



'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

Gulliver's Activity Centre

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 Gulliver's Activity Centre.
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. Gulliver's Activity Centre School Rules & Values:

Staff at Gulliver's Activity Centre 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 Gulliver's Activity Centre

Rewards at Gulliver's Activity Centre

Gulliver's Activity Centre (GAC) uses a positive, relational and trauma-informed approach to recognising pupils' effort, progress and positive behaviour. Rewards are reviewed regularly to ensure they remain meaningful, accessible and appropriate for the pupils attending GAC.

Rewards may include:

- Specific verbal praise
- Positive communication with parents or carers
- Praise postcards, certificates or letters
- Displaying and celebrating pupils' work
- Personalised responsibilities or privileges
- Positive one-to-one time with a trusted adult
- Small, appropriate tangible rewards
- Recognition of personal progress or achievement
- Weekly Friday Enrichment
- End-of-term enrichment activities
- Reward visits or trips where appropriate

Staff should recognise progress from each pupil's individual starting point. Rewards should celebrate effort, engagement, recovery, safe choices and personal achievement rather than expecting identical behavior from every pupil.

3.1 The GAC Traffic Light System

GAC uses a traffic light system to recognise behaviour, engagement and progress throughout the school week.

Each timetabled session receives a final outcome of either green or red. Amber is used during the session as a reminder and an opportunity for the pupil to make a positive change before the final outcome is recorded.

Green: expectations met

A pupil receives green when they have met the agreed expectations for that session.

This may include:

- Keeping themselves and others safe
- Showing respect through their words and actions
- Taking part in the agreed activity
- Demonstrating effort appropriate to their needs and starting point
- Responding positively to support or reminders
- Communicating appropriately with staff and peers
- Respecting the environment, equipment and personal space
- Following important safety instructions
- Using agreed strategies to regulate
- Returning to learning following a difficult moment
- Working towards an individual learning or behaviour target
- Doing the best they can with the support available



Green does not require perfect behaviour. A pupil may experience dysregulation, need additional support or make a mistake and still achieve green if they respond to

support, make a positive change, repair harm where appropriate or return safely to the session.

Asking for help, using an agreed regulation break or leaving the room as part of an agreed individual plan must not prevent a pupil from achieving green.

Amber: reminder and opportunity to reset

Amber is not a final session outcome. It is a supportive intervention used when a pupil needs time, guidance or additional help to meet the session expectations.

An amber reminder should:

Be given calmly and discreetly

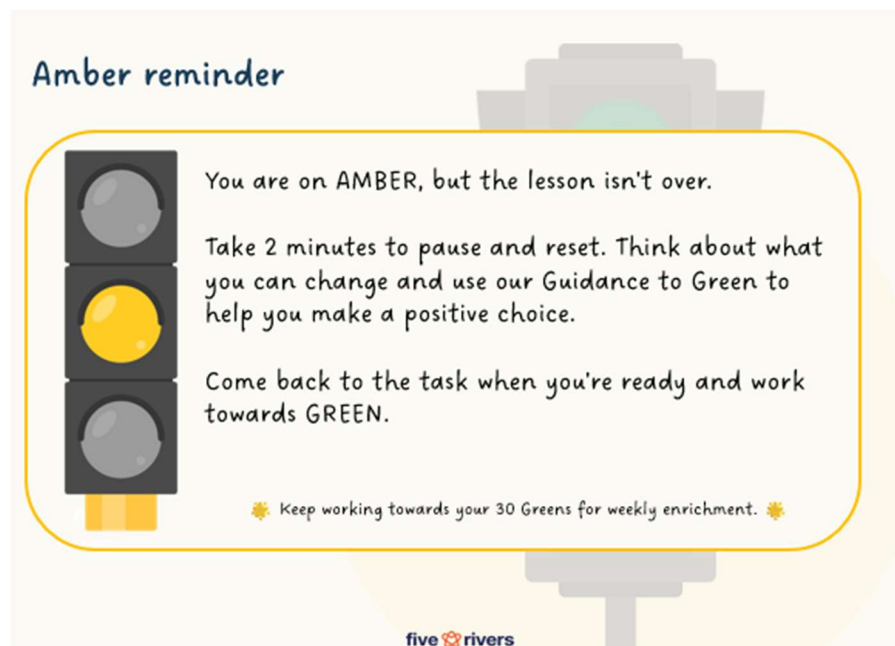
Explain which expectation needs attention

