



The Greenwell Academy

BEHAVIOUR POLICY 2025-26

Our core values:

- **Kindness**
- **Respect**
- **Responsibility**
- **Safety**

OUR MISSION STATEMENT

At The Greenwell Academy, we aim for our students to achieve their academic potential and lead independent and fulfilling adult lives, cultivating a culture of **kindness, respect, responsibility, and safety**. We enable this by building mutually respectful relationships and showing them how to have respectful relationships with each other and other people. Learning these things will help them reflect and take responsibility for themselves, and it is a constant, immediate, and consistent approach. We achieve cooperation through discussion.





As staff, we are proud of being 'kind, respectful, responsible and safe members of our school and the wider community



Kind	Respectful	Responsible	Safe
<p>Greenwell Academy Staff are kind to themselves and others:</p> <p>Practicing self-care to maintain our well-being and set a positive example</p> <p>Encouraging mutual respect in the ways that we speak to each other and support each other</p> <p>Offering support to one another, fostering a collaborative environment.</p> <p>Demonstrating empathy in our interactions, understanding and addressing the needs of others.</p> <p>Sharing resources and ideas to enhance collective success and personal growth.</p> <p>Maintaining a positive attitude contributes to a pleasant and supportive work environment.</p> <p>Greeting students at the door to our rooms at the beginning of all lessons/Tutor times</p>	<p>Greenwell Academy Staff are respectful to themselves and others:</p> <p>Listening actively to each other, ensuring everyone feels heard and valued.</p> <p>Treating all students fairly/equally according the principles of ' Kind, Respectful, Responsible and Safe'</p> <p>Deliberately and persistently praising students for doing the right thing – especially effort</p> <p>Knowing our classes well and developing positive relationships with all students</p> <p>Working to build mutual trust even when trust is broken</p> <p>Refusing to give up on any student</p> <p>Demonstrating unconditional care and compassion</p> <p>Adopting the appropriate tone and language when dealing with students' behaviour</p> <p>Creating a classroom climate that respects all students</p> <p>Providing constructive feedback in a respectful and supportive manner.</p>	<p>Greenwell Academy staff are responsible for themselves, others, and the school environment:</p> <p>Ensuring we start lessons punctually</p> <p>Helping students to persist with and overcome challenges and providing the resources to do this</p> <p>Encouraging students to give 100% effort at all times and using the language of 'growth mindset'</p> <p>Giving time for students improve their learning from feedback and marking</p> <p>Celebrating the success of student learning</p> <p>Teaching appropriate behaviour through positive interventions with students and by modelling it</p> <p>Ensuring that we use CAST whilst clearly narrating what behaviour the student is getting wrong</p> <p>Ensuring we follow the positive narration process in managing student behaviour:</p> <p>Celebrating achievements creating a motivating and appreciative atmosphere.</p> <p>Promoting positivity through encouraging words and actions.</p>	<p>Greenwell Academy staff are always safe for learning and life:</p> <p>Promoting self-esteem and self-discipline among students</p> <p>Ensuring we follow the values of Kind, Respectful, Responsible and Safe when managing behaviour</p> <p>Upholding safety protocols by ensuring that we rigorously uphold safety protocols to create a secure learning environment.</p> <p>Promoting well-being by consistently promoting the well-being of all people in our school community.</p> <p>Providing support by providing comprehensive support to ensure a safe and nurturing atmosphere.</p> <p>Facilitating secure learning by ensuring secure learning experiences through careful planning and oversight.</p> <p>Cultivating a safe culture by delivering a culture of safety and responsibility within the school community.</p>
Techniques			
<p>Praise rich culture – See and recognise the positive behaviours before the negative ones.</p> <p>Positive narration – Narrate what the children do well, not what they do wrong, so the positives are reaffirmed.</p> <p>Connection before correction – Connect with the student with a “good morning” or “how are you?” before correcting their behaviour; “Could you remove the earrings, thank you.” End with a Thank You as it is an expectation, not a request.</p> <p>Positive interactions – Approach every conversation with a positive outlook and you will get a positive outcome more often.</p> <p>Greeting at the door – Greet students at the door. Why – It welcomes them to the class and ensures you are supporting your colleagues along the corridor with a settled start to their lesson</p> <p>See the child in front of you – Remember they are a child and may not be able to communicate all their concerns or frustrations. These may be displayed in the form of anger, body language or even the tone of their voice. It is not personal! You are the adult. This also relates to adults too.</p>			
CAST – Check, Ask, State Take-up time”			
<p>Check they understand the request - “You should be ... (insert positive and precise expectation). Do you understand the work/ what I have asked you to do?”</p>			



Ask them if they need any further support – “You should be ... (insert positive and precise expectation). Do you need any further support?”

