



# FIVE RIVERS CHILD CARE LTD

## Behaviour Policy Appendix The Spires

*'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'*

|                        |                   |
|------------------------|-------------------|
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## 1.1 Policy Statement

This details the school specific processes for behaviour at the Spires. 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

Five Rivers supports the objectives of the General Data Protection Regulation (GDPR) & 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 GDPR & Data Protection Act, 2018<sup>1</sup>.

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 principles of the GDPR & Data Protection Act, 2018 and the Five Rivers Data Protection 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 Spires School Rules & Values:

Staff at The Spires support pupils to understand our three key rules. These rules are integral to day-to-day communication around behaviour



These are supported by our school values



### 3 Procedures - The Spires 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
- Merit Points Rewards System
- 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
- Celebrations

#### 3.2 Merit Points Reward System

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

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.

Our parameters centre around our school rules and values which pupils are scored against during each session. This will be reviewed based on the individuals needs and personalised targets that they have. Examples are shown below.

##### Ready Points (1 Point)

- Attendance within the lesson
- Attitude towards learning
- Effort within the session
- Having the appropriate equipment
- Engagement within the session
- Punctuality
- Calm, receptive, settled - good frame of mind for learning
- Listening

|   |
|---|
| <p>Respectful Points (1 Point)</p> <ul style="list-style-type: none"> <li>• Communication with peers</li> <li>• Communication with staff</li> <li>• Respectful of environment</li> <li>• Respectful of self</li> <li>• Listening within the lesson</li> <li>• Polite language</li> <li>• Following of instructions</li> <li>• Following of the rules</li> <li>• Personal space</li> </ul>   |
| <p>Safe Points (1 Point)</p> <ul style="list-style-type: none"> <li>• Behaviour within the session</li> <li>• Behaviour towards staff/peers/environment (keeping themselves and others safe)</li> <li>• Following of instructions</li> <li>• Entering and leaving in a safe manner</li> <li>• Leaving the room may also constitute showing safety if this is part of an agreed plan for this pupil</li> </ul>   |
| <p>Excellence Points (1 Point)</p> <ul style="list-style-type: none"> <li>• Golden buzzer!</li> <li>• Recognition of going above and beyond</li> <li>• Doing the best you can do</li> <li>• Sustained effort to achieve goals</li> <li>• Completing all tasks set</li> <li>• This can focus on behaviour and attitudes as well as other specific learning outcomes.</li> <li>• This may also focus on a reflection from the previous session. E.g a pupil that has struggled to attend a session may receive this point as they have for the first time remained within the session and engaged.</li> </ul> |
| <p>Social Points</p> <ul style="list-style-type: none"> <li>• A maximum of 5 points can be granted for social interactions throughout the day namely during break and lunch times.</li> </ul>   |
| <p>Uniform Points</p> <ul style="list-style-type: none"> <li>• A maximum of 5 point (3 for KS2) can be granted for wearing appropriate school uniform. This may also include wearing PE kit on a day in which the pupil is completing PE</li> </ul>   |

The pupils have 6 lessons a day therefore they can receive up to a maximum of 21 points. Points can be collated and spent within the key stage shop.