Give the pupil a clear opportunity to make a positive change

Offer appropriate support, co-regulation or reasonable adjustment

Focus on what the pupil can do next

Staff may use more than one prompt or regulation strategy where this is appropriate to the pupil's individual plan and level of need.



Red: expectations not met yet:

A red outcome may be recorded when the session expectations have not been met despite appropriate reminders, support and reasonable adjustments.

Staff must explain the outcome using clear, neutral and non-shaming language.

A red outcome applies only to that session. It does not remove greens already achieved and must not influence the outcome of the next session.

Every new session provides a fresh opportunity to achieve green.

Immediate red behaviors

An amber reminder may not be appropriate where behaviour creates an immediate or significant safety or safeguarding concern. Examples may include:

- Physical aggression intended to harm another person
- Possessing, using or threatening to use a weapon or dangerous object
- Serious threats or intimidation
- Behaviour that places the pupil or another person at immediate risk of significant harm
- Leaving the site or an agreed safe area and creating a serious safety risk
- Serious or targeted discriminatory abuse
- Serious deliberate damage, fire-setting or dangerous misuse of equipment
- Staff must continue to respond calmly, prioritise safety and support the pupil to regulate.

An immediate red describes the seriousness of behavior; it does not mean that support, care or opportunities for repair are withdrawn.



3.1.1 Personalisation and reasonable adjustments

Traffic light expectations must reflect each pupil's age, developmental level, special educational needs, communication needs, individual risk assessment and agreed support plan.

Staff should maintain clear and consistent boundaries while adapting the support used to help each pupil meet them. Fairness does not require every pupil to receive identical support.

Expectations and personalised targets should be:

- Understood by the pupil
- Realistic and achievable

- Reviewed regularly
- Focused on progress and reducing barriers to learning
- Applied consistently by the staff team
- Where staff are unsure about an outcome, the Site Lead should support the decision. Patterns of green and red outcomes should be reviewed to identify unmet needs, triggers, barriers or changes required to a pupil's provision.

3.1.2 Recording session outcomes

Staff will record each session outcome on the pupil's weekly traffic light tracker.

The final outcome should be recorded at the end of the session wherever possible. Staff should recognise what went well and explain any red outcome in a supportive and factual way.

The tracker should remain visible and understandable to the pupil, so they know:

- How many green sessions have they achieved
- How close they are to their weekly target
- That each new session remains a fresh opportunity
- Planned sessions on the pupil's individual timetable form the basis of their weekly target.

Authorised absence, school-directed changes or sessions cancelled because provision was unavailable will not automatically be recorded as red. The Site Lead may adjust the number of eligible sessions where this is necessary to ensure the calculation remains fair.

Unauthorised absence or refusal to attend an available session may be included within the weekly calculation, taking account of the pupil's individual needs and attendance plan.

Reegan's Enrichment Tracker
Every session is a fresh start.

WEEK COMMENCING _____

MONDAY (8 sessions)
GAC Club Lesson 1 Break Lesson 2 Lunch 1 Lunch 2 Lesson 3 Lesson 4

TUESDAY (8 sessions)
GAC Club Lesson 1 Break Lesson 2 Lunch 1 Lunch 2 Lesson 3 Lesson 4

WEDNESDAY (8 sessions)
Key Worker Lesson 1 Break Lesson 2 Lunch 1 Lunch 2 Lesson 3 Lesson 4

THURSDAY (8 sessions)
GAC Club Lesson 1 Break Lesson 2 Lunch 1 Lunch 2 Lesson 3 Lesson 4

FRIDAY (8 sessions)
GAC Club Lesson 1 Break Lesson 2 Lunch 1

WEEKLY TOTAL _____ / 37

ENRICHMENT
REACHED / not yet

AMBER is the reminder and the chance to turn the session GREEN.

five rivers

3.2 Weekly Friday Enrichment

GAC provides weekly enrichment, normally during the Friday afternoon session. A pupil earns Friday enrichment by achieving green in at least 80% of their eligible sessions during that week. The required number of greens is rounded up to the next whole session.

