

Greenfields Academy



School Prospectus



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I just wanted to say how impressed I was by the way you welcome the children into the school in the mornings. It was wonderful to witness and must be very reassuring for them. A great way to start the day.'
(Visitor)

Welcome From the Headteacher

Dear Parents and Carers,

Welcome to our school prospectus. We are extremely proud of our provision and our school community and want to share this with you.

Greenfields Academy is a specialist school for pupils with predominant SEMH needs (Social, Emotional, Mental Health) aged 5 to 16 years. Our pupils embark on their own Greenfields Voyage – this is a tailored provision of Curriculum, Intervention & Tides to best meet their academic and pastoral needs.

Our intent is to support pupils and their families to gradually overcome the barriers to education they have encountered and enable confident access to future opportunities; however, and whenever they arise.

Our contextually high expectations and school values (PACE) embody this; provision is Personalised, Aspirational, Caring & Engaging.

We hope you can find all the information you need in this prospectus – if not, please contact us with your query.

Thank you for your interest in our school.

Mr Andy Rush
Headteacher



'We are extremely happy with Greenfields Academy and the progression our son is making. The staff go above and beyond, never giving up on him.'
(Parent)

Our Values

As a CIT School we adopt and follow all the Trust Values of:

- Honesty and Integrity
 - Aspiration
- Professionalism
 - Inclusivity

Alongside these we have our own school values shaped by the unique community we serve.

At Greenfields, we are dedicated to creating a safe, inclusive, and nurturing environment where every pupil feels happy, supported, and truly valued. We celebrate success in all its forms, recognising the strengths and achievements of each individual.

Given the diverse and often complex needs of our pupils, we adopt a **personalised** approach to learning, tailoring support to ensure every child can thrive. We embrace our role within the wider community, aiming not only for academic excellence but also for the development of positive behaviour, emotional wellbeing, and life skills. We encourage **aspirational** thinking to help pupils build the confidence and resilience needed for their own unique journeys beyond Greenfields.

Our values are not just words – they are woven into the fabric of daily life at Greenfields. Through a **caring** ethos grounded in mutual respect, and an **engaging** curriculum designed by experienced SEMH leaders, we provide meaningful learning that prepares pupils for the future. This includes explicit teaching around behaviour, safeguarding, personal development, and global citizenship.

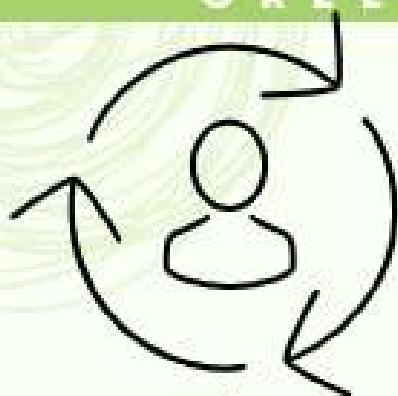
Our school and Trust values are intrinsically linked. Together, they form the foundation for delivering strong outcomes and shaping confident, compassionate, and capable young people.

'This school turned my life around, I don't know where I would be or what would have happened to me without being lucky enough to come here. I got into college, completed an access course and then Level 3 Uniform Service. I now work in private security and will be applying to join the Police.'
(Former Pupil)



OUR VALUES

GREENFIELDS ACADEMY



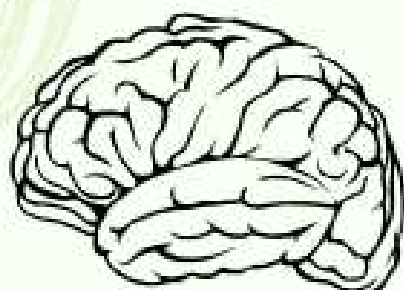
Personalised



Aspirational



Caring



Engaging

British Values

Promoting British Values at Greenfields Academy

At Greenfields Academy, British values are not just taught—they are lived. They are embedded in our culture and reinforced through daily interactions, assemblies, bespoke follow-up lessons, and a strong focus on pupil leadership. Through this consistent approach, we ensure our pupils are well-prepared for life in modern Britain, equipped with the character, understanding, and empathy they need to thrive.



