



FIVE RIVERS CHILD CARE LTD

Behaviour Support Policy Appendix Field Gate 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	Head Of Education
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1. Behaviour Support Annex

1.1 Policy Statement

This details the school specific processes for behaviour at Field Gate School. This includes rewards and our response to behaviour.

1.2 Terms and Definitions

The below table sets out several 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, 2018¹.

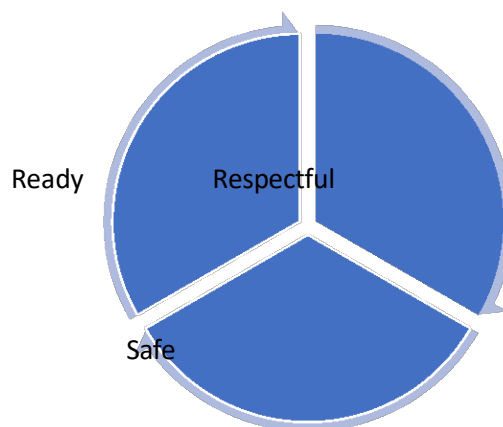
Every member of Five Rivers Child Care has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the principles of the GDPR & Data Protection Act, 2018 and the Five Rivers Data Protection Policy.

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 Field Gate School Rules & Values

Staff at Field Gate School support pupils to understand our three key rules. These rules are integral to day-to-day communication around behaviour.



Staff support students to embrace these rules by

Flourish- We provide each pupil with the correct tools to flourish with their own development

Guidance- We challenge opinions and guide behaviours.

Stability- We are consistent and provide a nurturing base.

3. Procedures Field Gate 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
- Pencil targets with points system to earn enrichment activities weekly.
- Certificates handed out during FGS chat
- 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
- Daily Raffle Tickets issued for use in our tuck shop these can be exchanged for an Amazon voucher

3.2 Points Reward System

We reward and incentivise good behaviour daily through our pencil points and raffle tickets reward system. We set parameters for good behaviours in and out of the school environment, engagement in learning and outstanding achievement. When parameters are met and/or exceeded points are awarded which translate to rewards.

If a pupil has not earned their **Enrichment** due to behaviour choices, they are offered **another chance on Friday morning**. During this session:

- The pupil is set **three specific targets** to work on.
- If these targets are achieved, the pupil earns an **Enrichment Chance Card**.

This structured approach supports pupils in learning from their mistakes and working towards positive outcomes.



3.2.1 Raffle tickets

These are given out by staff to reward positive behaviours such as:

- Polite language/good manners towards peers and staff
- Encouraging peers in learning
- Following football and trampoline charter
- Making good choices during lunch and break times
- Tidying and clearing away resources in the classroom
- Being ready for taxi time
- Opening doors for others
- Being respectful and polite to visitors
- Following rules
- Engaging in restorative conversation with peers
- Being respectful and handling the animals with care
- Making correct choices and following the behaviours rules

3.2.2 Using raffle tickets

Pupils collect their raffle tickets and store them in clear, plastic pots in their classroom. When they chose to do so, they can spend them in the 'Tuck Shop'. This is stocked with a variety of items for pupils to buy such as fiddle toys, sweet treats, drinks and slime. Alternatively, pupils can save them over a period to claim something of greater value such as a football, goalkeeper gloves or having their nails done at school. During the summer months, pupils can also use their raffle tickets in exchange for an ice cream.

3.2.3 Pencil points are awarded for:

- Following pencil point targets
- Being respectful towards peers and staff
- Using respectful and polite language
- Completing tasks set in lessons
- Being in the classroom and engaging in learning
- Taking part in learning even if it is a plan B

Pencil points are discussed at the beginning of every lesson and may be reminded throughout learning time. The effort made and points gained allows pupils to work towards end of the week enrichment in achieving Gold, silver or Bronze. This also allows pupils within each to work together in class in achieving an end of term enrichment.



