



## **Greenfields School**

### **Behaviour Policy 2024-25**

<b>Implemented</b>	<b>By Whom</b>	<b>Last Review</b>	<b>By Whom</b>	<b>Next Review</b>
<b>May 2025</b>	<b>R.Hill</b>	<b>June 2025</b>	<b>R.Hill</b>	<b>September 2025</b>

**This policy has been developed in line with the following legislative framework and government guidance:**

- United Nations Convention on the Rights of the Child (UNRC)
- Rights of Children & Young Persons (Wales) Measure (2011)
- Keeping Learners Safe WAG (2022)
- Equality Act 2010
- The Independent Schools Standards (Wales) Regulations 2024
- Rights, respect, equality: Statutory guidance for governing bodies of maintained schools (2019)
- Public Order Act 1986
- Education and Inspections Act 2006
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Communications Act 2003

### **Greenfields School: Culture – Ethos – Mission**

#### **Our School**

Greenfields School is an independent special school for young people with Social, Emotional and Mental Health (SEMH) difficulties for both boys and girls aged 9-16 years old. The school is registered for up to 30 learners and consists of 2 small primary style transition classes to provide a nurturing environment to develop and progress throughout the learning journey and the pupils transition to Secondary education; as well as providing English, Maths, Science, Expressive Arts, Humanities, PSHE and PE lessons for our older students. We are a school that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Located in Newport we therefore benefit from some amazing community spaces where we enhance our curriculum with equestrian skills, free running, farm skills, pottery painting, outdoor learning, swimming lessons, boxing and fitness classes. All the staff at Greenfields School are committed to creating a setting which not only focuses on academic success, but also provides our learners opportunities to develop their social, communication and independent skills

## Mission Statement

***“Preparing young people for the future by providing a sustainable outstanding educational experience where all students realise, pursue and achieve their full potential, enabling them to thrive as adults***

### **The school's approach:**

Our core values at Greenfields School, are those of ‘Present, Respectful and Engaged’ and we are committed to providing a happy, caring, friendly and safe school environment and community for all of our young people and staff so they can thrive, develop and progress in a relaxed and secure atmosphere. As a school focused on trauma informed practice, we are committed to promoting the positive mental health and emotional well being of both staff and pupils.

Staff at Greenfields School believe that in order to enable effective engagement to learn and progress, positive actions and choices in all aspects of school life are desirable. It seeks to create an inclusive, supportive, learning environment in the school by:

- promoting positive behaviours and self-regulation;
- building self-esteem, teaching and supporting skills of self-regulation;
- developing positive relationships based on mutual respect;
- ensuring equality, inclusion and fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention and de-escalation;
- providing a safe environment; free from disruption, violence, bullying and any form of harassment;
- promoting a culture and ethos of shared responsibility towards the whole community;
- promoting equality of opportunity for all;
- eliminating unlawful discrimination and harassment on the grounds of age, disability, gender, gender reassignment, language, race, religion or belief, or sexual orientation;
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school’s policy and associated procedures;

- promoting a culture of praise, encouragement and empathic response in which all young people can achieve and believe;
- limiting fixed term exclusions where possible and using other sanctions, as appropriate;
- **being 'firm on the behaviour but gentle on the child' by tackling the behaviours and not the individual**