Democracy

As a Rights Respecting School, we empower pupils to take an active role in shaping their school experience. At the start of each academic year, pupils collaboratively develop their class charters, outlining shared rights and responsibilities. Their voices are valued through our elected School Council, which meets weekly with the Leadership Team, and through regular, informal opportunities to speak with senior staff. This fosters a strong sense of inclusion, ownership, and civic responsibility.



The Rule of Law

The importance of rules and laws is consistently reinforced throughout the school day and through our assembly programme. Pupils explore the purpose and impact of laws within school and society, learning that laws exist to protect and guide us all. This helps them develop a shared understanding of fairness, justice, and accountability, supported by a clear behaviour policy and restorative practices.



Individual Liberty

Pupils at Greenfields are encouraged to make independent and informed choices in a safe and nurturing environment. We help them understand their rights and how to exercise their personal freedoms responsibly and respectfully. Through PSHE, Citizenship, and Outdoor Education lessons, they learn the importance of making choices that reflect their values, protect their wellbeing, and contribute positively to their community.



Mutual Respect

Respect is a core value that underpins everything we do. It is promoted across the school day through assemblies, classroom discussion, visual displays, and consistent expectations. Pupils are taught to value and celebrate one another's achievements and differences. Successes are regularly recognised and shared, cultivating a respectful, inclusive school community.



Tolerance of Those of Different Faiths and Beliefs

We are committed to fostering understanding and appreciation of the diverse world in which we live. Through curriculum topics, themed days, and assemblies, pupils engage with different cultures, beliefs, and perspectives. These opportunities help them develop empathy, celebrate diversity, and grow into respectful, open-minded individuals prepared for life in a multicultural society.

'The Staff at Greenfields stuck with me even when I was hard work, I really appreciate that now.'
(Pupil)

Meet the Team

Senior Leadership Team:

Mr Rush
Headteacher

Miss Archer
Deputy
Headteacher

Mr Jackson
Assistant Head
(Curriculum)

Mrs Wilkes
Assistant Head
(Pastoral)

Middle Leadership Team:

Zoe Harding – KS2 Lead
Tenille Dawson – KS3 Lead
John-Paul Hogan – KS4 Lead
Leanda Evans – Designated Teacher
Nick Coveley – Asst. SENDCO
Emma Coates – DDSL & Attendance
Jack Gurney – Behaviour & Relationships

Curriculum Team:

Tom Chapman – PE
Nick Coveley – Outdoor Education
John-Paul Hogan – Science
Helen Hygate – Class Teacher
Leanda Evans – Class Teacher
Zoe Harding – Class Teacher
Scott Floyd – Class Teacher
Leanne Hoy – Class Teacher
Zak Brailsford – Class Teacher
Alfie Sheen – Class Teacher
Tenille Dawson – Class Teacher

Intervention Team:

Marie Clarke – AIMS & Attendance
Jack Gurney – Behaviour & Relationships

Intervention Delivery:

Ella Manning
Reanna Brindley
Will Stone
Jillian Lawson
Sophie Sawyer
Daisy McGee

Wellbeing & Learning Mentor Team

Teaching Assistant – Behaviour:

Kris Sumner
Kimberley Clarke
Sophie Atkinson
Sophie Lawrence
Resego Mahlatsi
Kerrie-Ann Hallam
Jade Barratt
Charlotte Martin

Teaching Assistant:

Mikey Smith
Kirsty Haddock
Melodie Blankley
Nicolas Hunt

Administration Team:

Evie Ragsdale-Lowe – Senior Admin
Claire Brock – Admin Assistant
Dana Phillips – School Operations Manager
Natalie Whotton – Finance Admin

Catering Team:

Helen Walsh – Cook
Donna Brewin – Assistant Cook

Steps Curriculum

Curriculum Intent

"To acquire knowledge and positively shape pupils understanding of the world, gradually overcoming the barriers to education they have encountered and enable confident access to future opportunities; however, and whenever they arise"

At Greenfields, we have a Steps Curriculum, most of our class groups are mixed ages (within Key Stage), based on cognitive ability. Please visit our website and click on a Provision Map to explore each class's bespoke curriculum in more detail.

