



'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'

Behaviour Support Policy Appendix

Field Gate School

Policy Owner	Headteacher
Authoriser	Head of Education
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1. Policy

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 a number of terms and definitions used within this document:

Term	Definition
Nil	

1.3 Data Protection

The Five Rivers Group supports the objectives of the United Kingdom General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA 2018) and other legislation relating to Data Processing, including the Human Rights Act 1998, the Safeguarding of Vulnerable Groups Act 2006 and the regulations that underpin our services. The Five Rivers Group has a statutory obligation to process personal data in accordance with the provisions of the United Kingdom General Data Protection Regulation (UKGDPR) and the Data Protection Act 2018.

Every member of The Five Rivers Group has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the United Kingdom General Data Protection Regulation (UKGDPR), the Data Protection Act 2018, the Five Rivers Group Data Protection Policy and The Five Rivers Group Data Retention 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
- End of term enrichments
- Star of the week

Star of the week is a reward incentive to show students we recognise their efforts in class and around the school site. Star of the week is rewarded to

students who make great choices, engage in their lessons, earn their pencil points and show kindness towards others. They may also produce an outstanding piece of work, kind to staff and use appropriate language. Pupils are nominated by their class HLTAs and their teachers. In Field gate Chat, students are read out their nominations so they can hear if they have nominated and staff are recognising their hard work. They also receive certificates and star of the week is announced. Students who are awarded with star of the week, receive rewards such as: a bag of sweets, a medal and a certificate. They also have the opportunity to chose their favourite staff member to take them to the local café for a drink or their choice and a piece of cake.

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
- Another chance cards are issued to students at SLT's discretion

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

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 charters
- 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

Using raffle tickets

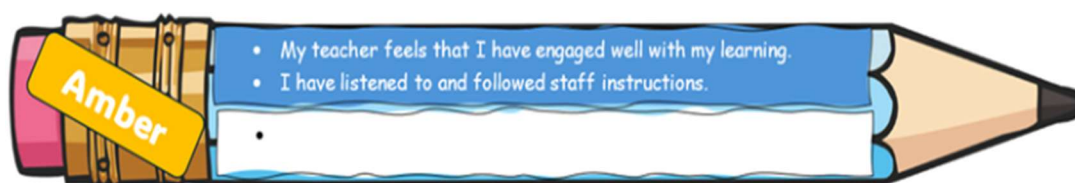
Pupils collect their raffle tickets and store them in clear, plastic pots in their classroom. When they chose to do so, they can spend them in the 'Tuck Shop'. This is stocked with a variety of items for pupils to buy such as fiddle toys, sweet or treats. Alternatively, pupils can save them over a period to claim something of greater value such as an Amazon gift voucher.

3.3 Behaviour Support Annex

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



Bronze = 80 A Free activity	Silver = 100 Offsite activities up to £5	Gold = up to £10 offsite activity
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3.4 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 to support their social needs.

Examples of enrichment activities include:

