FIVE RIVERS CHILDCARE LTD

'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	Head of Education
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1. Curriculum Policy Fountain House School

1.1 Policy Statement

1.1.1 This document is a statement of the aims, values and strategies used for the development of our curriculums undertaken within Fountain House School. The policy aims to take into account diversity of beliefs and needs and provide equality of opportunity.
This policy should be read alongside the Anti-bullying policy, Child Protection policy and the Complaints procedure policy.

1.1.2 The various curriculums mean that all of the planned activities organised are to promote learning and development. It includes activities meeting the formal requirements of the National Curriculum, as well as essential opportunities to provide a nurturing 24-hour programme, tailored to the complex needs of all pupils. We ensure that all pupils receive a broad, balanced education that considers the individual differences of the pupils' backgrounds, abilities and needs to make the education relevant to their individual circumstances. We aim to teach our pupils how to develop into happy, confident and responsible people, who can trust and co-operate with others while developing their understanding and skills so that they can reach their full potential.

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
SMSC	Social, Moral, Spiritual and Cultural
EBI	Even Better If
EHCP	Education, Health, Care Plans

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

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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).

1.5   Trauma Informed Education (TIE) Model

1.5.1   TIE is an integrated approach to providing education to pupils who have had traumatic or adverse life experiences. It centres upon the collaboration between Five Rivers core services; Education, Care and Assessment & Therapy and works from the ground up to create safety and secure attachments for our pupils to provide them with the necessary foundation to develop their skills and learn effectively.

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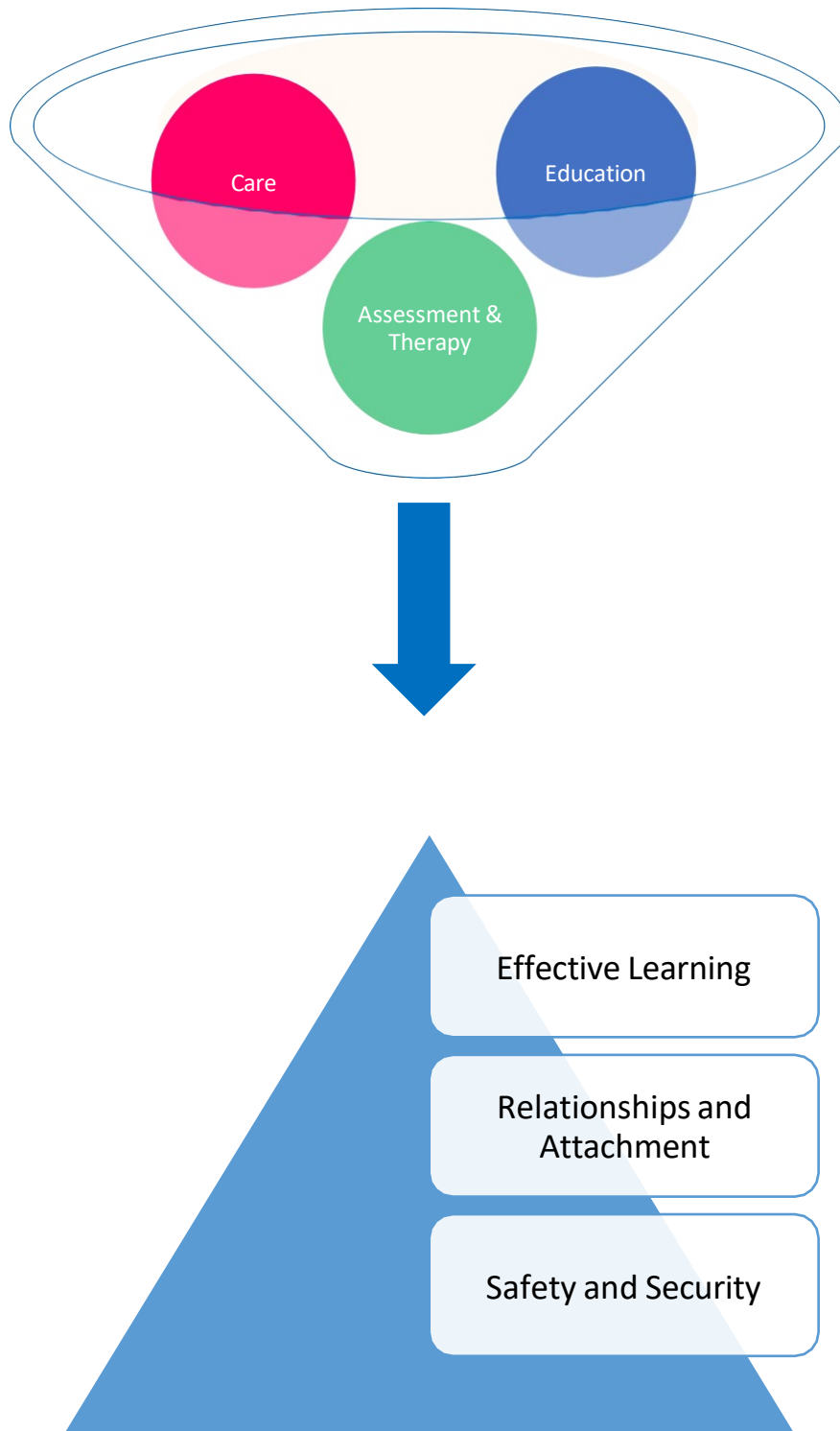
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Safety & Security

