

Golden values underpin our expectations for behaviour

Children learn best in an environment in which they can develop Resilience, Resourcefulness & Reflectiveness.



“You can’t teach children to behave better by making them feel worse. When children feel better they behave better”

Pam Leo

All behaviour is a form of Communication

A therapeutic approach at Greenway

R is for Resilience

1. Relationships
2. Respect
3. Recognition
4. Role modelling
5. Risk-taking
6. Reflection
7. Reframing
8. Recalibration
9. Retrospection
10. Remembering to laugh



3 R's - Reflect, Repair and Restore

- Revisiting the experience with the child when they are calm, relaxed and reflective
- Spending time with an adult to purposefully repair the anti-social behaviour
- Retelling the story with an adult so they understand what pro social choice they could have made next time

Children are not born with an understanding of the rules of acceptable behaviour. They have to learn them and need adults to help them do this.



Greenway Primary & Nursery School

A whole school approach to pro social behaviour

Behaviour at Greenway is supported through positive learning experiences; promoting self-esteem through recognition of potential and effort; development of positive relationships with the children; and the use of positive behaviour management strategies to promote pro social behaviours.

We believe this can be achieved in a safe, enabling environment where children feel valued, supported and listened to.

"The child is at the centre of everything that we do"

Greenway Ethos

What Greenway pupil's say:

"adults take time to listen to what we say"

"we can use calm spaces like the Meadow room when we are upset"

"things can be made better if they don't go well"

"Punishment hardens and numbs. It produces obstinacy, it sharpens the sense of alienation and strengthens the power of resistance."

Friedrich Nietzsche-(Philosopher, composer, poet)

Protective consequences that we may

use-with the aim that all children will feel safe and secure in school

- Increased staff ratio in class to support
- Limited access to outside space
- Use of calm area or school calm Meadow/sensory room
- Differentiated teaching space
- Reduction of time spent with peers to reduce harm
- Adaption of school trips and extra curricular activities

Educational consequences that we may use - with the aim of internalising pro-social behaviours

- Being supported to complete a task at a different time to other children
- Assisting with repairs
- Conversation and exploration
- Research
- Modelling pro-social behaviour to younger peers
- Rehearsal and role play to understand how others might feel