- Trampoline or activity parks
- Bowling
- Cinema
- Onsite activities
- Museums

- Visiting a park
- Swimming or splash parks
- Ice skating

3.5 End of term enrichment

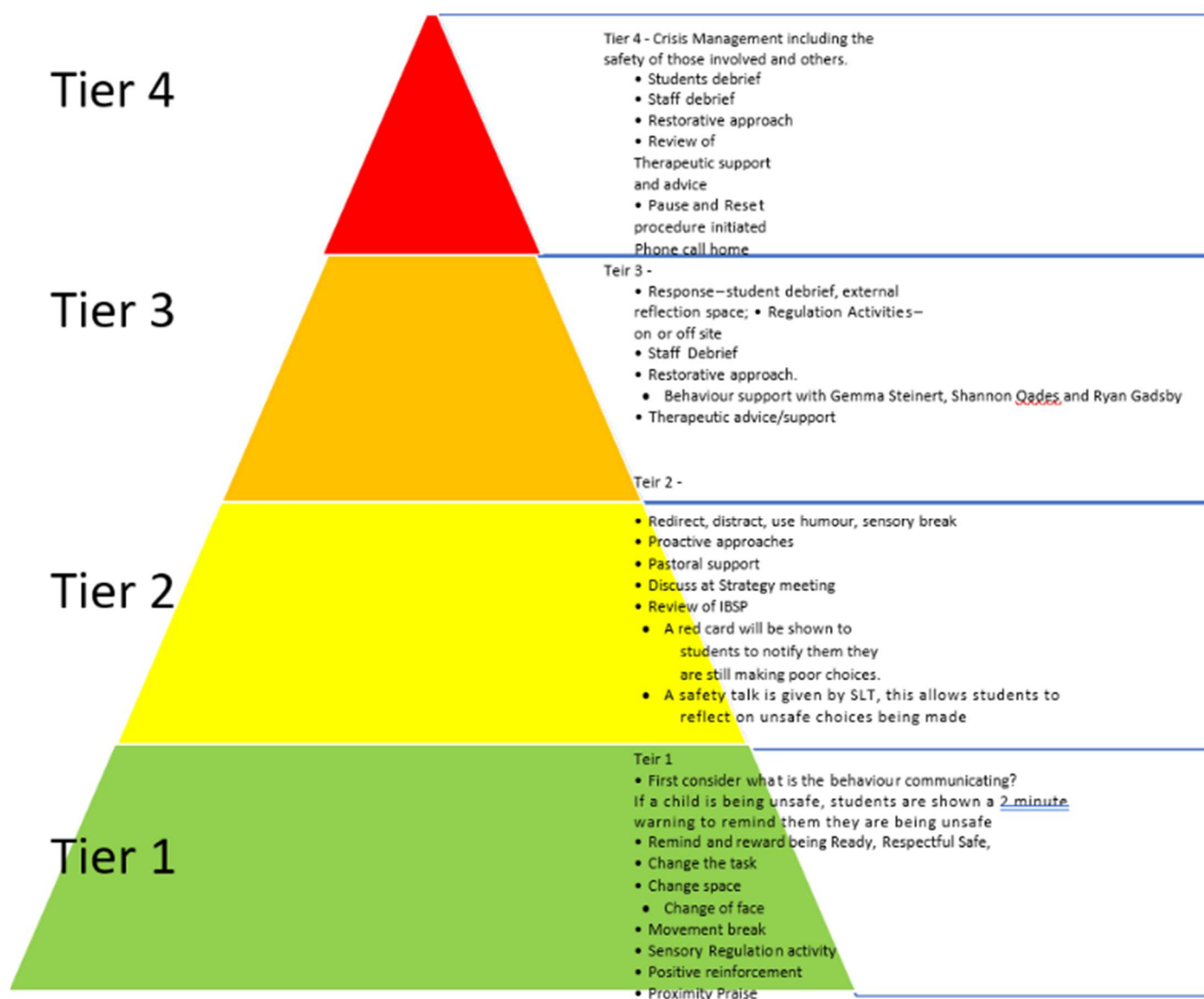
During the school term, pupils work towards earning an end of term enrichment. This usually takes place on the last day of term. This enrichment is usually of greater value compared to the weekly enrichment as it rewards pupils long term engagement to learning at school.

End of term Enrichment is currently being streamlined into a tokens where students will receive so many tokens per enrichment point they have earned, this is then turned into an Offsite activity. This will be shared in the new academic year 2026

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



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 time 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.

Safety time talks

Supportive Reflection Space

Safety Time provides a calm environment for students to talk and reflect after unsafe behaviours without punishment.

Focus on Understanding

Students are encouraged to understand the risks of their actions and learn to make safer choices.

Friendly Staff Guidance

Staff members guide students through



Guidelines for Participation



Attendance Expectations

Missing three Safety Time sessions may lead to alternative actions including parental meetings.



Behavior Review Process

Five Safety Time sessions for the same behaviour triggers a review to find better support ways.



Supportive Approach

Guidelines focus on constructive support, ensuring students feel safe rather than punished.

Why Safety Time is Helpful

Encourages Reflection and Growth

Safety Time provides students with space to reflect on their actions and promotes personal growth.

Supports Emotional and Social Development

Students develop safer behaviors and emotional skills in a supportive, non-judgmental environment.