- Gain information about the pupil before the placement begins to ensure a bespoke education package is prepared for them from day one
- A&T clinician to provide training for education team in line with care team to ensure consistent understanding of trauma presentations
- Regular communication between all three teams around the presentations of the pupil including daily handovers between care and school, weekly joint team meetings and communication around incidents so the pupil can feel the integrated approach
- Consistent response to pupil behaviour from education and care in line with individual care plans rather than a standardised approach

Relationships and Attachment

- Meet the pupil prior to first day at school to begin the process of relationship development and ease potential anxiety
- Initial induction plan to support the transition of the PUPILinto a new education environment which can then inform the creation of a formal bespoke timetable
- Consistent and predictable timetable and rota of education team developed in collaboration with pupil so they always know who will be supporting them in advance
- Quality time spent with pupils to build relationships through activities and play
- Visibility of education team within the care environment and vice versa (even if only for short periods of time) to show positive relationships between teams

Effective Learning

- 1:1 support for all pupils to ensure a high level of support that is tailored to their needs
- Bespoke timetable to meet the needs of the pupil
- Conducting baseline tests to establish a pupil's academic abilities and level of need so work is appropriate to their stage of development
- Alternative learning provisions incorporated within the personalised timetables to promote long-term engagement
- Individual rewards and incentive to learn programme for all pupils to create motivation for learning

Progress and Achievement

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1.   Curriculum Procedure Fountain House School

2.1   Intent

2.1.1   Our curriculums are the means by which we achieve our objectives of developing successful learners and positive, confident citizens.

2.1.2   The core values upon which we have based our curriculums on are as follows:

- We will treat each pupil with fairness and honesty, providing equal opportunities for all pupils
- We will provide a personalised curriculum that teaches co-operation, friendship and respect for each other, and the wider community
- Each pupil is unique with individual strengths and challenges; we will value these differences and work with them to develop confident and successful citizens
- To help each pupil to develop intellectually, emotionally, physically, socially and morally in order to become independent, successful, confident, responsible and considerate members of society
- To provide a happy and safe learning environment where pupils can develop key skills such as thinking, reasoning and questioning and not be afraid to join in
- To develop pupils' confidence, self-esteem, self-image and resilience so that pupils can progress through education with the necessary life skills to become successful adults
- To promote a positive attitude towards learning to ensure continued progress and achievement towards academic and life goals
- To encourage respect for oneself and others, regardless of individual beliefs, cultures and backgrounds, to work co-operatively and live happily alongside one another

2.2.1   We aim to develop pupils to be respectful, independent and confident through a curriculum that is achievable and relevant. At a level appropriate to each pupil's stage of development and ability, pupils will develop the below knowledge, understanding and skills:

2.2.1.1 Respectful

Understand own and other cultures, beliefs and traditions
- Understand the meaning of community and how to be a valued member of the community
- Recognise injustice, prejudice and discrimination and learn to challenge these
- Develop respect for self, as well as others and use encouraging vocabulary for all

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2.2.1.2 Independent

- Become problem solvers, and mentors
- Develop thinking and planning skills
- Be able to ask questions, appreciate information and learn from mistakes
- Be willing to try new things.

2.2.1.3 Confident

- Develop emotional awareness
- Develop safe and secure friendships and relationships
- Develop healthy confidence, self-esteem and self-image
- Understand the many aspects of a healthy and happy lifestyle.