Core Principles



Thematic

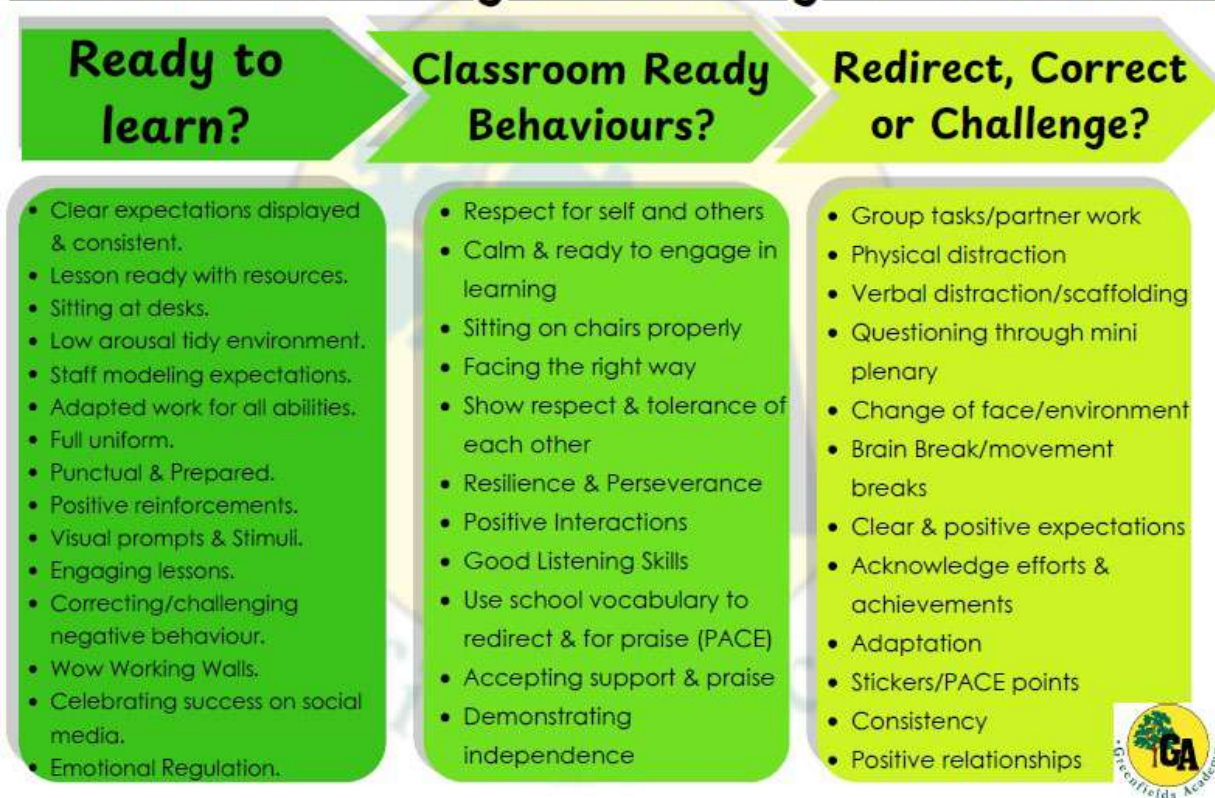
Learning is structured around the thematic focus "*Exploring the World Through Stories*", which is designed to promote a love of reading across all subjects while expanding pupils' understanding of the wider world.

Books are carefully selected to match the cognitive level of each class, enriching cultural awareness and global knowledge.

