



'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 Appendix

Sky Vale 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 Sky Vale 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.

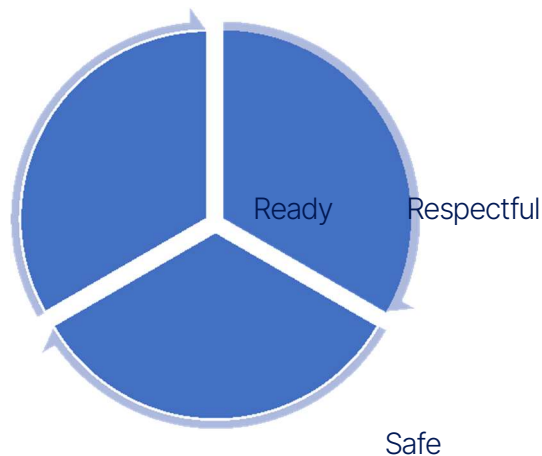
Every member of The Five Rivers Group has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the United Kingdom General Data Protection Regulation (UKGDPR), the Data Protection Act 2018, the Five Rivers Group Data Protection Policy 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 Sky Vale School Rules & Values

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



3. Procedures Sky Vale 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 SVS celebration times
- 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.

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 breaktimes
- 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 choose 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 special stuff. 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.

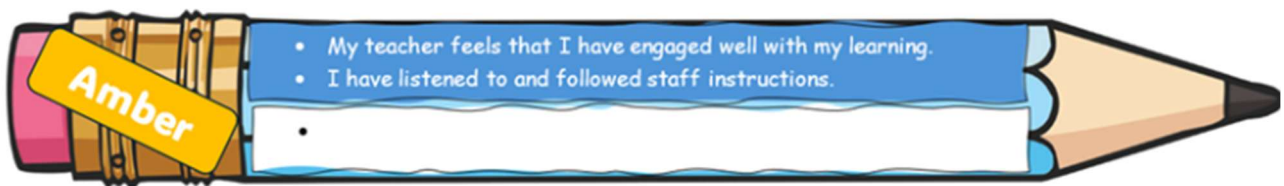
During the summer months, pupils can also use their raffle tickets in exchange for an ice cream.

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 Sky Vale 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.

Tier 4

Tier 4 –

Crisis Management including the safety of those involved and others.

- Students debrief
- Staff debrief
- Restorative approach
- Review of Therapeutic support and advice
- Pause and Reset procedure initiated
Phone call home

Tier 3

Tier 3 -

- Response–student debrief, external reflection space; • Regulation Activities–on or off site
- Staff Debrief
- Restorative approach.
- Behaviour support with Gemma Steinert, Shannon Oades and Ryan Gadsby
- Therapeutic advice/support

Tier 2

Tier 2 -

- Redirect, distract, use humour, sensory break • Proactive approaches
- Pastoral support
- Discuss at Strategy meeting
- Review of IBSP

A red card will be shown to students to notify them they are still making poor choices.

A safety talk is given by SLT, this allows students to reflect on unsafe choices being made

Tier 1

Tier 1

- First consider what is the behaviour communicating?
If a child is being unsafe, students are shown a 2-minute warning to remind them they are being unsafe
- Remind and reward being Ready, Respectful Safe,
- Change the task
- Change space
Change of face
- Movement break
- Sensory Regulation activity
- Positive reinforcement
- Proximity Praise

4.1 Supporting Resources

At Sky Vale 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 Sky Vale School.

Every pupil has the opportunity to visit and care for them daily. This helps build empathy, responsibility, and connection.

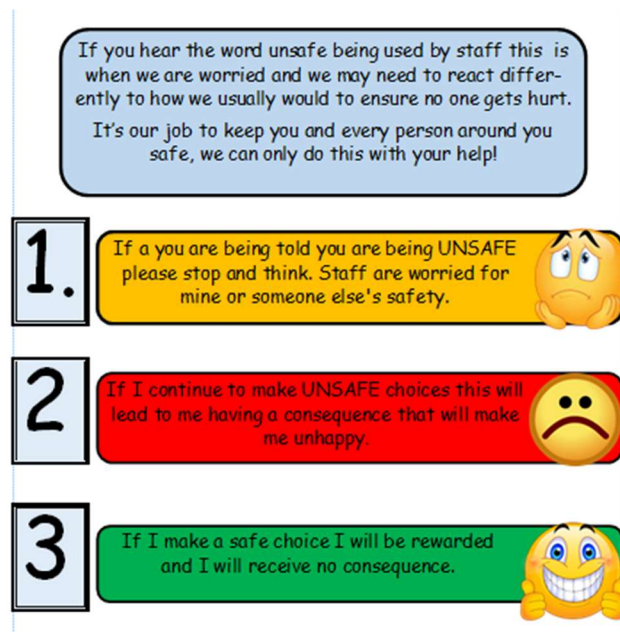
However, if a pupil is **not respectful or responsible** around the animals:

- 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 Sky Vale 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.



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.

Charters are drawn up in consultation with the SV School council.

4.5 Sky Vale School 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.

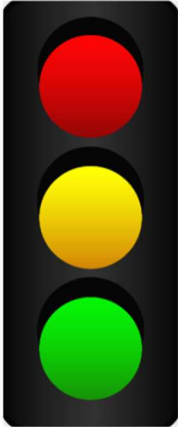
In addition to the vehicle charter, pupils also have seating plans for the vehicles. This helps to support pupils by the making the journeys as predictable as they can be.

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.

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

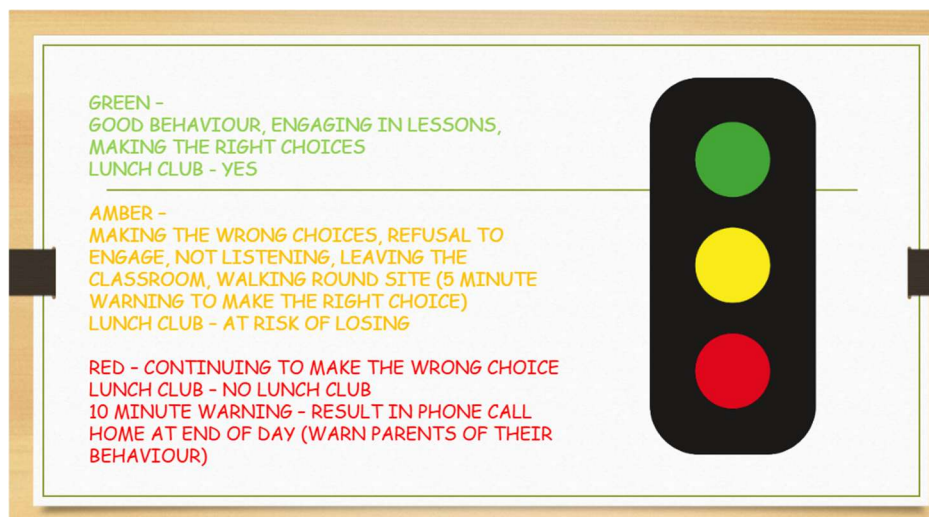
- **Starting Point:** Every student on the Go Card begins each lesson on **Green**.
- **Positive Behaviour:** Students who make appropriate choices—such as staying in lessons, following safety procedures, and showing respect to peers and staff—remain on **Green**.
- **Behaviour Concerns:**
 - If a student 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

Sky Vale 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