This week you can earn 130 points



3.2.4 Enrichment

Enrichment at Field Gate School occurs weekly, mainly in the Friday afternoon session. As described above, the level of Enrichment that pupils receive is dependent on how many pencil points they earn throughout the week. The greater number of points, the greater level of enrichment opportunities and budget is available to them. Pupils have the option to choose which activity they go on and can spend time with peers who are not in their classrooms.

Examples of enrichment activities include:

- Trampoline or activity parks
- Bowling
- Cinema
- Shopping
- Walking
- Visiting a park
- Swimming or splash parks
- Ice skating

- Lazer tag
- Climbing wall

Depending on the number level of Enrichment earned, pupils have the chance to eat lunch offsite during the trip.

3.2.6 End of term enrichment

During the school term pupils work towards earning an end of term enrichment. This usually takes place on the last day of term. This enrichment is usually of greater value compared to the weekly enrichment as it rewards pupils long term engagement to learning at school.

Each week pupils collect pom poms which go into a central pot in their classroom. The pot is a visual display so pupils can see they are getting closer to their end of term enrichment as the term progresses. At the end of term, the level of 'End of term' enrichment the pupils can access is dependent on how much they have earned throughout the term.

Bronze = 1 pom pom

Silver = 3 pom pom

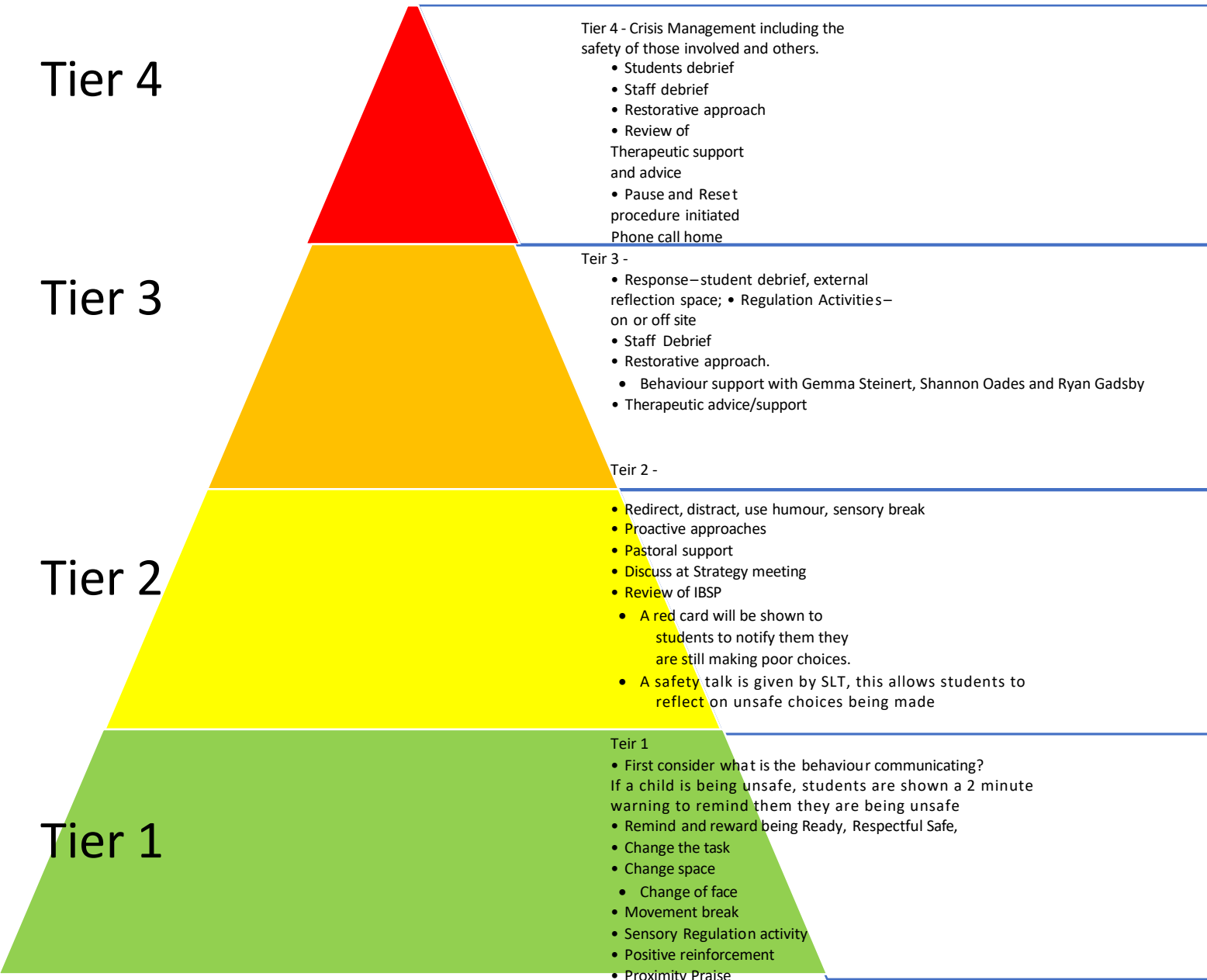
Gold = 5 pom pom

This visual tally acts as a reminder for pupils as they progress throughout the term and helps them keep focus.

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.



4.1 Supporting Resources

At Field Gate School, we maintain a consistent and supportive approach to behaviour. When a pupil makes a poor choice, they are first given a **2-minute Chance Card**—an opportunity to reflect and make the right decision.