## Protect

- All staff members have been trained in 'Maybo', an approach to positive behaviour management, managing conflict and use of de-escalation strategies to support young people in times of dysregulation, minimising need for positive handling. **We are committed to responding to situations if it is necessary, and in a way that is proportionate and reasonable consequences that are linked to the behaviours and consequences document. Any consequences are recorded on behaviour watch in the student reflection section. If it relates to in house points system these are recorded on class charts.**
- Each staff member has access to Behaviour Watch where they can record all incidents of RPIs. Staff will be encouraged to take time out following a physical intervention to regulate and calm , before returning to work with the pupils;
- All staff are committed to avoiding use of harsh voices, shouting, put downs and shame, instead using de-escalation skills, including those of humour and playfulness
- In line with Newports LA's policy, Greenfields is a designated non-smoking area. Pupils who bring smoking materials to school will have these removed and parents/carers will be contacted to help to manage the situation;
- Bringing illegal substances into school will be treated very seriously. Substances will be removed from the pupil and retained by SLT, who would contact the local police force to organise disposal of the substances. Parents/carers will be contacted and fixed term exclusions, in some circumstances, will be considered. Referrals to external agencies will be made if appropriate. **In extreme circumstances, police will be contacted to support and a permanent exclusion might be considered.**
- Any weapons brought onto the school site will be confiscated if safe to do so and passed on the police. Parents/carers will be contacted and fixed term exclusions, in some circumstances, will be considered. Referrals to external agencies will be made if appropriate. **In extreme circumstances and where a search may be necessary, police will be contacted to support as per the Welsh Government Guidelines [Safe and Effective Intervention: Use of reasonable force when searching for weapons](#) and a permanent exclusion might be considered.**

- Greenfields will not tolerate any forms of bullying. We are committed to keeping all young people safe and to support the victim of bullying as well as the perpetrator, as appropriate to incident. (ref Bullying policy)
- Through PSHE/Health and Wellbeing and RSE (Relationships and Sexuality Education), all young people will be taught about positive and harmful relationships, including those encountered online. Every pupil will be educated about ways to keep their bodies and minds safe and healthy.
- We offer a safe environment for all young people. Where we consider a young person is behaving in a way that is unsafe for others and/or putting themselves at risk, they will be offered an opportunity to regulate in their safe space.
- Unsafe behaviour on school transport may lead to the withdrawal of the provision. This may be a temporary arrangement but could become permanent if the unacceptable, unsafe behaviour continues;
- Inappropriate use of ICT at school could result in restricted or supervised access to ICT within the school;
- In rare, emergency situations, the police will be called upon to assist staff/pupils at risk of serious harm
- Greenfields does not allow mobile phones on to the site due to the vulnerable nature of many pupils in our school. Pupils who bring mobile phones to school will be asked to hand them into a member of SLT who will lock the phone away and hand it back at the end of the day, parents/carers will be contacted to help to manage the situation. If a child refuses to hand in their mobile phone they will not be eligible to earn any positive points for the day;
- Risk assessments are created for every pupil, reviewed regularly and shared with other agencies and providers as appropriate;
- Greenfields school community recognises and celebrates the fact that British and Welsh society is made up of people from diverse backgrounds and life experiences; it recognises its responsibility in promoting positive relationships between all groups of people; (ref. equalities policy)
- Bullying, in any form, will not be tolerated and will be dealt with quickly and appropriately;
- Fire drills will be conducted to support pupils to practise procedures in the event of a real fire. There is an expectation that pupils engage positively with this process. Deliberate setting off of the fire alarm is unacceptable and education surrounding fire safety will be provided.

## Relate

- All staff members will be Emotionally Available Adults. Our young people will choose or naturally gravitate to their EAA and this will often be the class teacher and LSA;
- All staff will be trained in meeting the relational needs of the young people to support secure attachments, by attuning to them, empathising, soothing and containing;
- All staff will praise and encourage our young people and notice their positive choices and behaviours;
- Staff will be clear with routines, expectations and boundaries;
- Staff will be fair, aligning and matching expectations within each young person's experiences and current state;
- Greenfields community is opposed to all forms of prejudice based on age, disability, gender, gender reassignment, language, race, religion, belief or sexual orientation;
- Staff will use Class Carts to inform pupils, carers/parents, staff members and SLT of praiseworthy actions and achievements
- Pupils will work towards individual percentage targets which are set in collaboration with the learner. Achievement of this target will enable the pupil to attend the reward trip at the end of the week.
- Any further individual rewards will be bespoke to the learner and the lesson they are in.
- Greenfields works positively with external agencies. It seeks appropriate support and guidance to ensure that the needs of all pupils are met through utilisation of external services available;

## Regulate

- De-escalation strategies are the first strategy deployed to support young people approaching or in a state of crisis;

- To support regulation and to safeguard the pupils involved, physical intervention will sometimes (but rarely) be necessary to keep the whole school community safe;
- Emotionally available adults are called upon to assist where a young person is in need of their time and support;
- Humour and playfulness are used to help diffuse escalating situations;
- Access to the school grounds is offered for those young people who need some space and time to help them to self-regulate. Where self-regulation is not happening, young people can use a chosen safe space under supervision from an adult;
- All pupils have access to our ELSA and the ELSA room in order to support their education in self-regulation.