At Key Stages 3 and 4, texts are also closely aligned with accreditation pathways, ensuring thematic coherence and curriculum relevance throughout the school.

	Explicit instruction	Cognitive and metacognitive strategies	Flexible grouping	Scaffolding	Using technology
Personalised	Recognise each pupils processing time and ensure that instructions are accessible for each pupil's level of written and verbal understanding.	Model thinking aloud to help pupils understanding. Provide personalised feedback through hinge questions and use of purple pens.	Group pupils together for those that need additional instruction to carry out a skill, remember a fact or understand a concept.	Provide individualised approaches to scaffold learning including pre teaching, visual aids, manipulatives,	Ensure that each pupil has the necessary digital adaptations to access the curriculum.
Aspirational	Anticipate and plan for misconceptions whilst setting high expectations of outcomes.	Support pupils to develop their knowledge and skills in self-reflection, predicting, clarifying and summarising over time	Set up opportunities for collaborative learning within a group, for example pupils with a range of attainment levels	Show high quality WAGOLs. Give sentence starters to support pupils with responding to reasoning questions.	If pupils have a difficulty with writing, provide technology to support pupils to demonstrate high knowledge and skill.
Caring	Ensure that pupils are ready to learn. Apply the model 'I do, we do, you do' to build confidence and persistence to achieve	When questioning do so with emotional intelligence, provide pupils with encouragement and praise.	Group pupils in a way that reduces stigma and that groupings are not fixed and inflexible.	Model making mistakes and modifying ideas. Develop independence by planned slow removal of scaffolds.	Teach the importance of safe use of devices and the importance of safe and considerate use online.
Engaging	Highlighting essential content and remove distracting information to keep pupils engaged.	Provide Mnemonics, Graphical organisers that are linked to pupil's interests to support pupils with memorising.	Provide opportunities for grouping to be based on interests.	Use a mastery approach starting with a concrete approach to engage, moving to pictorial and then abstract	Use online resources to engage e.g. quiz, virtual experiences, multimedia elements for presentations

Effective Teaching & Learning at Greenfields



At Greenfields, all children Learn to Read

Pupils are not taught in their 'class groups' for Reading, they are instead taught, daily, in reading ability-based groups which are defined by colour.

Where required pupils from age 5 to 16 will access Reading & Phonics teaching at Greenfields both within taught lessons and through an additional Intervention offer. Some pupils in older chronological years (12+) access this through the 'FreshStart' programme within Read Write Inc



Social & Emotional Learning

At Greenfields Academy, we are deeply committed to supporting our pupils' mental health and wellbeing.

We believe that every child deserves the opportunity to reach their full potential and grow into a happy, healthy, and confident adult. Strong mental health and the development of social and emotional skills are essential foundations for success in learning and in life.

As Greenhalgh (1994) powerfully stated: *“Some emotions (such as sadness, anger) can block learning, while others (such as a sense of wellbeing, feeling safe and feeling valued) promote learning. So, learning to manage emotions can assist learning.”*

At Greenfields, we recognise that all learning is both social and emotional. That's why we go beyond academic achievement — helping our pupils build emotional intelligence, resilience, and empathy. We teach them to understand their own emotions, recognise what makes them feel safe and supported, and develop strategies to manage difficult feelings.

Through this approach, we promote *positive mental health*, encourage *healthy behaviours*, and aim to equip our pupils with the tools they need to thrive – not just in school, but throughout life. We are proud to nurture kind, resilient, and compassionate individuals who are ready to meet life's challenges and contribute positively to their communities.

Our carefully structured timetable is designed to embed social and emotional learning throughout each school day.

Pupils begin with a PACE session, which helps them settle, regulate, and prepare for the day ahead. This calm and purposeful start encourages focus and reinforces our core school values.

Our social wellbeing sessions, known to pupils as “Get Time”, follow daily themes that provide space for pupils to work on their individual targets in a supportive and responsive environment.