If the pupil does not make the correct choice within this time, a **Red Card** is issued. This is followed by a **Safety Talk** during the pupil's break time, where staff will discuss the behaviour, its impact, and strategies for making better choices in the future.

This approach helps pupils take responsibility for their actions while ensuring a safe and respectful learning environment for all.



Figure 2 Yellow Card - 2-minute chance. An opportunity to make the right choice



Figure 1 Red Card - A visual prompt. This is used where pupils have not made the right choice. This results in a natural consequence.

4.2 Animals

Our animals are a valued part of life at Field Gate School. Every pupil has the opportunity to visit and care for them daily. This helps build empathy, responsibility, and connection.

However, if a pupil is **not respectful or responsible** around the animals:

- Their **Animal Pass** will be removed for the **following break time**.
- This gives time to reflect and understand the importance of treating animals with kindness and care.



4.3 Natural Consequences

At Field Gate School, we believe it is important to educate our pupils around staying safe. This applies to time spent in school and out in the local communities.

Outlined in the flowchart below, are clear examples of certain behaviours that are not acceptable. If pupils participate in any of the following behaviours, they will receive a natural consequence. Pupils receive an educational safety talk during break or lunch time. If a pupil engages in more than one of these behaviours in the same day, this will result in in offsite learning the next day.

Being Safe at FGS

If you hear the word unsafe being used by staff this is when we are worried and we may need to react differently to how we usually would to ensure no one gets hurt. It's our job to keep you and every person around you safe, we can only do this with your help!

1.

If a you are being told you are being UNSAFE please stop and think. Staff are worried for mine or someone else's safety.

2.

If I continue to make UNSAFE choices this will lead to me having a consequence that will make me unhappy.

3.