2.3   Implementation

Key stage 1 & Key stage 2

Our curriculum inspires our pupils and provides development and learning opportunities, ensures learning takes place, develops key relationships and makes sure children feel secure, in line with NC documentation. The seven areas of learning within our curriculum cover:

- Numerical
- Linguistic
- Technological
- Scientific
- Physical
- Aesthetic and Creative and
- Human and Social opportunities

It is also divided into three prime areas; (Communication and Language, Personal, Social Emotional Development (PSED) and Physical Development) and four specific areas (maths, literacy, expressive arts and design and understanding the World). We recognise that pupils are active learners and they learn through their senses. Through exploration, investigation, experimentation, listening & watching as well as through play. It is important that our pupils have opportunities to interpret their environment, learn to make choices for themselves and grow in confidence understanding their value in our school community.

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English, Mathematics and Science are taught in stand-alone lessons and within other subjects where possible (Cross Curricular).

The use of ICT is an essential resource for our pupils to encourage engagement, allow for independent work and reduce the risk of failure, which may often result in behaviour problems. This is evident in the schemes of work and short-term planning.

The need for a high staff/pupil ratio at the school is recognition of the specific needs of our pupils and the importance of flexibility within or outside the school environment. The teaching process is enhanced by the range of accommodation and adult support opportunities available to us, during the school day.

We start and end the day in a structured manner which allows for the transfer of information from the residential setting, sets the agenda for learning clearly, and allows reinforcement of messages of community and belonging. Although structure and consistency are vital, there are opportunities built into the timetable where pupils may have a choice of an agreed activity (Friday reward afternoons), or for therapy, or individual time with someone to support. This balance is constantly monitored and reviewed to ensure we are responding appropriately to needs and likes as they arise.

All core and foundation subjects take place at varied times of the day. However, certain lessons maybe re-shuffled/imbedded at different times, due to the nature and concentration levels of our pupils. This will vary, depending on the pupils present at FHS. Each classroom at FHS, has its very own timetable. This is tailored towards the needs and capabilities of the pupils based within that environment. 'One size does not fit all'.

Cross curricular project work is also an opportunity to provide enrichment activities integrated within the curriculum. The local community is a rich resource, which we utilise wherever possible, for example, for Humanities; historical, geographical and religious research and investigation.

Meeting pupils' needs (Creating a hook)

Tasks and activities are planned with reference to the pupils' needs and interests. The challenge is to re-engage disaffected and insecure pupils in education and therefore we have to choose approaches and resources within curriculum areas which will appeal to them and encourage them to persevere with studies even when it becomes challenging for them. An example of this, is the times tables initiative. From previous experiences, we know that the majority of pupils with concentration and behavioural issues, find learning their times tables very frustrating, which can lead to confrontational situations. Therefore, we made the theme based on 'Pokémon'. This has proven to be a great hook for the pupils and has enhanced engagement, as well as increase attainment.

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We also have a very careful admissions policy allowing us to collect as much information on each pupil as possible giving us (and the pupil) time to get to know them in more detail through staged entry into the school. This also allows us to prepare an individual behaviour support plan which relates clearly and directly to their abilities, needs and interests.

2.3.1 Extra Curricular & PE:

The school staff team also offer the opportunity for any extra-curricular activities, in which the pupils wish to embark upon. This is closely worked alongside the care team. One example of this is action links to swimming. During their time at FHS, pupils will have the opportunity to undertake private swimming lessons, which is imbedded into their educational timetable. During the school holidays, this can overrun and therefore link to an extra-curricular activity.

Furthermore, as a part of our pupils' eclectic timetables, PE is also implanted and covered on a weekly basis. Each half term, the pupil's undertaker a different activity, that stretches their physical, mental well-being, creating more confident, well-rounded and physically healthy young people. The activities covered within the 6-year rolling plan, are as follows:

- Tennis,
- Parkour,
- Dance,
- Basketball,
- OAA
- Badminton
- Archery
- Mountain Biking
- Cycling
- Rock Climbing
- Introduction to a gym (PEP creation)
- PGA Golf

The head teacher obtains various links in and around the city and therefore can out-source various experts/coaches in their chosen fields, to offer a wider range of fun and engaging activities. The head teacher also believes that all pupils need to experience a variety of sports, in order to broaden their minds.