Each day concludes with a reflective session that brings together key areas of personal development, including PSHE, Citizenship (both Global and Digital), Emotional Intelligence, and British Values. This consistent routine strengthens emotional awareness, encourages self-reflection, and helps pupils grow into thoughtful, responsible members of their communities.

Animal Provision

At Greenfields Academy, we recognise the powerful impact animals can have on pupils' personal development and wellbeing. Our growing animal provision—which currently includes alpacas, rabbits, and guinea pigs, with chickens arriving soon—provides a rich, hands-on environment that supports social and emotional learning in meaningful and lasting ways.

Working with animals offers pupils unique opportunities to develop key life skills such as empathy, patience, resilience, and responsibility. From grooming and caring for small animals to walking our alpacas, these daily interactions foster a calm, nurturing environment where pupils learn to be gentle, observant and respectful. These experiences help pupils understand how their affect others, both human and animal, and encourage a sense of pride and ownership in their role.

Our animal area also links directly to the curriculum, particularly through Animal Care and Land-Based studies. Pupils grow much of the food for the animals themselves, giving purpose to their learning and promoting sustainability. Our construction group has played a vital role in designing, building, and maintaining the animal enclosures—demonstrating real-world applications of their skills while promoting teamwork and pride in shared achievement.

In addition to supporting personal growth, our animal provision offers valuable links to qualifications and future career pathways in animal care, farming, horticulture, and land-based industries. Pupils gain hands-on experience that can lead to formal accreditations, further education, and long-term employment opportunities.

Looking beyond the school gates, we are excited to be developing a community element to the project. Our vision is to open this special space to local schools, offering therapeutic and educational experiences while strengthening our school's connection to the wider community. Through every interaction—whether feeding a rabbit, harvesting greens for the guinea pigs, or helping to clean an alpaca pen—our pupils are learning the importance of care, respect, and responsibility. These are lessons that extend far beyond the animal area and into every aspect of their lives.



Outdoor Education, Residentials & DofE

At Greenfields, Outdoor Education is a vital part of our approach to learning, offering pupils opportunities to develop resilience, teamwork, leadership and a deep connection with the natural world. Through structured outdoor learning experiences, including forest schools, adventure activities, and environmental projects, pupils build confidence and practical life skills beyond the classroom.



Every year, all pupils are offered the opportunity to attend a residential experience with their peers. These carefully planned experiences are designed to bring together all aspects of learning—academic, social, emotional, and practical—in a real-