Guidance from Staff Members

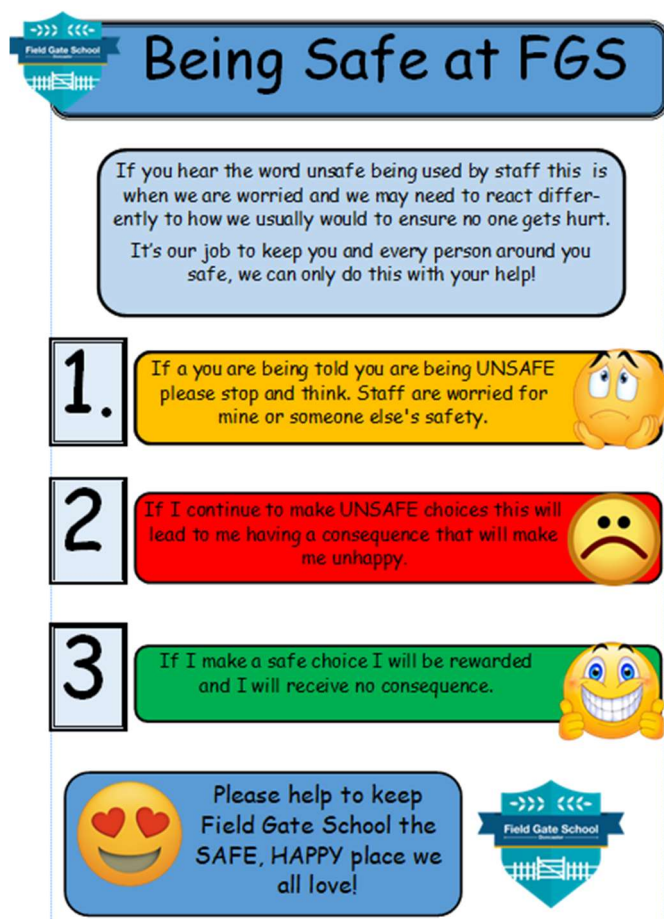
Staff actively guide students through the reflection process, helping them feel supported and understood.

Builds Confidence in Decision-Making

Safety Time helps students build confidence in handling difficult situations through better decision-making.

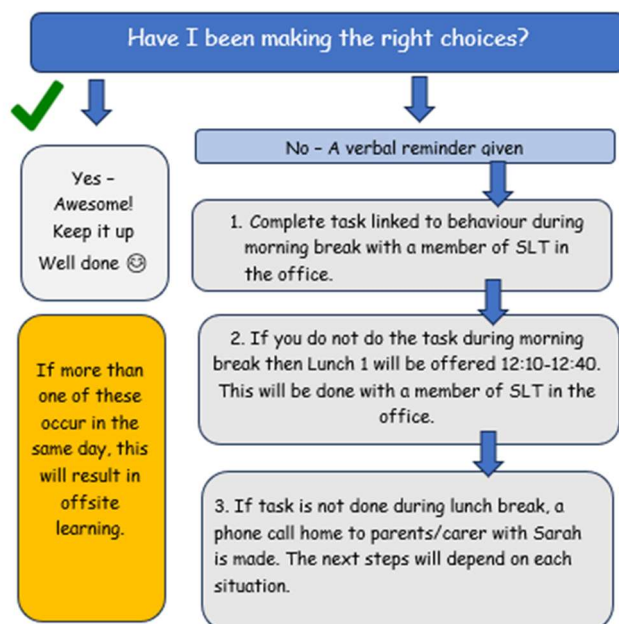
Natural Consequences – At Field Gate School, we believe it is important to educate our pupils around staying safe. This applies to time spent in school and out in the local communities.

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 offsite learning the next day.



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



4.2 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.



Trampoline Charter



A maximum of 2 people bouncing on the trampoline at any one time.



If you are waiting to go on, or taking turns, you must wait outside the netted area.



Keep the trampoline free of items that may interfere with your bounce. E.G sport equipment.

Climbing on the trampoline frame, padding or netting is not allowed.



Bounce to enjoy - no shoving, pushing, wrestling or swinging people around.

No food or drink items are to be taken onto the trampoline.



Bouncing on the trampoline while it is wet or during rain is not allowed.



Leave the trampoline when asked to do so.

Have I followed the rules in the charter?

 Yes



 2 minutes







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.



4.3 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.



FGS Bullying charter

Be kind to others - Make students feel they belong in our school

Say kind words/not hurtful words - Calling someone mean names hurts, say nice things instead

If you say something mean, apologise and move on - Treat others like you want to be treated

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

Hearing others - If you hear someone else being unkind, encourage your peers to make better choices

Be safe - Bullying can happen verbally, physically and online. Ask a bully to stop and ask for advice from a trusted person.

