



# Greenfields School Behaviour Policy 2025-26

<b>Implemented</b>	<b>By Whom</b>	<b>Last Review</b>	<b>By Whom</b>	<b>Next Review</b>
<b>August 2023</b>	<b>J. Parry</b>	<b>March 2026</b>	<b>R. Redman and C.Singh</b>	<b>March 2027</b>

Document History (last 3 versions)			
Date of Issue	Version No.	Person(s) responsible for change	Nature of Change
08/07/23	1	Jennifer Parry	Review and amendment
08/07/24	2	Rebecca Hill	Review and amendment
03/10/25	3	Creslyn Singh	Review and amendment
12/03/26	4	Creslyn Singh	Reviewed

*This policy aligns with: Keeping Learners Safe (2022), Wales Safeguarding Procedures (2019), the Independent School Standards (Wales) Regulations 2024, Newport Local Authority Behaviour & Inclusion Pathways*

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

- United Nations Convention on the Rights of the Child (UNCRC)
- Rights of Children & Young Persons (Wales) Measure (2011)
- Keeping Learners Safe (Welsh Government, 2022)
- Wales Safeguarding Procedures (2019)
- Rights, Respect, Equality Anti-Bullying Guidance (2019)
- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Violence Against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015
- Independent School Standards (Wales) Regulations 2024
- Newport City Council Inclusion, Attendance & Behaviour Pathways

## **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, PSE and PE lessons for our older pupils. We are a school that is able to support pupil 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 learners for the future by providing a sustainable outstanding educational experience where all learners realise pursue and achieve their full potential, enabling them to thrive as adults.

**The school's approach:**

At Greenfields School, we are committed to creating a therapeutic, trauma-informed environment where every pupil feels safe, ready, and respected. Our approach is rooted in positive relationships, restorative practice, and a belief that behavior is a form of communication. All team members are expected to model and reinforce our core values in every interaction.

Value	What it Means	Examples
Safe	Keeping ourselves and others free from harm	Staying in class, using equipment properly, following team member instructions
Ready	Being prepared to learn and engage	Arriving on time, having the right equipment, listening actively
Respectful	Treating others, ourselves, and our environment with kindness and care	Using kind words, following rules, looking after property

Our approach is trauma-informed and rooted in the Welsh Government Whole-School Approach to Mental Health and Wellbeing. We promote emotionally safe relationships, co-regulation and restorative approaches consistent with rights-respecting practice (UNCRC Articles 12, 19, 28 and 29).

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 pupil' by tackling the behaviours and not the individual*

## Focus of Attendance and Engagement in lessons

With the school's core values at the heart of what we do at Greenfields, we aim to reward the good choices made by pupils but also to allow pupils the opportunities to reflect on their choices

### Behaviour and Attitude to learning (Termly Monitoring)

In every lesson, pupils can accumulate up to ten points for the three main focus points, Safe, Ready, Respectful. Lessons are split up into three fifteen-minute blocks where pupils can earn a point for each. A bonus point can then be awarded at the end of the lesson if warranted. In the case of undesirable behaviour, negative points can be awarded instead of the positive. Whether positive or negative points are awarded, a total of ten points need to be allocated to each pupil, each lesson (table 1). At the end of the week, points are totally up and turned into a percentage of positive points versus the negative points. This is then turned into a monetary amount which is an earning of £1 each day. The maximum amount a pupil can earn during a week is £5. Example, 100% positive points over a % day school week means the pupil has earned £5 towards their end of term total.

	Safe	Ready	Respectful	Bonus	Totals
First 1/3	1	1	1	0	3
Second 1/3	1	1	1	0	3
Third 1/3	-1	-1	-1	0	-3

**Table 1.** Example of points awarded during a lesson.

The points are accumulated and recorded using a system called Class charts which breaks down which subject areas pupils are thriving in and what negative or positive award are issued to a pupil.

On Friday, payslips are generated for each pupil based on the amount of positive points they have gained each day.

### Attendance and engagement (Weekly Monitoring)

Lesson attendance is recorded for each pupil, each day with levels of attendance to lessons (table 2) resulting in a two-tiered reward system (table 3) during golden time on Friday afternoons. Each timetables slot is recorded in green or red highlight to illustrate attendance or non-attendance.