## Reflect

- All staff have knowledge and understanding of restorative justice which allows young people to repair relationships with peers and staff and quickly re-establish a positive working environment for both staff and pupils;
- Following fixed term exclusions, parents/carers will be invited to attend a re-integration meeting with their child to reflect on the incident and restore and repair any breakdown in relationships
- Every school day ends with a staff debrief, where the day's events are reflected upon: phone calls home are made if needed, Behaviour Watch is updated, other professionals are contacted and staff discuss ways forward to support the behaviours of individuals and groups. Decisions are collaborative and supportive.
- BSPs will be reviewed regularly to ensure staff have a good understanding on how to support learners during times of dysregulation, panic and stress;
- Pupil Risk assessments will be reviewed regularly as well as following any incidents or provision of information from stakeholders;
- Class charts and Behaviour Watch are updated regularly by all staff members. Incidents of a safeguarding or child protection nature are logged on the safeguarding section of the 'Behaviour Watch' system with the DSL copied in; (ref Safeguarding policy)



- Careful consideration is given to grouping of pupils and class dynamics. Grouped by firstly compatibility, then ability, then age. Changes to a class can be made to support the pupils and to remove them from conflict or 'triggers' that might result in anxiety, panic, rage and dysregulation. Class dynamics are discussed and reflected upon daily;
- All pupils who graffiti/ damage school property will have the opportunity to rectify and 'put right';
- Incidents are reflected upon and discussed openly as a whole staff. 'What could have been done differently?' is a question we pose to ensure greater safety for all staff and pupils;
- Greenfields accepts its responsibility to monitor, record and report on incidents of racism, discrimination, bullying and homophobia and uses this information to plan strategies to combat hate crime within school. (see equalities policy)

As a school and Proprietor/Representative, we are committed to limiting fixed term exclusions by using other sanctions. Permanent exclusions are very rare and only ever used in extreme situations.

External agencies will be connected with to support any pupil who we feel needs specialist intervention to ensure they have an opportunity to reflect on their choices and to support them in future choices.

## **Responsibilities**

The Proprietor/Representative (Regional Lead) is responsible for:

- Making sure the Behaviour Policy and its procedures are followed.
- Making sure the school complies with Equality legislation

The SLT is responsible for:

- staff, pupils, parents and guardians know about the behaviour policy;
- making sure the policy and its procedures are followed;
- producing regular information for staff about how the policy is working, and providing training for them on the policy if necessary;
- making sure all staff know their responsibilities and receive training and support in carrying these out.

- taking appropriate action in cases of harassment and discrimination; and is responsible for dealing with such cases on the grounds of age, disability, gender, gender reassignment, language, race, religion or belief, sexual orientation.

All staff are responsible for:

- dealing with discriminatory incidents including those relating to harassment and bullying;
- being able to recognise and tackle bias and stereotyping;
- promoting equality and good relations between all groups;
- keeping up to date with the law on discrimination, and taking up training opportunities.
- Ensuring they are present in their class during lesson time and if the learner has not attended, where possible either they or another adult must be present with that learner
- Ensure they use class charts to positively encourage the learners in their lesson
- Keep up to date with knowledge of the learners needs through regular review of the learners RA and BSP
- This policy should be read in conjunction with the following school policies, strategies and documents:
  - Anti-bullying Policy
  - Additional Learning Needs Policy
  - Exclusion Policy
  - Inclusion Policy
- This policy will be reviewed annually and or as required.
- In accordance with Standard 7, 33 (k), of The Education (Independent Schools Standards) Regulations 2014 and the Independent School Standards (Wales) 2003, Greenfields School will maintain standards of confidentiality of records, unless so requested by those referred to in the Regulations.