State the behaviours you need them to display – “Your behaviour choice needs to change... you should be ... (insert positive and precise expectation) “we cannot allow this behaviour to continue to disrupt the learning of others; to support you... (Insert active intervention)”

Take up Time so the student has time to respond.

Consequence of Actions	Behaviours that we will try to improve by not...
<p>Failure to complete the requests above will result in pupils receiving warnings from the in-class team. If behaviour continues or escalates the pastoral team might be called to remove the pupil from the lesson. During this time a discussion is had with the pupil. If the pupil can accept responsibility for their actions, then the pupil is to return to class and have a brief conversation with the teaching lead where reparations are made before returning back to the session. If, however, the pupil is unable to accept responsibility and undergo the process of repair and rebuild then the pupil will be required to work outside of the classroom supported by a TA or member of the pastoral team. Continued off task behaviour or refusal to work will result in the pupil being required to 'catch up'. This takes place on a Friday afternoon and will need to be completed before the pupil joins their enrichment activity.</p> <p>The teachers with the best relationships have the best behaviour in their lessons so if a student is reset then take the time to have the restorative conversation to restore the connection and contact home to ensure they are informed.</p>	<ul style="list-style-type: none"> • Reacting to the secondary behaviour • Raising our voice • Answering back • Having negative body language • Passing the problem onto someone else to deal with <p style="text-align: center;">Considering the audience when correcting inappropriate behaviour</p>



Greenwell Academy Behaviour Blueprint

As students, we are proud of being 'respectful, responsible, safe and kind' members of our school and the wider community. We are respectful towards ourselves, each other and the college. We are enthusiastic, hard-working and persistent students. We take charge of our own success

Respectful	Kind	Responsible	Safe
<p>At The Greenwell Academy we are respectful to ourselves and others. We:</p> <ul style="list-style-type: none"> - Treat everyone fairly and stand up against discrimination. - Speak with an appropriate tone and use appropriate language. - Include others. 	<p>At The Greenwell Academy we are kind to ourselves and others. We:</p> <ul style="list-style-type: none"> - Make sure that we include each other in games and conversations. - Celebrate the achievements of ourselves and our peers. - Look for opportunities to support each other. 	<p>At The Greenwell Academy, we are responsible for ourselves. We:</p> <ul style="list-style-type: none"> - Attend every day on time and wear the correct uniform. - Arrive at every lesson on time and with any required equipment. 	<p>At The Greenwell Academy we show we are safe by:</p> <ul style="list-style-type: none"> - Moving around the site in a calm and sensible manner. - Respecting the physical boundaries of others to ensure everyone feels comfortable.



<ul style="list-style-type: none"> - Use manners when engaging with each other. - Give our full attention when being spoken to. - Celebrate success and use praise. - Look after the school building. Including resources, displays and environment. 	<ul style="list-style-type: none"> - Have the courage to take part in restorative conversations and say or show we are 'sorry' when appropriate. 	<ul style="list-style-type: none"> - Take the initiative when completing work and ask for support when needed. - Lead by example and teach new or young pupils what it means to be 'A Greenwell Student.' - Show responsibility for our 'digital footprint' and ensure our online interactions are as positive as our face to face. - Act as an ambassador for the school both onsite and as part of the wider community. 	<ul style="list-style-type: none"> - Waiting for adult direction when leaving the classroom or building. - Using all school equipment, technology and facilities exactly as instructed. - Reporting any broken items, spills or damage to an adult immediately. - Speaking up against bullying, discrimination or worrying behaviour. - Knowing when or who to ask for help. - Using the internet appropriately and only accessing approved sites.
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HOW TO COLLECT DAILY Points