	Breakfast 8:50 - 9:10	Reading 9:10 - 9:30	Lesson 1 9:30 - 10:10	Lesson 2 10:10 - 10:50	Break 10:50 - 11:10	Lesson 3 11:10 - 11:50	Lesson 4 11:50 - 12:30	Lunch 12:30 - 13:00	DofE 13:00 - 13:30	Lesson 5 13:30 - 14:15	Lesson 6 14:15 - 15:00	Reflect/ Restore 15:00 - 15:15
Monday	A		LLC	Maths		Music	Topic			Outdoor Ed.		
	B		Maths	LLC		Science	PSE			Outdoor Ed.		
	C	ACT - Construction										
	D		LLC	Maths		Humanities	Art			PE		
	E		LLC	Maths		Humanities	Art			PE		
	F		LLC	Maths		Humanities	Art			PE		
	G		LLC	Maths		Humanities	Art			PE		

**Table 2.** Example timetable monitoring of attendance to lessons by pupils.

< 60% attendance in lessons	No reward
60 – 80% attendance in lessons	Tier 1 reward
>80% attendance in lessons	Tier 2 reward

**Table 3.** Reward system for attendance to lessons.

An example of the rewards system includes:

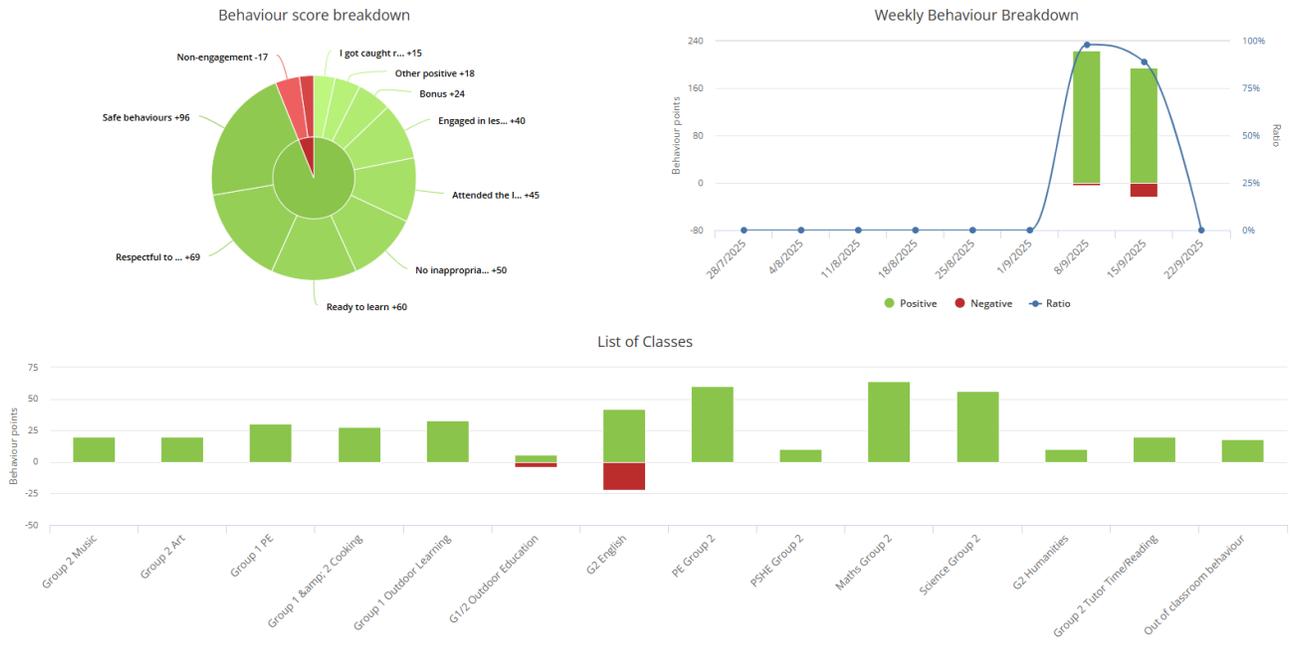
Tier 1 reward – agreed reward

Tier 2 reward – extended reward

Monitoring systems are informed by Newport City Council’s Attendance and Engagement Framework, ensuring early intervention, relational support and multi-agency communication where patterns of disengagement appear.