2.3.2 PSHE:

Also linked with our 6-year rolling plan, is a complex set of PSHE SOW, which covers a multitude of areas from festivals (Eid al-Fitr) and celebrations (Christmas, Easter) to safeguarding and prevent issues (extremism and knife crime).

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We believe at FHS, that is extremely important to prepare our pupils for the real world and give them an insight to what happens and what to expect when they join sociality, during the next phase of their life…'Life After FHS'. The SOW are run once a week and the themes/topics change weekly/half-termly/termly.

Moreover, in order to promote SMSC and British Values further, we host a number of opportunities, to allow our pupils to exercise the freedom of speech. These are as follows:

- A 'Thinking Key' 3-times a week, which is conducted when our pupils arrive into their classroom to start their educational day. The school team feel that each key provided is a great settling activity that stimulates their minds and prepares them for their upcoming day. At the start of each 'Thinking Key', a topic/question is wrote on the classroom board for all to see. This is then discussed, and pupils record their opinions, drawing and writing other key notes that they feel are appropriate, in their 'Thinking Key Books'.
- A school assembly is held each Monday morning, whereby the pupils will discuss a range of topics, ranging from; the weekly on-goings in school, to any negativity that may have impacted our daily procedures.
- It's been decided that the pupils of FHS are going to form a school council (Incorporating democracy), so that they can obtain more of a voice, in all decisions made within the school.

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 to 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 decided 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.

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4. Any building modifications maybe 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.

2.3.3 Incredible Edible Farm:

The school feels it is vital that the pupils have the opportunity to learn outside of the classroom at least once a week. Therefore, each Tuesday (term time only), the pupils of FHS, are taken to a farm known as 'The Incredible Edible Farm'. The Incredible Farm is a unique project offering inspiring activities to engage and teach all ages about creating a sustainable food future. Incredible Farm is a stand-alone, not-for-profit social enterprise.

The range of activities that all our pupils undertake at the farm, are as follows:

1. Cooking the local produce;
2. Tending to the livestock at the farm (chicken, cows and pigs);
3. Foraging and picking the local fruits and flowers;
4. Re-house and fixing housing for the local wildlife;
5. Embarking upon long walks, covering many miles, over various terrain;
6. Tending to the bee's and preparing the honeycombs for business sale;
7. Having fun and being a child at heart!

The work/activities that all pupils encounter at the farm, are linked towards the NC, covering the majority of the seven areas of learning.

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2.3.4 Timing of the School Day:
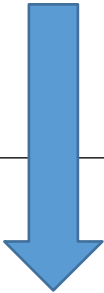
Monday – Friday	Time:
Meet & Greet – Check In	9:00 – 09:20
Lesson 1	9:20 – 10:15
Break Time	**10:15 – 10:30**
Lesson 2	10:30 – 11:15
Lesson 3	11:15 – 12:15
Lunch	**12:15 – 12:45**
Lesson 4	12:45 – 13:30
Lesson 5	13:30 – 14:30
Celebration/Points Check/ Reward time.	14:30 – 14:45

2.3.5 Timetable example:

	Mon	Tues	Weds	Thurs	Fri
	PE Day	**Farm Trip**	**Therapy Day**		**Reward Day**
20 mins 9:00 – 9:20	INTRO/Check in Assembly/ Homework Check	Incredible Farm	INTRO/Check in **'Thinking Key'**	INTRO/Check in	INTRO/Check in **'Thinking Key'**
55 mins 9:20 – 10:15	Reading for understanding (comprehension) Writing		Reading for understanding (comprehension) Writing	'Big Write' Topic of choice OR designated picture.	Science SOW
Break 10:15 – 10:30	**Supervised by residential staff**		**Supervised by residential staff**	**Supervised by residential staff**	**Supervised by residential staff**
45 mins 10:30 – 11:15	(10:15 – 10:45) 'Thinking Key'		**Therapy** **'Chill Time'** Maths	Bug Club & SPAG	Reading for understanding (comprehension) Writing
60 mins 11:15 – 12:15	(11:00 – 12:00) PE		History **(SL & JS)**	Maths/number skills/counting maths games & mini breaks as required	Art & Crafts