Students will collect positive behaviour points each time they demonstrate any of our core values, **kindness, respect, responsibility, and safety**:

- High engagement in learning
- Participation in extracurricular activities, school and community events
- Showing resilience
- Showing self-regulating behaviour
- Consistency of attendance and on time for every lesson
- Improved attendance
- Being helpful
- Showing kindness
- Using communication skills effectively
- Showing respect
- Being polite
- Consistently embodying our values

HOW TO REGISTER POINTS (Staff)

Staff will enter positive points on ARBOR, reflecting the positive behaviours, expectations and values.

HOW TO MONITOR POINTS

A named TA will monitor and run a report each week on Thursday. Success will be celebrated in assemblies and tutor times.

REWARDS

- Positive phone call home
- Reward postcards
- Reward certificates
- Recognition in weekly celebration assemblies and weekly experiences
- Trips and excursions

FRIDAY CELEBRATION ASSEMBLIES



These will be celebration and focussed theme assemblies. This will include recognising the '100 club' of children who achieve over 100 points in a week, a 'top point scorer' for each key stage and the attendance draw.

NON-NEGOTIABLES are the following types of behaviour which will have serious consequences:

1. Drugs, weapons and aggression
2. Bullying
3. Physicality towards staff and students
4. Damage to school property

If a student is involved directly or through contribution with any of the above, SLT must be informed immediately. The student will be asked to give a statement, and a parental meeting will be held to set/review targets. External agencies and services may be invited when necessary.

CONSEQUENCES

Consistency will always be used to deal with inappropriate behaviour and decide its consequences.

All inappropriate behaviour must be recorded on CPOMS. It will be followed up first with the staff member but needs to be escalated to SLT if the desired outcome cannot be reached.

Consequences will always include restorative justice. Some sanctions may involve

- Catch-up session to help support you
- 10-20 minutes supported session to talk things through during break and lunchtime
- Community service
- Parental meetings to set agreed and reviewed targets with Form Tutors/Subject Teachers
- Parental meetings with SLT
- Reduced Timetable



- Suspension
- Amended provision
- Referrals to external agencies for support for repeated behaviour that contradicts our expectations
- Bespoke intervention

Restorative Justice and Conflict Resolution

Conflict resolution is the verbal process in which all parties are brought together. This process is not to judge who is right or wrong but a platform for people to explain their actions and understand their impact on other people. This may include role play or re-enacting an incident. Staff are expected to participate and engage with it to model the repair and rebuild process. This is not for young people to apologise but to feel listened to. The repeated use of this process will help students develop empathy and take responsibility for their behaviour.

Responsibility and Reparations

A pupil accepts responsibility by:

- 1 Giving their version of what happened
- 2 Understanding other versions
- 3 Outlining what they could have done differently to avoid conflict
- 4 Making reparations, including apologies where appropriate, for their actions

Violent, Threatening & Unsafe Behaviour

The Greenwell Academy is and must remain a safe environment where teachers may teach and pupils learn. We have a zero-tolerance attitude towards violent behaviour. Therefore, pupils, who behave violently face a fixed-term suspension as a last resort. It is the clearest way of demonstrating that we do not accept and will not absorb, violent conduct. When dangerous behaviour is presented, the school will review what happened listening to all involved parties.

Pre-empting Violence

However, prevention is better than cure. We intend to pre-empt violent and unsafe behaviour and misbehaviours through blanket supervision of pupils throughout the day. Staff should look to identify potential problems before they occur by studying



the moods, body language, and actual language of pupils from the moment they come under our care. A quiet word of enquiry at this stage can be highly revealing. Generally, high, consistent expectations combined with early interventions and minor misdemeanours can pre-empt and prevent major misbehaviours.

One-To-One Supervision and Support

A member of staff may judge that a pupil would benefit from, one-to-one support in order to compose themselves, discuss a source of grievance or anger, reflect and re-compose before returning to their peer group.