For example:

A pupil with 36 eligible sessions requires 29 greens

A pupil with 20 eligible sessions requires 16 greens

The target is based on the number of sessions within the pupil's individual timetable. This ensures that pupils attending on different timetables can access the system fairly.

Pupils should receive regular updates throughout the week so that the target remains clear and achievable. One red session does not automatically prevent a pupil from earning enrichment.

Where a pupil does not meet their weekly target, they will receive a planned, supervised and purposeful alternative. Staff should use this time to support reflection, regulation, relationship repair and preparation for a fresh start. This must not be presented or delivered as a punishment.

Participation in any off-site activity remains subject to appropriate staffing, risk assessment and safeguarding considerations. Where a separate safety decision affects participation, staff must clearly distinguish this from the pupil's reward outcome.

Enrichment activities may include:

- Trampoline or activity parks
- Bowling
- Cinema visits
- Swimming or splash parks
- Ice skating
- Museums or places of interest
- Visits to parks or outdoor spaces
- Sports and physical activities
- Creative, practical or themed activities at GAC

Pupil preferences should be considered alongside safety, staffing, availability, group needs and budget.

3.3 Additional Recognition

Staff may provide additional recognition for significant personal progress, exceptional effort, helpfulness, kindness, safe decision-making or positive reflection.

This may include recognition when a pupil:

- Attends or remains in a session that they have previously found difficult
- Uses a regulation strategy independently
- Repairs a relationship following an incident
- Supports another person appropriately
- Demonstrates exceptional manners or helpfulness
- Achieves a significant personal or learning goal
- Goes beyond their usual expectations

Additional recognition must not replace the traffic light system or alter the pupil's recorded session outcome.

3.3.1 Raffle Rewards

Raffle tickets are awarded as extra recognition for going above and beyond expectations, such as showing excellent effort, learning, behaviour or kindness. Every ticket can be used to buy an item out of the reward shop!

3.4 End of Term Enrichment

Pupils work towards an end-of-term enrichment activity by achieving green weeks throughout the term.

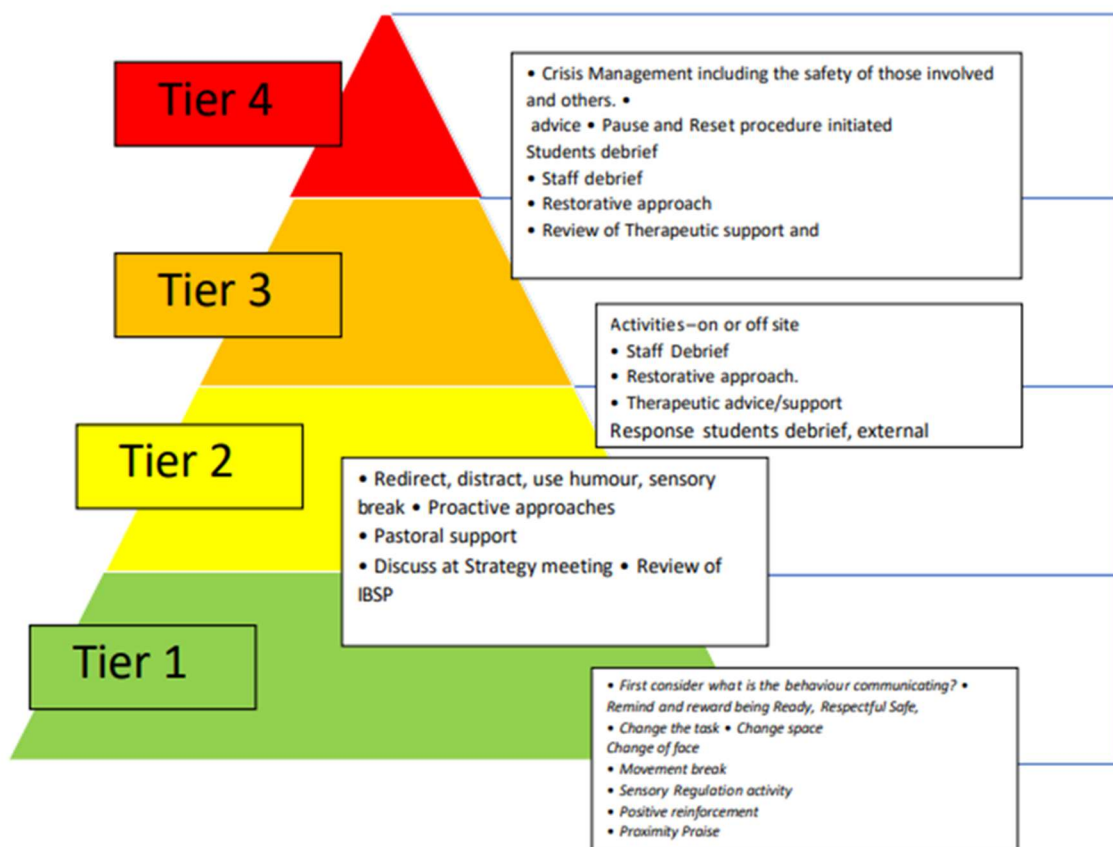
A green week is achieved when the pupil meets their weekly target of at least 80% green sessions.