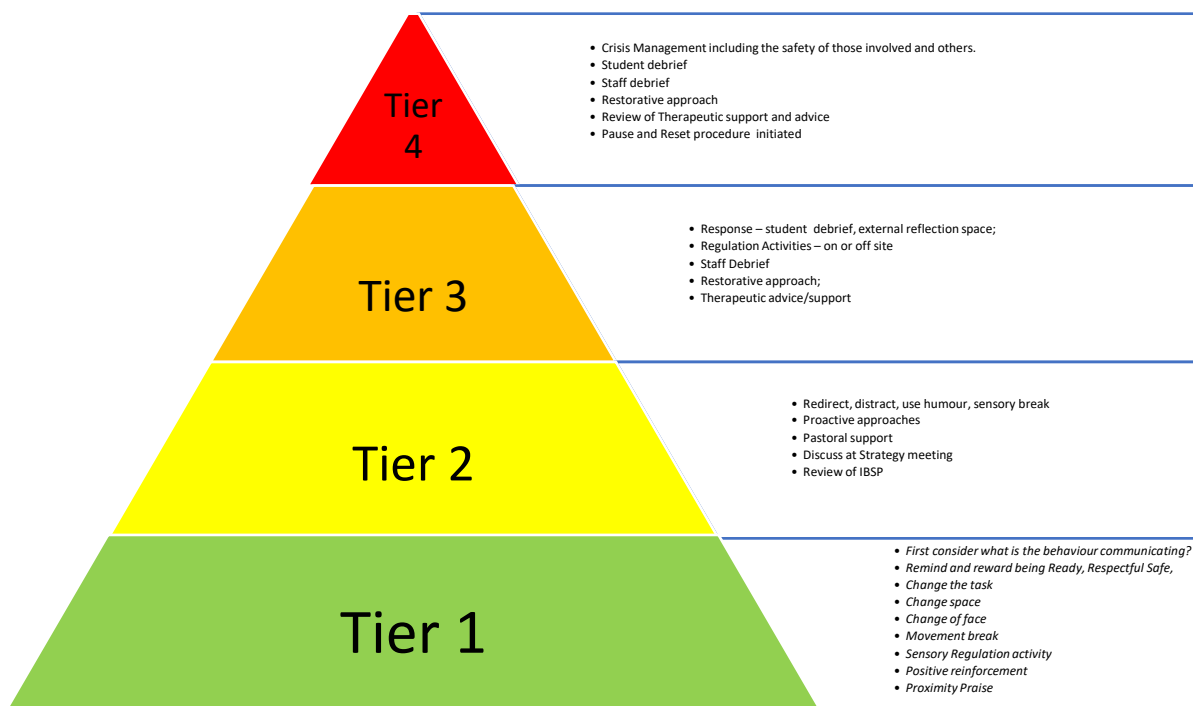
Points are discussed in daily tutor time and reflection takes place on the choices made. The effort made and points gained also allow the pupil to work towards a half termly reward activity. On a Friday afternoon, the pupils have the opportunity to take part in celebration assembly where the highlights and success of the week will be celebrated with all the team.

## 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 1



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

## Tier 2

| LEVEL                                   | TIER 2   |
|---|--|
| Behaviours observed                     | <p><i>E.g. Minor Damages (classroom resources, destruction of displays), repeated refusal of learning or instructions, leaving the classroom, throwing objects , bullying</i></p>                    |
| Response                                | <p><i>Redirect, distract, use humour, sensory break</i></p> <p><i>Proactive approaches</i></p> <p><i>Pastoral support</i></p> <p><i>Discuss at Strategy meeting</i></p> <p><i>Review of IBSP</i></p> |
| Actions and Reporting- Where, Who, When | <p><i>Pupil log - daily</i></p> <p><i>Individual Behaviour Support Plan - updated</i></p> <p><i>Tutor to communicate with relevant parties in school.</i></p>  |

**Tier 3**

| LEVEL                                      | TIER 3   |
|--|--|
| Behaviours observed                        | <i>E.g.</i> Directed verbal or physical aggression, threatening use or possession of unsafe paraphernalia (Drugs/Smoking/Weapons), suicidal ideation, evidence of self-injurious behaviour.<br>Absconding from School. Persistent Bullying   |
| Response                                   | <b>Response</b> – student debrief, external reflection space;<br>Regulation Activities – on or off site<br>Staff Debrief<br>Restorative approach;<br>Therapeutic advice/support  |
| Actions and Reporting-<br>Where, Who, When | RACC MEETING<br><b>AMBER FLAG MEETING</b><br>Clearcare record<br>Pause and Reset<br>Inform parents/carers/Key professionals without delay before the end of the school day.<br>SLT or Headteacher to communicate with relevant parties.<br>Review of Therapeutic support<br>Update Risk Assessment and IBP<br>SEND review<br>Alternative Provision <u>e.g.</u> 1 ACE |

**Tier 4**

| LEVEL                                      | TIER 4   |
|--|--|
| Behaviours observed                        | <b>High Level Behaviours</b><br><i>E.g.</i> Directed violent or abusive behaviours towards another person,<br>use of weapon towards another person.<br>Self harm,<br>suicidal behaviours,<br>safeguarding<br>Absconding & Missing from School.   |
| Response                                   | Crisis Management including the safety of those involved and others.<br>Student debrief<br>Staff debrief<br>Restorative approach<br>Review of Therapeutic support and advice<br>Pause and Reset procedure initiated  |
| Actions and Reporting-<br>Where, Who, When | <b>RED FLAG MEETING</b><br>Clearcare record, informing parents/carers/Key professionals without delay before the end of the school day.<br>Headteacher to communicate with relevant parties.<br><b>Follow Pause and Reset Procedure</b><br>Emergency Annual Review and Review of Placement<br>Reintegration Meeting and Plan with parents/carers, local authority, SEND officer, & key staff (in 48 hours)<br>Update Risk Assessment and IBP |