CAST (Check, Ask, State, Take-up time)

When a pupil is deeply unsettled, they may need "Take-Up Time" before they are able to follow any given instruction. Staff will need to be aware when "Take-Up Time" is required and when, on the contrary, there should be a consequence for controlled and calculated ignoring of known boundaries. Equally, to enable a pupil to focus on resolving their anger, "tactically ignoring" distracting behaviours may be useful. To support consistency we will use:

- **Check they understand the request** - "You should be ... (insert positive and precise expectation). Do you understand the work/ what I have asked you to do?"
- **Ask them if they need any further support** – "You should be ... (insert positive and precise expectation). Do you need any further support?"
- **State the behaviours you need them to display** – "Your behaviour choice needs to change... you should be ... (insert positive and precise expectation) "we cannot allow this behaviour to continue to disrupt the learning of others; to support you... (Insert active intervention)"
- **Take up Time** so the student has time to respond.

Time Out

When a young person shows signs of dysregulation, we know that this may not be the best time to enforce any given rule or procedure. The pupil may be offered "Time Out", that is, a given period of time – usually 5 to 10 minutes, out of the lesson/classroom to calm down. Some students will have a Distress Management Plan, which shows the agreed places for the student to go to support their



re-regulation. This may not have close adult supervision, but the student will be observed to ensure their safety

Other Misbehaviours

Such misbehaviours include play fighting, foul and abusive language, name-calling, provocation, “banter,” and “winding up.” These behaviours should always be challenged as inappropriate and unacceptable, and there should be clear consequences for them.

MOBILE PHONES, COATS & UNIFORM

Students are not allowed to wear coats in the building. These will hung up outside their classroom and collected when leaving the school.

Mobile phones are not allowed in the school. Students hand them to a staff member on arrival. For the student's safety we use a metal detector wand to ensure all items that should be handed in are. Students are not allowed into the main school for breakfast until this is completed.

We have a school polo shirt and sweatshirt uniform, which we will adjust based on the students' individual sensory needs. This uniform supports parents' and students' cognitive load when “choosing” what to wear to school. We will provide uniforms to all students, but replacements must be paid for. If there is any reason why purchasing additional uniform poses any issues, please contact the School Office, and we will support you.

Jewellery

Apart from stud earrings (preferably no more than one in each ear), students shouldn't wear jewellery to school because it poses safety risks and can be distracting. Jewellery can easily get caught on clothing, equipment, or during physical activities, leading to injuries. Additionally, valuable items can be lost or stolen, causing distress and potential conflicts.

Nail extensions



- **Length:** The nails should be trimmed to a length where the tips do not extend significantly past the fingertips. Typically, this means the nails are cut just above the white part (free edge) of the nail.
- **Shape:** Nails should be rounded or slightly squared to avoid sharp edges.
- **Smoothness:** The edges of the nails should be smoothed with a nail file to prevent any jagged parts that could cause scratches or injuries.
- **Cleanliness:** Nails should be clean, free from dirt, and well-maintained to ensure hygiene.

Guidelines

- **Short and Neat:** Nails should be short enough that the fingertip can be seen when looking at the hand from the palm side.
- **Smooth Edges:** Ensure there are no sharp points or rough edges.
- **Hygiene:** Regular cleaning under the nails to remove dirt and debris.

Why It's Important

- **Safety:** Short nails reduce the risk of scratching themselves or others.
- **Hygiene:** Keeping nails clean and trimmed helps prevent the spread of germs.
- **Comfort:** Well-trimmed nails are less likely to break or catch on things.

If you need a visual reference, you can search for images using keywords like "short nail length for students" or "safe nail length for school children," and look for images that show nails cut to the tips of the fingers with rounded or slightly squared edges.

Review date: July 2026



Appendix 2

Use of Force and Restraint

Although guidelines by the DfE allow physical restraint, at The Arts Xchange College we do not use physical force, we believe these conflict with the college's ethos which revolves around mutually respectful relationships. Displays of power would damage these relationships and be at odds with the safe and productive environment we create. This does not mean that staff never physically intervene. There are occasions when it is necessary that staff may block or stand in between students, and guide them away from the area or in exceptional circumstances use the powers in Section 93 Education and Inspectors Act 2006:

Positive Handling

However, if a pupil loses self-control, then positive handling may be required. The techniques and procedures used at the Greenwell Academy are in accordance with the "PRICE Approach". All incidents of physical intervention are recorded as a incident on CPOMS and parents/carers informed.

