to everyone appropriately
3. Follow instructions given by staff

At the end of each week (Thursday to Thursday), all pupils will then be scored out of a possible 30 points (6 points per day, 6x5days = 30 points for the week). If they achieve between 25-30 points over the week, then they'll receive a raffle ticket, which is then stored in the raffle box. A raffle ticket will be placed into the raffle box each time they are earned. At the end of each half-term, a prize draw will take place with an amazing prize up for grabs.

2.11 Appendix 2 – School Council Meetings

- 2.11.1 It's been decided that the pupils of FHS are going to form a school council, so that they can obtain more of a voice, in all decisions made within FHS.

How will this work?

When a decision needs to be made and the teaching staff feel it's an issue that the school council can be a part of, then a school council team meeting will be called for that evening, or at the first possible opportunity. Each meeting will take place after school, in the upstairs classroom. In the meeting, the pupils will form a panel and the headteacher will chair each meeting. Notes will be made via the supporting staff and stored on SharePoint.

What can a meeting be called for?

Many scenarios can generate a meeting from being called, these are as follows:

1. A physical incident in school, that requires future sanctions to be generated. The pupils will have a voice, in stating what they feel is a suitable consequence or scenario for moving forward.
2. Damage to school, property. The pupils will decide the consequence for the accused.
3. Any racism/bullying in school will generate a meeting, to discuss the incident and what the course of action may be, for the bully and/or their victim.
4. Any building modifications may be discussed. Pupils may want to have a say in what the décor may look like. i.e. paint colour or what furniture to buy for specific rooms.
5. Trips for end of term outings.
6. Major changes to pupil timetables and/or curriculum.
7. Changes to staffing.

Once the school council has held a discussion and has come to a decision, the headteacher will then hold a further meeting with the teaching staff to come to conclusion. Once this has been made, then the headteacher will report back to either the council during the following school assembly, or to the pupil that a decision has been made for i.e. for a further consequence or sanction. Once the council and/or the teaching staff have made their decision, this cannot be retracted.