## 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 particular 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 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
- Daily pupils focused strategy meetings which inform pupils risk assessments and individual plans.
- Hold internal Referral And Complex Case meetings (RACC) to discuss the next steps of support for individuals

## 6. Debriefs and Repair Meeting

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

This will usually be led by the class teacher/ Tutor 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 should attune to the pupils experience during these meetings and reflect upon the behavior displayed

### 6.1 Suspension

We know that learning and development take place more effectively and rapidly when students are in school. However, on rare occasions, the Spires intervention strategies may have a limited impact on the child's ability to self-regulate and be safe within the learning environment. At this point, decisions are made regarding the wider aspect of the child's educational experience and the Head Teacher may make the decision to issue a suspension to enable the relevant services to come-together to review the provision in the best interests of the child.

### 6.2 Suspension- Pause & Reset

We are considerate of the prior experiences of our students here at the Spires, many of whom have negative experiences of school and may have previously experienced suspensions or permanent exclusion. We understand that exclusions and the language around exclusions can have a detrimental effect on the young person and potentially their parent/carer. In order to remain therapeutic and supportive of our student's journey, we have opted not to use the terminology of

exclusion here at the Spires. We do however recognise that there will remain times in which it is in the best interest of the student to have a short period of time away from school, in such cases we will focus on a student centred 'Pause and Reset'. As the technical term for this process remains a suspension, we have an obligation to ensure that these 'Pause and Reset' periods are documented as such.

### 6.3 Reasons for a Pause & Reset (FTE)

Keeping everyone in school safe sometimes means that a student will need to be removed from a situation or have time away from school. We use a fixed-term exclusion only as a last resort. Sometimes this is the only suitable response available to a Head Teacher if all other internal strategies and approaches in our Behaviour Policy have been exhausted or will not be appropriate. A decision to issue a Pause and Reset (Suspension) will usually be taken if allowing a student to remain in school would:

- cause serious harm to the health, safety or welfare of others in the school;
- cause serious harm to the education of the student or others within the school.

The following examples of unacceptable or dangerous conduct may lead to a Pause & Reset (Suspension):

- physical assault, serious actual or threatened violence against others;
- misuse, supply, or intent to supply drugs or alcohol in school;
- carrying or use of an offensive weapon in school;
- fire starting or arson;

There may be other situations where the Head Teacher decides that it is not safe for a pupil to remain onsite, and that suspension is the only appropriate action and sanction. Whilst we would not wish to criminalise students, we may consider police involvement for any of the above incidents. Suspension is an extreme sanction and an absolute last resort.

### 6.4 Procedure for a Pause & Reset (Suspension)

1. The Head Teacher will review all available evidence, speak to all concerned, including the student, before reaching a decision to exclude.
2. We carefully consider the needs of our pupils and reflect upon if the young person was experiencing a crisis situation and if so what were they communicating.
3. They will then consult with the Head of Education in order to make a collaborative decision. This process enables a period of reflection and discussion about suitable, inclusive alternatives.
4. If the decision is made that a young person needs to be taught away from school, we will use the language 'Pause and Reset' as opposed to exclusion, to prevent the negative stigma for the child and their parent.
5. The Head Teacher will consider all the relevant facts and verified evidence to support the allegations made and take into account our policy on equal opportunities and whether any incidents were provoked by racial or sexual harassment.
6. Parents/ Carers will be contacted immediately to discuss the situation and reasons for exclusion.
7. A letter will be sent to Parents/ Carers and the Local Authority commissioner giving details of the suspension, length and date the suspension will end. The letter will remind Parents/ Carers

that for the first five days of any suspension, they are legally responsible for the whereabouts of their child. If their child is found in a public place during school hours, they could be issued with a penalty notice. Parents/ carers can designate a responsible adult, for example, an Aunt, to fulfil this duty.