Differences - We all have differences; please try to understand we are all not the same

Report - If someone is bullying you or someone else, let an adult know. A trusted adult will help you

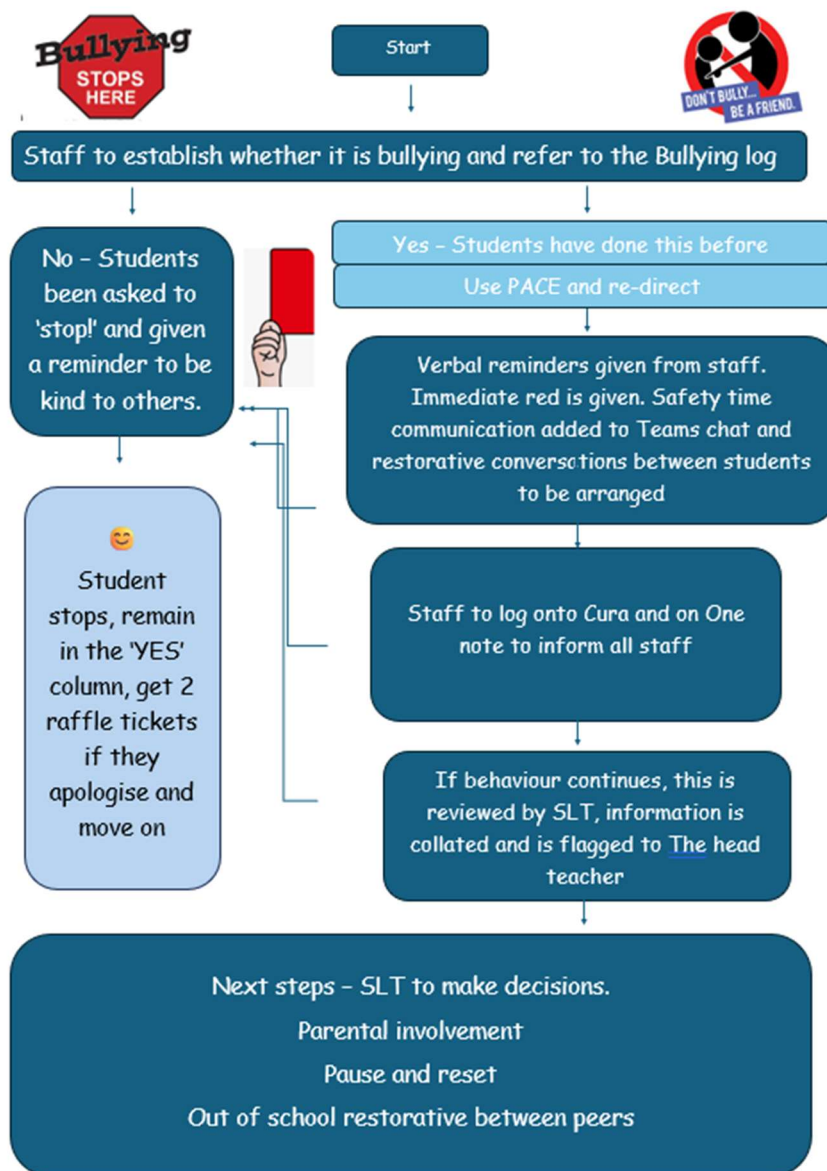
Listening - Follow staff instructions at all times. They help you make better choices



Fieldgate school does NOT tolerate and allow bullying, it is hurtful and upsetting for all involved. Please follow the charter to make sure we are all keeping all safe and happy



To complement the Anti-Bullying Charter, the school has appointed two student Anti-Bullying Ambassadors who provide support for students seeking to raise concerns. This initiative offers pupils an additional avenue to speak with someone if they feel they are being bullied, particularly if they are reluctant to approach a member of staff, or as an initial step in addressing their concerns. The Anti-Bullying Ambassadors are responsible for communicating any concerns to staff members or the behaviour team, who will then follow up appropriately and engage with the students involved.



The bullying flow chart outlines a clear set of expectations that students are able to follow. It supports their understanding of the procedures and consequences that will be implemented should the charter not be adhered to and where bullying behaviour persists. This provides pupils with clear guidance, enabling them to make appropriate choices.

Furthermore, it ensures a consistent approach among staff in responding to incidents, offering appropriate support while ensuring that bullying behaviours are effectively addressed and do not continue. Students are encouraged to sign the charter as a proactive measure to help prevent the recurrence of bullying behaviours.



FGS swearing or Inappropriate Language charter



Swearing - it is not acceptable to swear in school, and you will be pulled up on your language. It is not accepted in the wider community and outside world

Say kind words/not hurtful words - Calling someone mean names hurts, say nice things instead (raffle tickets are rewarded for good choices)

If you say something mean, apologise and move on - Treat others like you want to be treated

Respect each other - Be kind and think before you speak. Your language may hurt other peoples' feelings

Hearing others - If students are making the wrong choices, please don't follow these behaviours - staff will support you. If you are unsure, speak to a trusted adult.

