



**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
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## 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).

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## 1. 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 Teacher in charge

- 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

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- 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 – allowing pupils a safe and positive forum to voice concerns about behaviour and attitude from that day and reflect upon ways to improve
- 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)
- 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 Education Suite are able to apply these sanctions.

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## 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.

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## 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:

- |                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Arrive to school wearing the correct school uniform</li> <li>2. Try your best within each lesson throughout the day</li> <li>3. Produce excellent work in each lesson</li> <li>4. Be on time for each lesson</li> </ol> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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 70 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 70 points but over 50 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 50 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.

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