8. The suspension letter will provide information about the right to challenge a decision and how to make representation about the decision to the Head of Education, using the Complaints Policy and Procedure’.
9. Reasonable steps will be taken to set and mark work for the first five days of suspension.
10. Any suspension should be appropriately recorded on the student’s file.
11. From the sixth day of a suspension, the school will provide suitable education in a place of learning, which may not be on the school premises.

### 6.5 Reintegration Meeting

A Reintegration Meeting will be held at the end of the suspension period. This will be pupil focused and detail how we can support the pupil moving forward.

The meeting will be attended by the Head Teacher or other senior leaders, the Parents/ Carers and the student. Strategies will be agreed to support a smooth and appropriate return to school.

It is best practice to review the situation leading to exclusion with the student and discuss how they could have managed things differently. Staff will identify supportive mechanisms to help the student with modifying their behaviour and avoiding the need for further exclusion.

### 6.6 Permanent Exclusion

The Spires does not permanently excluded pupils. Instead, our Tier process would be initiated the team around the young person would work collaboratively to review and decide upon the most appropriate provision for the individual to be successful.

Our mission is to turn children’s lives around, therefore we aim to exhaust all options. We also want to ensure that we are able to continue to safeguard our pupils and even though sometimes there are significant concerns, being in school might still be the safest place for them.

### 6.7 Terminating a Placement at our School

In rare circumstances, the Head Teacher and other professionals in the team around the child might agree that the school can no longer meet the needs of a student. Sometimes a student’s needs and personal situation may change significantly, leading them to require a very different type of provision. In these situations, exclusion is not usually considered but a well-managed placement move might be appropriate. Professionals’ meetings will take place, where possible including Parents/ Carers. Potential next steps will be agreed with the Local Authority.

# Pause & Reset

## Reintegration Meeting- Young Person Centred

Date of meeting:

People present:

| PUPIL DETAILS   |   |
|---|---|
| <p>Pupil's name:</p>  | <p>Year group/tutor:</p>  |
| <p>Date of birth:</p>   | <p>Name of parent/guardian:</p>   |
| <p><b>Safeguarding</b></p> <p>Is the pupil in care?</p> <p>Is the pupil subject to a child protection plan?</p> | <p><b>Special Educational Needs</b></p> <p>Is the pupil identified as having special educational needs (SEN)?</p> <p>If yes, please give details:</p> |

| DETAILS OF PAUSE AND RESET:                            |                                  |                              |
|--|----------------------------------|------------------------------|
| <p>Date of Pause &amp; Reset:</p>                      | <p>Date of return to school:</p> | <p>Total number of days:</p> |
| <p>What Education was provided during this period?</p> |                                  |                              |
| <p>Details of why a Pause and Reset was required:</p>  |                                  |                              |

| REVIEW OF CURRENT ATTENDANCE   |  |
|--|--|
| <b>Attendance this term</b><br>Number of days absent:<br>Attendance (%): | <b>Attendance this year</b><br>Number of days absent:<br>Attendance (%): |
| Details of any previous 'Pause and Reset' periods:                       |  |

| Discussion and Reflection (non-shaming- be mindful that some pupils may not be able to reflect upon this due to their trauma or experiences) |                             |
|--|-----------------------------|
| Impact upon the young person- What is the behavior communicating?  | Impact Upon Others (peers)  |
| Impact Upon Others (staff)   | Pupils Personal Reflection: |

**Actions: How to help the young person to return and be successful**

| Action | How will we achieve this? | Timescale/review date | Who is responsible for this Action |
|--------|---------------------------|-----------------------|------------------------------------|
|        |                           |                       |                                    |
|        |                           |                       |                                    |
|        |                           |                       |                                    |
|        |                           |                       |                                    |

**Other actions agreed**

Restorative meeting ☐    Review of curriculum offer ☐    Additional SEN support ☐    Outreach- 1ACE    ☐ 1 Ace Virtual    Review of therapeutic support ☐

Emergency Annual Review ☐    Community based sessions ☐    Reduced timetable ☐    TAC meetings (detail frequency) \_\_\_\_\_ ☐

**ADDITIONAL COMMENTS**

Pupil's comments:

Parent/guardian's comments

School's comments:

Signed \_\_\_\_\_  
(pupil)

Signed \_\_\_\_\_  
(parent/guardian)

Signed \_\_\_\_\_  
(school)