Be safe - Your choice words may upset others, ask for advice, try and think or count to 5 before you speak

Differences - We all have differences; please try to understand we are all not the same

Report - If someone is being unkind to you or someone else, let an adult know. A trusted adult will help you

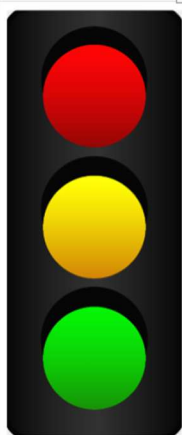
Listening - Follow staff instructions at all times. They help you make better choices



Fieldgate school does **NOT** tolerate swearing or inappropriate comments towards, it can be hurtful and upsetting for all involved. Please follow the charter to make sure we are all keeping safe and happy



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. The Go card is made bespoke to each individual pupil and discussions are had with the Pupils of what incentive they would like to receive.

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.



4.4 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.

Our approach

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

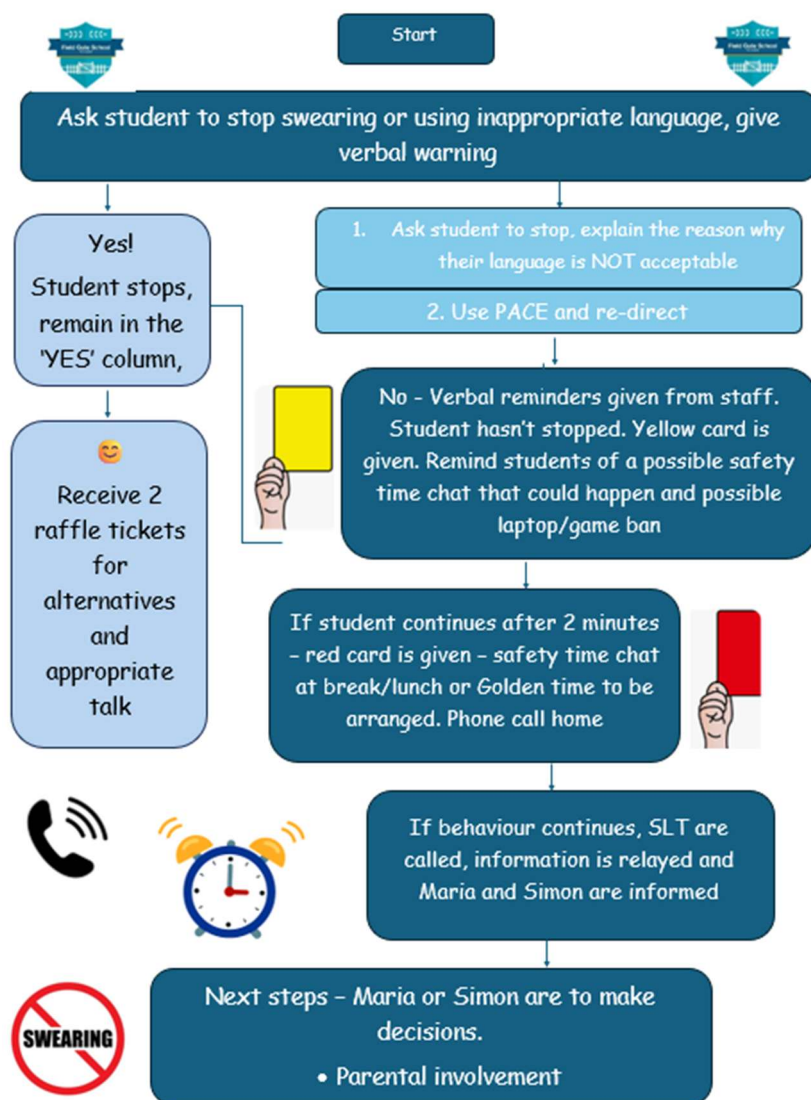
- Staff respond calmly, modelling respectful communication.
- Pupils are supported to understand the impact of their words. This may be through restorative conversations or reflective time with an adult.

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 for using alternative language instead of swearing. We also encourage pupils to consider and use alternative language choices. This is often done using the PACE approach. Students are asked to refer back to the inappropriate language/swearing charter, to discourage the language and to help them get back on the right track.

If Inappropriate language continues, particularly aimed at students, is monitored and staff will refer to the flow chart below:

Swearing and Inappropriate Talk Flow Charter



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 a member of the behaviour team 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.