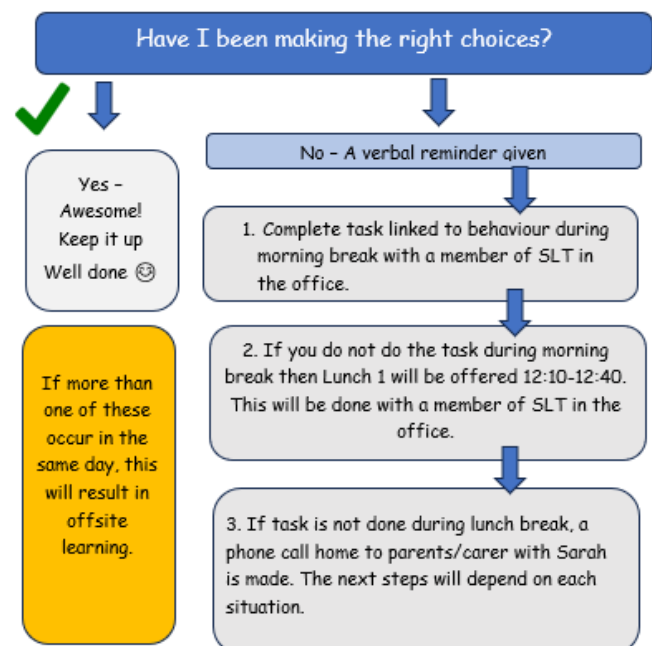
If I make a safe choice I will be rewarded and I will receive no consequence.

Please help to keep Field Gate School the SAFE, HAPPY place we all love!



What is not okay at Field Gate School...

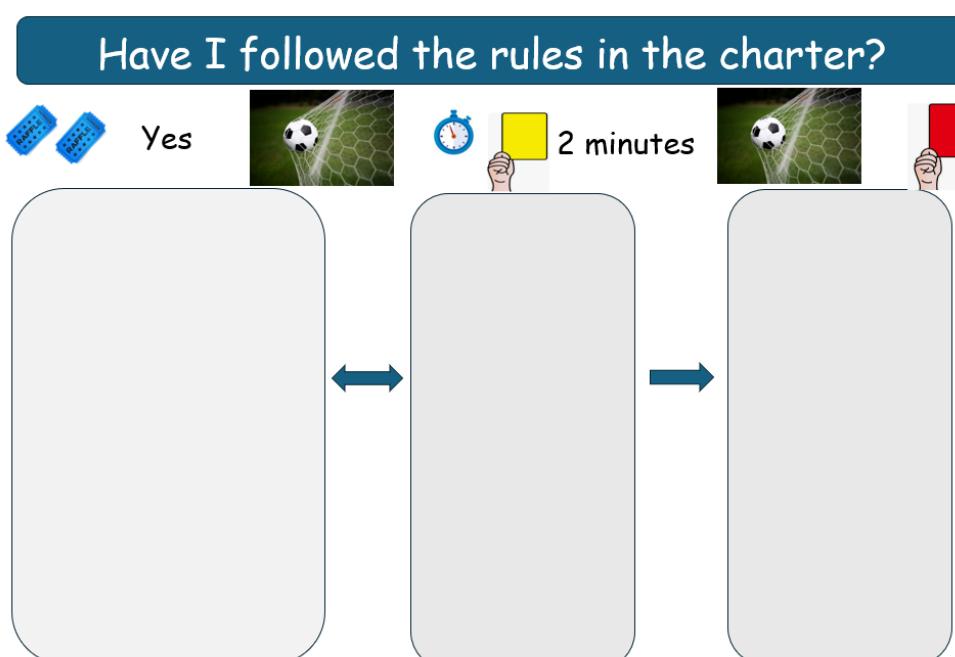
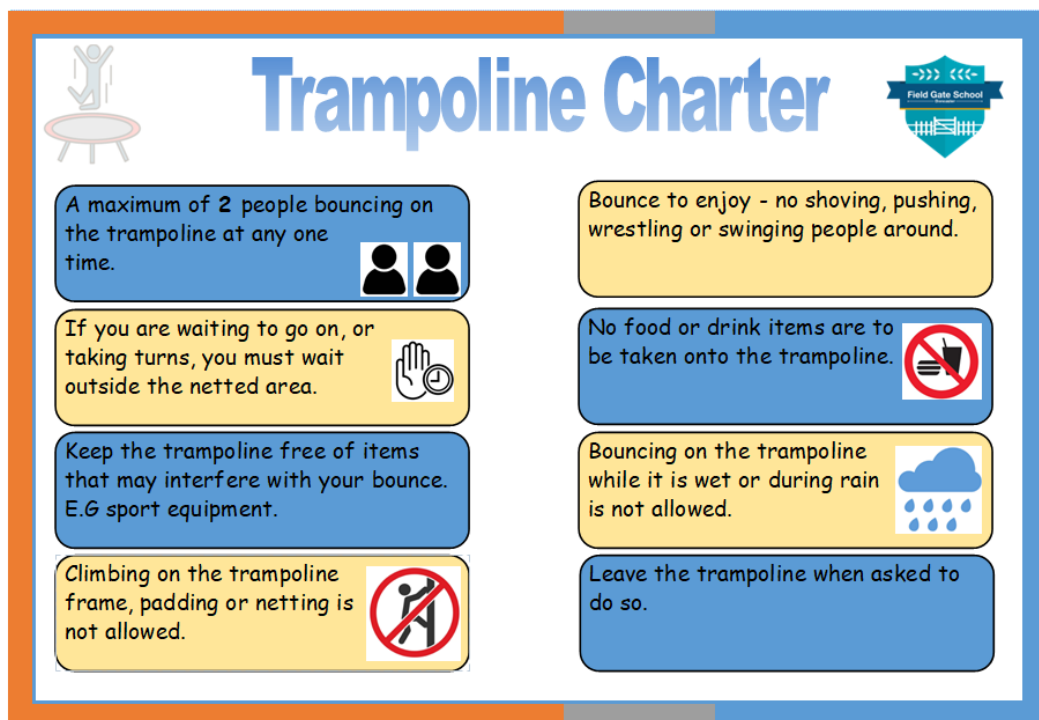
- Leaving site with no permission
- Climbing on something forbidden e.g. on a roof or a wall
- Hiding from staff
- Being an unsafe passenger in a vehicle
- Being unsafe in the community
- Violence against pupils or staff