The number of green weeks required for the end-of-term enrichment will normally equal at least 80% of the pupil's eligible school weeks during that term, rounded up to the next whole week. The required number will be confirmed and shared with pupils at the beginning of each term.

Only weeks in which the pupil was expected and able to access their provision will be included. Adjustments may be made for pupils who join partway through a term, follow a reduced timetable or experience significant authorised absence.

Staff will help pupils monitor their progress across the term. A week in which the target is not achieved does not end the pupil's opportunity to earn the term reward. The following week provides a fresh start and another opportunity to achieve a green week.

End-of-term enrichment will usually offer a more substantial activity than weekly enrichment and may include an off-site visit. Activities remain subject to pupil need, staffing, risk assessment, safeguarding requirements and available budget.



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

LEVEL	TIER 2
Behaviours observed	E.g. Minor Damages (classroom resources, destruction of displays), repeated refusal of learning or instructions, leaving the classroom, throwing objects, bullying
Response	Redirect, distract, use humour, sensory break Proactive approaches Pastoral support Discuss at Strategy meeting Review of IBSP
Actions and Reporting- Where, Who, When	Pupil log - daily Individual Behaviour Support Plan - updated Tutor to communicate with relevant parties in school.
LEVEL	TIER 3
Behaviours observed	E.g. Directed verbal or physical aggression, threatening use or possession of unsafe paraphernalia (Drugs/Smoking/Weapons), suicidal ideation, evidence of self-injurious behaviour. Absconding from School. Persistent Bullying
Response	Response – student debrief, external reflection space; Regulation Activities – on or off site Staff Debrief Restorative approach; Therapeutic advice/support
Actions and Reporting- Where, Who, When	RACC MEETING AMBER FLAG MEETING Cura record Pause and Reset Inform parents/carers/key professionals without delay before the end of the school day SLT or Headteacher to communicate with relevant parties Review of therapeutic support Update Risk Assessment and IBP SEND review Alternative Provision e.g. 1ACE

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

3.5 Supporting Resources

At GAC, we use a consistent and supportive approach to behaviour. When a pupil begins to make an unsafe or unhelpful choice, they are given a 2-minute Chance Card, providing time and space to reflect, regulate and make a positive change.

If the behaviour continues, a Red Card may be issued. This is followed by a Safety Time Talk during break or second lunch. Safety Time is not a punishment, but a calm and supportive opportunity to reflect on what happened, understand the impact and consider safer choices for moving forward.