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Lunch 12:15 – 12:45	Supervised by residential staff		Supervised by residential staff	Supervised by residential staff	Supervised by residential staff
45 mins 12:45 – 13:30	Maths/number skills/counting maths games & mini breaks as required		RC - Maths **Therapy (12:45-1:45pm)**	ICT	Reward (If earned) Catch up in not
60 mins 13:30 – 14:30	Bug Club & SPAG		Art	PSHE/RE	Reward (if earned) Catch up in not
Celebration 14:30 – 14:45	Praise + Positive feedback of the day Points Totals	Praise + Positive feedback of the day Points Totals	Praise + Positive feedback of the day Points Totals	Praise + Positive feedback of the day Points Totals	Certificates if any Points Totals

2.4   Impact

2.4.1   Our overall goal is to create an environment which allows our pupils to achieve their own academic targets, as well as SMSC values. This includes working in an integrated way, with care and clinical teams to:

- Progress towards their academic age-related expectation
- Increase social and emotional awareness
- Pupils that have had long/sustained periods of time out of education, will be presented with the opportunity to follow a personalised educational timetable, studying the 7 areas of learning.
- Pupils will be able address previous trauma and plan for a positive future (mentally and emotionally), by working closely with their assigned Five Rivers clinical psychologist (one a week).
- Allow pupils to build and maintain positive and meaningful relationships with both staff and peers
- Re-establish trust in adults and their intentions
- Increase self-esteem and belief in their abilities
- Develop further communication skills and the ability to verbalise needs.

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2.4.2   How will we identify the impact?

The educational team will identify the success of each pupil and the impact that their personalised curriculums have had, via the following avenues:

- Assessment and attainment – *staff are able to link each lesson's success criteria (regardless of their outcome), that each pupil obtains on a daily/termly basis through the assessment tool 'Bsquared'. This is then recorded/monitored on each pupil's 'Pupil Profile'.*
- Pupils attitude towards learning – *Staff will constantly assess how each pupil presents themselves, when the work/daily timetable is presented/discussed.*
- Work produced in books/lessons – *The marking that is undertaken, will provide staff with the opportunity to assess each pupil's efforts and the presentation of their work. This is then marked, according to the schools marking policy and EBI's are set/communicated.*
- Pupil voice – *All pupils are asked on a daily (pre-start of their school day), weekly (during the scheduled assemblies) and on a half termly basis (via the official pupil voice electronic documents), on their thoughts and feelings, relating to how they feel in school and what resources/activities would they like the school staff to purchase/create for future use. Also, during the assemblies, various topic and themes are covered, ranging from what's going on around the world, to what's happening in school, that week.*
- Pupils using their knowledge in the wider setting - *From what the pupils have learned, they are then able transfer their knowledge/skills developed. For example: 'Hygiene' (PSHE); from the associated lessons, they are then able to understand why it's key to remain clean and lead/maintain a healthy lifestyle.*
- Review of objectives and targets set from PEPs and annual EHCP reviews.

2.5   Organisation and Planning

2.5.1   The curriculums have been planned to ensure that all National Curriculum requirements are met, and that progress is made in the key areas of learning:

- Communication, language and literacy
- Mathematics
- Personal, social and emotional development
- Knowledge and understanding of the world
- Physical development
- Scientifically

2.5.2   Planning is organised on several levels; long term curriculum mapping to ensure progression in all curriculum areas throughout Key Stages 1 & 2 medium term plans to

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indicate which subjects and topics are to be taught and when, as well as which skills will be developed. Each subject is carefully planned through schemes of work and mapped across the curriculums.

2.5.3   Planning is adapted on a regular basis to take into account the individual and whole group needs of the pupils.

2.6   The Role of the Headteacher

2.6.1   The role of the Headteacher:

- Ensure appropriate coverage of the curriculums
- Monitor pupil progress
- Keep up to date with national developments
- Regularly review planning, progression and teaching strategies
- Manage resources and appropriate differentiation
- Ensure planning & learning is tailored to each pupil's stage of development & individual needs
- Keep Fountain House staff informed of short, medium and long-term plans, developments and strategies across all key stages.
- Ensure that each pupil has a voice via the numerous pupil voice opportunities.

2.7   Curriculum Monitoring and Review

2.7.1   Reviewing planning and policies is an essential practice to ensure that pupils are receiving the highest quality of education available. Our curriculums are regularly reviewed by the headteacher, head of education, residential manager and clinical lead, in consultation with all Fountain House staff. Opportunities to liaise with educational staff in the local area and across the Five Rivers organisation, will be taken whenever possible.

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