4.4 Charters

These are used in school to support staff in their delivery of clear and consistent boundaries. They provide a clear outline of rules and expectations for pupils to see and follow. It also outlines clear pathways which are followed if behaviours are not acceptable.

The use of the word 'Charter' has been carefully selected instead of 'rules' to avoid triggering any negative perceptions that pupils may have from previous educational settings.





FGS vehicle charter

Always wear a seatbelt -
Fit before moving, remove
when vehicle has stopped.

Seating plan - Sit in the
correct seat as instructed
by staff.

Remain seated - Ensure
you remain in your seat
while travelling.

Respect - Keep your hands
and feet to yourself,
respect personal space.

Avoid distractions - Loud
noises or distractions while
moving can be dangerous

Clean as you go - Remove
litter as you go.

Respect the vehicles. Any
damage caused will trigger
a natural consequence.

Ready to go - When leaving
site, do so quickly to avoid
any delays.

Listening - Follow the staff
instructions at all times.



Staying safe while in the school vehicles is so important. This charter is
in place across all journeys taken in school or staff vehicles.



4.5 FGS Vehicle Charter

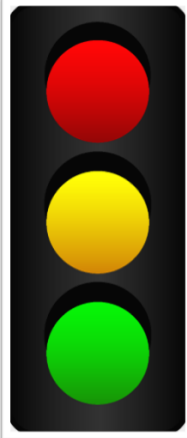
This charter was developed to promote and encourage responsible behaviours to be displayed while travelling in staff or school vehicles. This offers clear guidance for pupils to follow and allows them chances to make positive behaviour choices. This also helps staff to deliver a consistent message around safety in the vehicles.

The use of raffle tickets is also encouraged during journeys to reward and incentivise positive behaviour choices. 2 x raffle ticket are rewarded for journeys where the charter has been followed.

Pupils are encouraged to sign up to the charter prior to travelling in a vehicle.