This approach supports pupils to reflect, reset and move forward positively, while keeping everyone at GAC safe.



Figure 1 Yellow Card - 2-minute chance. An opportunity to make the right choice



Figure 2 Red Card - A visual prompt. This is used where pupils have not made the right choice. This results in a natural consequence.

3.6 Safety Time

Supportive Reflection Space

Safety Time provides a calm environment for students to talk and reflect after unsafe behaviors 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 reflection in a friendly, supportive manner to foster growth and safety.



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.

3.7 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.

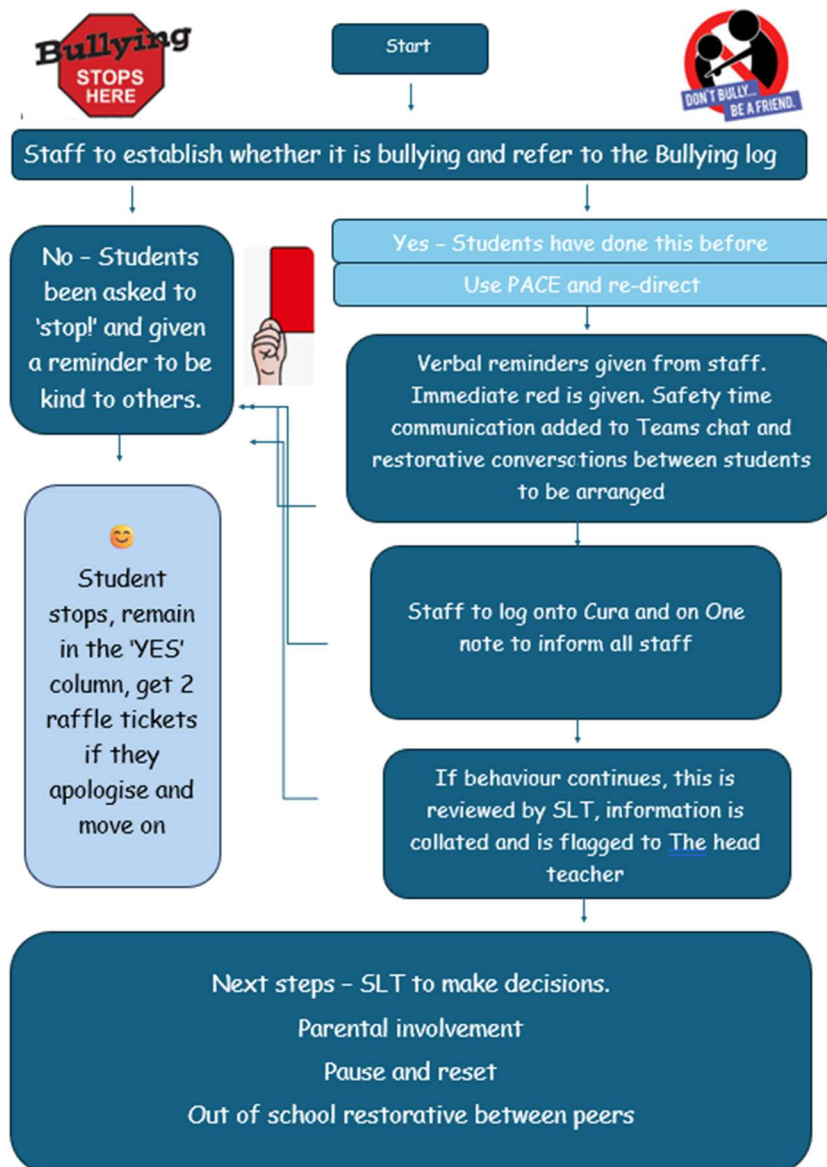
Guidance from Staff Members

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 better

3.8 Bullying



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



3.9 Swearing and inappropriate language

GAC 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

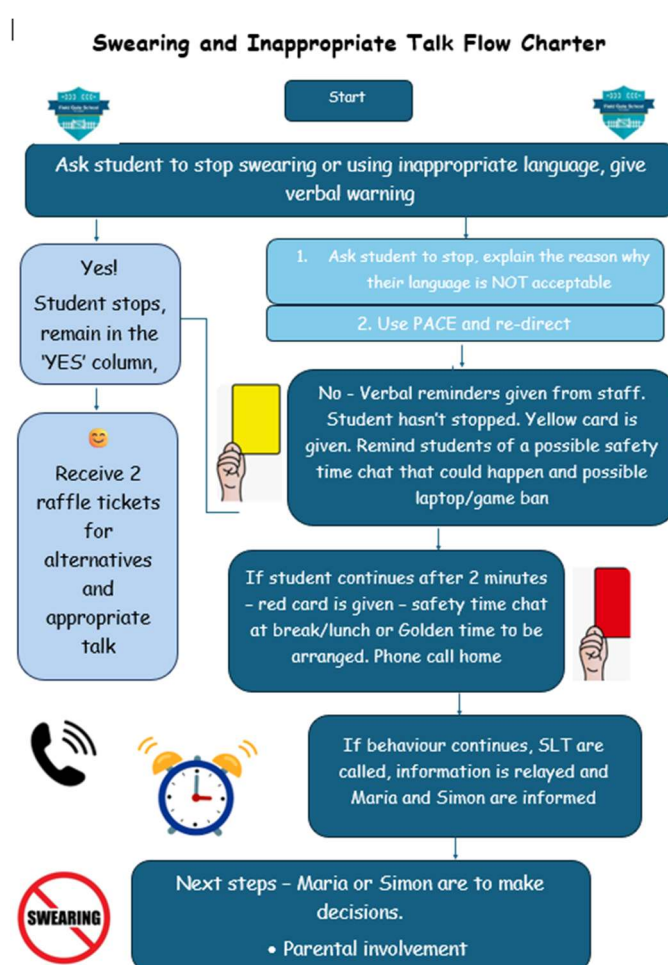
We recognise that some pupils may struggle with emotional regulation or impulsive language use. Our response is understanding, reflective, and restorative.

- 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:



4. 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.
- Hold internal Referral And Complex Case meetings (RACC) to discuss the next steps of support for individuals.

4.1 Debriefs and Repair Meetings

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 behaviour displayed.

4.2 Fixed Term Exclusions

We know that learning and development take place more effectively and rapidly when students are in school. However, on rare occasions, Gulliver's Activity Centre's 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 an exclusion to enable the relevant services to come together to review the provision in the best interests of the child.

Fixed Term Exclusion (FTE) Pause & Reset.

We are considerate of the prior experiences of our students here at the Field Gate School many of whom have negative experiences of school and may have previously experienced fixed term 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 Gulliver's Activity Centre.