### Daily Monitoring

Behaviour is monitored through the school day and recorded using Classcharts. Here pupils, parent/carers and team member can monitor learner success.



The point system is part of the wider Greenfields Curriculum which prioritises emotional regulation, readiness to learn and relational safety. Behaviour tracking is reviewed weekly by SLT and termly through the Self-Evaluation (SEF).

## Managing behaviour

### Behaviour Response Steps

At Greenfields School, our Behaviour Response Steps are designed to support pupils in making positive choices, while upholding our core values of being Safe, Ready, and Respectful. These steps provide a therapeutic and consistent framework for team members to respond to a range of behaviours, always with the aim of helping pupils reflect, repair, and re-engage with learning.

Step	Action	Purpose
1	Reasonable Request	Team member makes a clear, calm request linked to Safe, Ready, Respectful
2	Offer to Redirect	Pupil is given a chance to make a better choice
3	PACE Approach	Team member uses Playfulness, Acceptance, Curiosity, Empathy to de-escalate
4	Change of Face	Another team member steps in to support regulation
5	Contact Home	Offer to involve parents/carers for support
6	Reforming Behaviour	Restorative conversation, apology, making amends
7	Escalation	Reflection Day or other consequence depending on seriousness

It is important to note that these steps are not always followed in a strict sequence. Team members may use the steps interchangeably or adapt their approach depending on the needs of the pupil and the context of the situation. The strategies employed are flexible and responsive, ensuring that support is tailored and effective. Exclusion is always considered a last resort, used only when all other avenues have been explored and when it is necessary to maintain the safety and wellbeing of the school community. If behaviour presents a safeguarding concern or risk of harm, escalation will follow the Wales Safeguarding Procedures (2019) and be reported to the Newport Children's Services Duty Team.

### Behaviour Matrix: Linking Values, Behaviours & Consequences

At Greenfields School, we understand that behaviour is a form of communication. Our Behaviour Matrix is designed to support pupils in developing self-awareness, emotional regulation, and positive relationships. This therapeutic framework links behaviours to our core values—being Safe, Ready, and Respectful—and outlines restorative and supportive responses. We aim to ensure consistency, fairness, and emotional safety while promoting growth and accountability.

Value Not Met	What It Might Look Like	Supportive Response
<b>Not Safe</b>	Leaving supervised areas, unsafe use of equipment, physical aggression, unsafe travel choices	Immediate safety intervention, restorative conversation, parent/carer involvement, safety plan review, possible temporary separation for regulation
<b>Not Ready</b>	Avoiding tasks, lack of materials, disengagement, lateness	Gentle reminder, check-in with key adult, catch-up opportunity, parent/carer contact, readiness support plan
<b>Not Respectful</b>	Unkind language, damage to property, peer conflict	Restorative meeting, repair and rebuild activity, apology, emotional literacy session
<b>Persistent Disruption</b>	Repeated refusal, interrupting learning, ignoring team members	Change of face, 1:1 regulation support, intervention plan, therapeutic mentoring
<b>Prohibited Items</b>	Use or possession of unsafe items (e.g. vapes, lighters, aerosols)	Calm reminder of expectations, opportunity to hand in voluntarily, safety conversation, reflective conversation parent/carer contact, health and safety education
<b>Uniform / Presentation</b>	Non-compliance with dress code, wearing hoods/caps indoors	Private reminder, offer of appropriate uniform, parent/carer contact
<b>Discriminatory Behaviour</b>	Language or actions that target identity (e.g. racist, sexist, homophobic)	Immediate intervention, SLT involvement, restorative justice process, update to PBS plan, parent/carer meeting
<b>Bringing or using mobile phones during the school day</b>	Bringing or using mobile phones during the school day, refusal to hand in device	Calm reminder of expectations, opportunity to hand in voluntarily, parental contact, reflective conversation about digital safety, support plan if persistent