In addition to the vehicle charter, pupils also have seating plans for the vehicles. This helps to support pupils by the making the journeys as predictable as they can be.

GO CARD

	AM	PM
	Intervention 1:	Intervention 2:
	Lesson 1:	Lesson 3:
	Break:	Break time:
	Lesson 2:	Lesson 4:
	Lunch 1:	
	Lunch 2:	Reflection time:

The **Go Card** is a targeted behaviour support tool designed for students who continue to struggle with making positive choices, even after other strategies have been implemented. It provides a clear, visual way for students to monitor and reflect on their behaviour throughout the school day.

How It Works

- **Starting Point:** Every student on the Go Card begins each lesson on **Green**.
- **Positive Behaviour:** Students who make appropriate choices—such as staying in lessons, following safety procedures, and showing respect to peers and staff—remain on **Green**.
- **Behaviour Concerns:**
 - If a student begins to display unsafe or disrespectful behaviour, they will move to **Yellow**.
 - Continued poor choices will result in a move to **Red**.
- **Reset:** Behaviour points reset at the start of each new lesson, giving students a fresh opportunity to succeed.

Monitoring and Rewards

- **Tracking:** Class HLTAs will monitor and record Go Card progress throughout the day.
- **Daily Reflection:** At the end of each day, the student will meet with a member of the SLT to review their Go Card. Together, they will reflect on the day's behaviour and celebrate positive choices.
- **Recognition:** Students who consistently stay on Green will be rewarded for their positive behaviour.

Review Process

Go Cards are reviewed weekly to determine whether continued support is needed or if the student is ready to transition off the system. Communication between staff and SLT at this stage is important.



4.6 Swearing and Inappropriate language

Field Gate school is committed to creating a safe, respectful, and supportive environment where all pupils and staff feel valued. The way we communicate with each other plays a big role in this. We encourage high expectations around language use, with a focus on using respectful words and helping pupils develop positive communication skills.

Swearing or the use of inappropriate, offensive, or aggressive language is not permitted within school. We understand that swearing can be harmful and make others feel upset or even unsafe.

4.6.1 Our approach

We recognise that some pupils may struggle with emotional regulation or impulsive language use. Our response is understanding, reflective, and restorative.

- Staff respond calmly, modelling respectful communication.
- Pupils are supported to understand the impact of their words. This may be through restorative conversations or reflective time with an adult.

Consistent or significant use of inappropriate language may result in further action, including contact with parents/carers, bespoke interventions, or adjustments to behavioural support plans.

How do we do this? We use positive reinforcement such as verbal praise and use the raffle ticket system to reward good choices. We also encourage pupils to consider and use alternative language choices. This is often done using the PACE approach.

Raffle Tickets – At the start of every day, each pupil starts with 5 blue raffle tickets. These are different in appearance to the raffle tickets which pupils receive for making good choices around school. If pupils do not swear during the day, they get to keep the 5 tickets. They have a value of 10p each, meaning pupils can earn 50p each day towards their tuck shop budget. This totals an additional £2.50 per week as an incentive.

These raffle tickets can be taken away from pupils if language choices are not in line with schools' expectations. Each time they swear a raffle will be removed from their jar, up to a maximum of 5 per day. Staff are encouraged to use a consistent but understanding approach when making the decision to remove. For example, if a pupil swore 4 times during a period of dysregulation, this would result in the loss of 1 ticket, not 4.

Certificate and praise given in assembly for pupils who manage to keep all their blue raffle tickets across

the week. The following day signals a fresh start and the chance to keep their 5 blue raffle tickets.



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 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.
- Risk assessments update when behaviour changes are seen
- Updates of ISPs and Risk assessments with morning strategy meetings are discussed about an individual student.

6. Debriefs and Restorative Practice

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

This will usually be led by the class teacher 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 do not continue discussions the following day, staff are to allow students to start each day as a fresh new day.

Staff should attune to the pupil's experience during these meetings and reflect upon the behaviour displayed.