We do however recognise that there will remain times in which it is in the best interests 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 Fixed Term Exclusion (FTE), we have an obligation to ensure that these 'Pause and Reset' periods are documented as such.

4.3 Reason's 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 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 (FTE) 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 (FTE):

- 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 of Field Gate School decides that it is not safe for a pupil to remain onsite, and that exclusion 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. Exclusion is an extreme sanction and an absolute last resort.

4.4 Procedure for a Pause & reset (FTE)

1. The Head Teacher of Field Gate School 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 the young person 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 of Field Gate School 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 exclusion, length and date the exclusion will end. The letter will remind Parents/ Carers that for the first five days of any exclusion, 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 exclusion 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 exclusion.

10. Any FTE should be appropriately recorded on the student’s file.

11. From the sixth day of an exclusion, the school will provide suitable education in a place of learning, which may not be on School premises.

4.5 Reintegration Meeting

A Reintegration Meeting will be held at the end of the fixed-term exclusion / pause and reset 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 of Field Gate School 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.

4.6 Permanent Exclusion

Gulliver’s Activity Centre and Field Gate School will endeavour to not permanently excluded pupils, especially before our Tier process has been implemented, a 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 can continue to safeguard our pupils and even though sometimes there are significant concerns, being in school might still be the safest place for them. Terminating a Placement at our School.

In rare circumstances, the Head Teacher of Field Gate School 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.