Emergency use of reasonable force which occurs in response to unforeseen events in exceptional circumstances:

In exceptional circumstances staff can use reasonable force:

1. to prevent students from serious risk of hurting/harming themselves or others,
2. from damaging property,
3. from causing disorder.



- The use of reasonable force requires professional judgement to be exercised in difficult situations, often requiring split-second decisions in response to unforeseen events or incidents.
- Such decisions are known as a dynamic risk assessment, which will include a judgement about the capacity of the student at that moment to make a safe choice.
- Staff training, line management meetings and supervision of practice should support dynamic risk assessments. Unless the situation is urgent, staff should always use de-escalation strategies and techniques, any physical response must be reasonable and proportionate.
- If reasonable force has been used a verbal report is to be given to the Headteacher or a member of the SLT as soon as possible after the event and a written report to be provided at the end of the same school day.
- Parents/carers/significant others must be notified, and the incident will be recorded by the member of staff on CPOMS.

Further information and guidance on the use of force and restraint can be found in the DfE guidance on Use of Reasonable Force in Schools 2013.



Appendix 3: Reward points

Respect, responsibility, kindness and safety

Daily:

Everyday pupils are awarded 'values points' when behaving in a way that represents the values of our school community. Pupils have the potential to earn 27 points throughout the day.

- During learning time (including morning nurture), pupils' behaviour will be recognised every 15 minutes by the distribution of values points. Amounting to 3 values points per session.
- During break there is the potential for each pupil to earn 2 values points.
- During lunchtime there is potential for pupils to earn 3 values points.



At the end of each day, points are counted and pupils are awarded a 'values points slip' to take home.

Pupils with full points for the day can choose from the rewards cupboard.

Weekly:

Pupils have the potential to earn 125 points throughout the week.

On Fridays pupils have the opportunity to partake in enrichment opportunities. The pupils with the highest points for the week will have first choice of the activities on offer. Following this pupils will choose in brackets of 10 points.

Eg

pupils with 130 - 135 points chose first

Pupils with 120 - 130 points chose second

Pupils with 110 - 120 points chose next until all pupils have chosen.

Catch up:

Pupils with work outstanding will be required to complete this prior to attending enrichment sessions. Intervention slots in the timetable, choosing time and break and lunch times can be used to catch up. Pupils who have not completed their learning tasks will be supported to do so by the behaviour lead or a member of SLT prior to joining their enrichment session.

Kindness tokens:

Throughout the week pupils have the chance to earn kindness tokens. These are stored in token collectors in the classroom and collected by the classteacher at the end of each day. Pupils will then have the opportunity to spend their kindness tokens at The Greenwell Tuck Shop.



BECKMEAD TRUST VALUES



LOVE: We demonstrate unconditional positive regard – we respect and accept all members of our school community, especially our pupils, without judgment or evaluation.

Our actions towards our pupils are borne out of empathy, compassion and care; our interactions with our pupils are about purpose, not power.

All individuals are worthy of recognition and are valued.

FLOURISH: We recognise that allowing our pupils to flourish is the ultimate expression of ongoing growth.

Through our education plan, we strive to equip our pupils to live virtuously, aspire to and acquire good life chances and choices.

We all work together to nurture a desire to thrive among everyone in our school community.

SOCIAL JUSTICE: Demonstrating, recognising and celebrating fairness.

We model and build systems to create, promote and maintain equality.

We provide platforms and procedures so that we actively listen to the views of everyone in our community. We ensure that we are providing democracy for our pupils and their families.

Taking time to explain our processes, reviewing them and making changes to improve them.

COMMUNITY: Building a community ethos within our school, creating a strong sense for everyone of belonging.

Developing and maintaining processes and providing experiences that allow distinct individual identities to develop and prosper under a wider, collective sense of identity.

Extending opportunities for our pupils to experience safety and security within a sense of family.

Developing living, organic communities that fuse education and care and believe in social pedagogy - education in the broadest sense, a holistic approach towards children's experiential learning.