## **Positive reinforcement**

### **Learner Reward Scheme**

Rewards must be given sincerely and fairly as a means of acknowledging an effort, attitude and achievement.

Rewards must never be given as bribery as this will undermine school processes and may serve to promote a behaviour that we would not wish to see in our school.

The reward system runs along as a school banking system that links into society expectations.

Name: Group Week Commencing: Overview Total:			
p:			
Earnings	Deductions	Weekly Earnings:	Earnings to date:
Potential Earnings: 500=£5	<b>Code of conduct</b> <ul style="list-style-type: none"> <li>- Violence/aggression</li> <li>- Disruption to learning</li> <li>- Inappropriate language</li> <li>- Inappropriate dress/uniform</li> </ul>	496	£58.60
Earn bonus points for:	<b>Expenses</b> <ul style="list-style-type: none"> <li>- Damage to property</li> </ul>	Total Deductions: 0	Wages withdrawn: £0
Kindness to others	<b>Health and Safety</b> <ul style="list-style-type: none"> <li>- Unsafe behaviour</li> <li>- Climbing</li> <li>- Sitting on table</li> </ul>	Gross Weekly: £4.96	Total savings: £63.56
Helping others	<b>Harassment</b> <ul style="list-style-type: none"> <li>- Bullying behaviours</li> <li>- Discriminatory behaviour or language</li> </ul>		
Looking after our school and local community	Total:		
Working towards targets			
Getting caught			

reading			
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Students have 3 targets from their EHCP in their books they can earn 2 points in each lesson for each target met plus

2 points for engagement

2 points for being respectful

There is a also an enrichment activity where pupils work towards a trip on a Friday.,

Gold 350+ Paid activity chosen by students

Silver 250+

Bronze 250- would be catch up and onsite activity

## Monitoring and review

The Headteacher is responsible for ensuring that the vision and values of the school are rigorously applied to the behaviour policy in the school and in reporting termly to the proprietor representative (and the local authority where applicable) on how the policy is being enforced and upheld. The proprietors are, in turn, responsible for supporting the vision and values and evaluating the effectiveness of the policy via the termly report and by in-school monitoring.

The policy and procedures are reviewed and updated on an annual basis, to ensure continued compliance with the Independent School Standards (Wales) Regulations 2024, and relevant guidance issued by the Welsh Government.

## Resources

Welsh Government Leaflet for Children:

- [leaflet-are-you-being-bullied.pdf](#)

**Welsh Government Posters for School/Children:**

- [poster-if-you-need-help-dealing-with-bullying.pdf](#)
- [poster-if-you-are-being-bullied.pdf](#)

**Children's Guide Challenging Bullying: rights, respect, equality:**

- [rights-respect-equality-guide-for-children.pdf](#)

**Hwb Resource: Challenging Bullying:**

- [View - Hwb](#)

**Where to find further help & advice:**

**Bullies Out** – Anti-bullying charity based in Wales that works with individuals, schools, colleges, youth and community settings. E-mentors offer online support (e-mail [mentorsonline@bulliesout.com](mailto:mentorsonline@bulliesout.com)).

[www.bulliesout.com](http://www.bulliesout.com)

e-mail: [mail@bulliesout.com](mailto:mail@bulliesout.com)

**Anti-Bullying Alliance** – Information for schools, parents/carers and children and young people on all aspects of bullying.

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

**Kidscape** – Anti-bullying charity that runs workshops for children and young people who have been bullied.

[www.kidscape.org.uk](http://www.kidscape.org.uk)

**The Diana Award** – Trains young anti-bullying ambassadors to help others.

[www.antibullyingpro.com](http://www.antibullyingpro.com)

**Meic** – Information advice and advocacy for young people.

[www.meiccymru.org](http://www.meiccymru.org)

**Childline** – Provide counselling for anyone aged under 19 in the UK.

[www.childline.org.uk](http://www.childline.org.uk)

Tel: 0800 1111