The Behaviour Matrix is a guide to support consistent, fair, and restorative responses to behaviour that may not align with our core values of being Safe, Ready, and Respectful. It is not a rigid, step-by-step process. Team members are empowered to use their professional judgment to apply strategies that are appropriate to the context, the individual needs of the pupil, and the safeguarding considerations at hand. While the matrix outlines a range of supportive responses, not all strategies will be used in every situation. Decisions are made in line with the principles of the UN Convention on the Rights of the Child, ensuring that every pupil is treated with dignity, fairness, and respect. This flexible approach allows us to uphold the rights of the child while also maintaining a safe and supportive school environment. It also ensures that, should a strategy not be used, there is a clear rationale grounded in professional practice and the best interests of the pupil and wider community. All responses are grounded in the rights of the

child under UNCRC and the principles of dignity, fairness and participation. Learner voice directly influences individual behaviour plans and restorative processes

### Support and Intervention

At Greenfields School, we understand that behaviour is a form of communication, often rooted in unmet needs or emotional dysregulation. Guided by the [Regulate–Relate–Restore model](#) developed by Dr. Bruce Perry and promoted by Beacon House, our interventions are designed to meet pupils where they are emotionally, build trusting relationships, and support them in restoring their sense of safety, belonging, and purpose.

We recognise that some pupils may need additional, tailored support to meet expectations and thrive. Our approach is proactive, relational, and future-focused, ensuring that every child is supported not only in the moment but also in their journey toward independence and adulthood.

Support may include:

- Individual Support Plans that focus on co-regulation strategies, emotional literacy, and strengths-based goals.
- Therapeutic Mentoring, offering consistent, attuned relationships with trusted team members to foster connection and resilience.
- Wellbeing and Mental Health Support, including access to sensory regulation tools, safe spaces, and trauma-informed therapeutic input.
- Reasonable Adjustments, ensuring equity through personalised approaches that remove barriers to engagement and learning.
- Collaborative Working with Families and External Agencies, ensuring a wraparound approach that values the voice of the child and those who care for them.
- Preparation for independence, adulthood and community participation, pathways, supporting pupils to develop life skills, independence, and emotional regulation that will serve them in education, employment, relationships, and community life.

Reflection Days are a key part of our restorative approach. They provide a structured opportunity for pupils to reflect on their actions, repair relationships, and reset for future success. Reflection Days are designed to support the Regulate–Relate–Restore process: pupils are first supported to regulate their emotions, then engage in relational and restorative conversations with trusted team members, and finally work towards restoring their sense of belonging and readiness to learn. This process not only addresses the immediate behaviour but also builds skills for self-regulation, empathy, and problem-solving—essential for preparation for independence, adulthood and community participation in line with ALN Code (Wales) 2018 expectations. Failure to engage in a Reflection Day results in exclusion equal to the value of the missed opportunity, reinforcing the importance of reflection and restoration as part of our trauma-informed, rights-respecting practice.

All interventions are underpinned by the United Nations Convention on the Rights of the Child (UNCRC), particularly the right to be heard, the right to education, and the right to be kept safe. Our team members act in accordance with professional boundaries and safeguarding responsibilities, ensuring that every decision is made in the best interests of the child.

Reasonable Requests. Greenfields works closely with Newport LA Inclusion Services, CAMHS Wales, Early Intervention and the Gwent Police Schools Liaison Team to ensure relational consistency and wraparound support for learners.

### **Behaviour as Part of the Greenfields Curriculum**

Behaviour expectations form part of the Greenfields Curriculum which emphasise emotional regulation, readiness to learn, relational development and pro-social behaviour are embedded in daily routines, therapeutic activities and thematic learning. This ensures that behaviour is understood as part of wider child development rather than as a standalone compliance measure.

**This document will be next reviewed by 17<sup>th</sup> September 2026.**

**Resources**

**Welsh Government Leaflet for Pupils:**

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

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

- [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)

**Child line** – Provide counselling for anyone aged under 19 in the UK.  
[www.childline.org.uk](http://www.childline.org.uk)  
 Tel: 0800 1111

<b>Headteacher:</b>	Creslyn Singh	<b>Date:</b>	22 <sup>nd</sup> October 2025
<b>Proprietor:</b>	Rob McConomy	<b>Date:</b>	22 <sup>nd</sup> October 2025