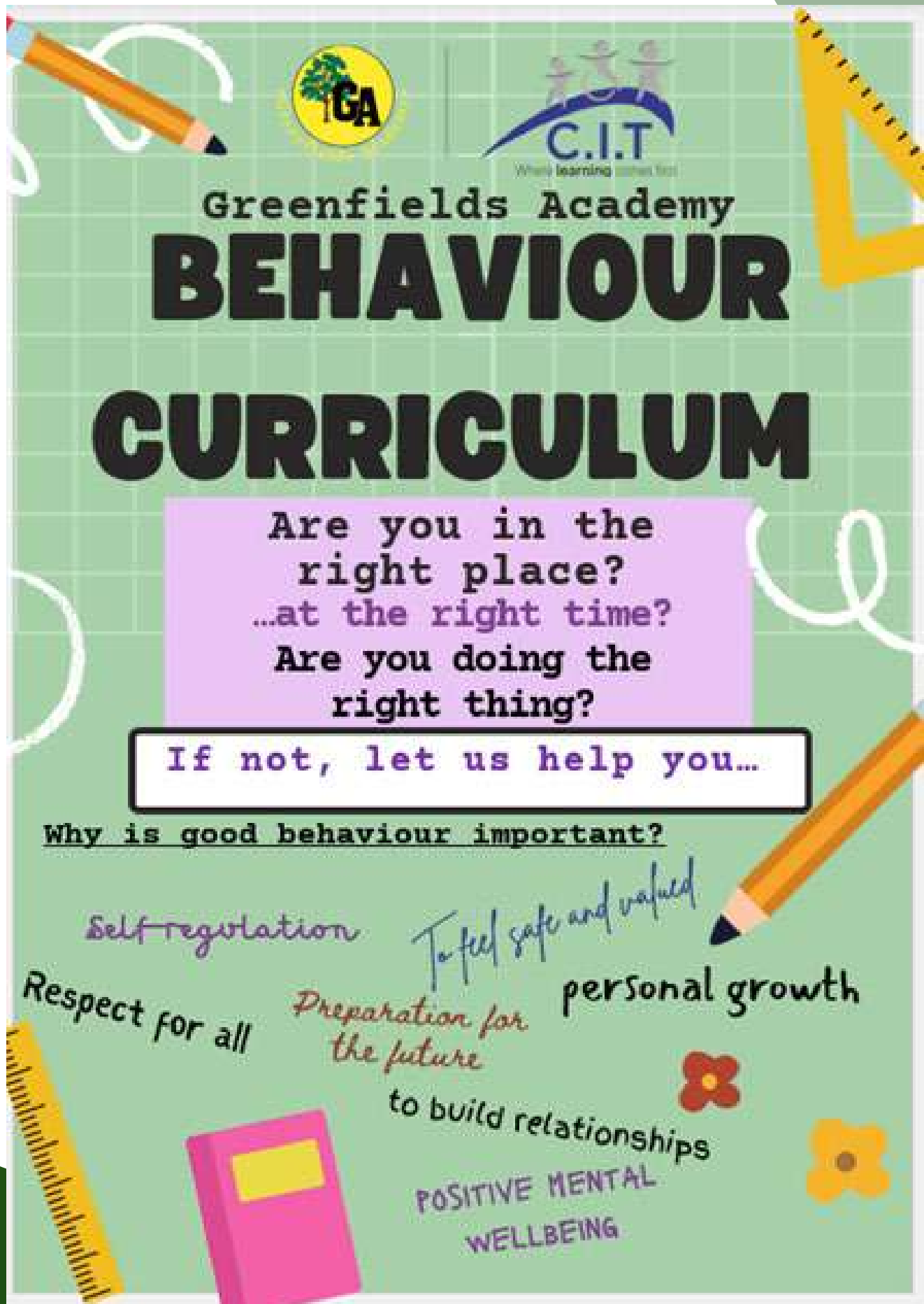


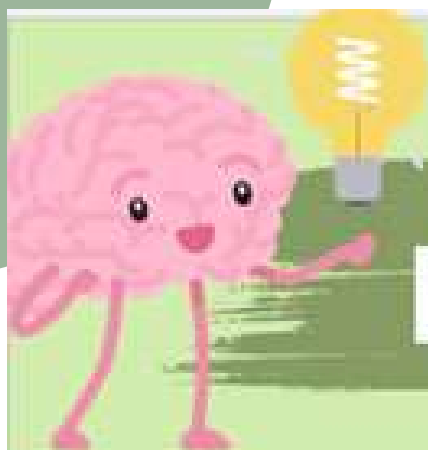
world context. Residentials begin with camping on the school field, helping pupils build confidence and independence in a familiar setting. As they grow, pupils progress to exploring local areas, eventually taking part in adventures further afield. These experiences support personal growth, teamwork, and resilience, while fostering a sense of achievement and belonging that stays with pupils long after they return.

A cornerstone of our provision at Key Stage 4 is the Duke of Edinburgh's Award, which supports personal growth through physical challenges, volunteering, skill-building, and expedition experiences. Participation in the Award not only promotes independence and perseverance but also enhances pupils' readiness for further

education, employment, and active citizenship. Our aim is to inspire a lifelong appreciation for the outdoors, while equipping pupils with the character, confidence, and capabilities to thrive in a changing world.

Behavior Curriculum

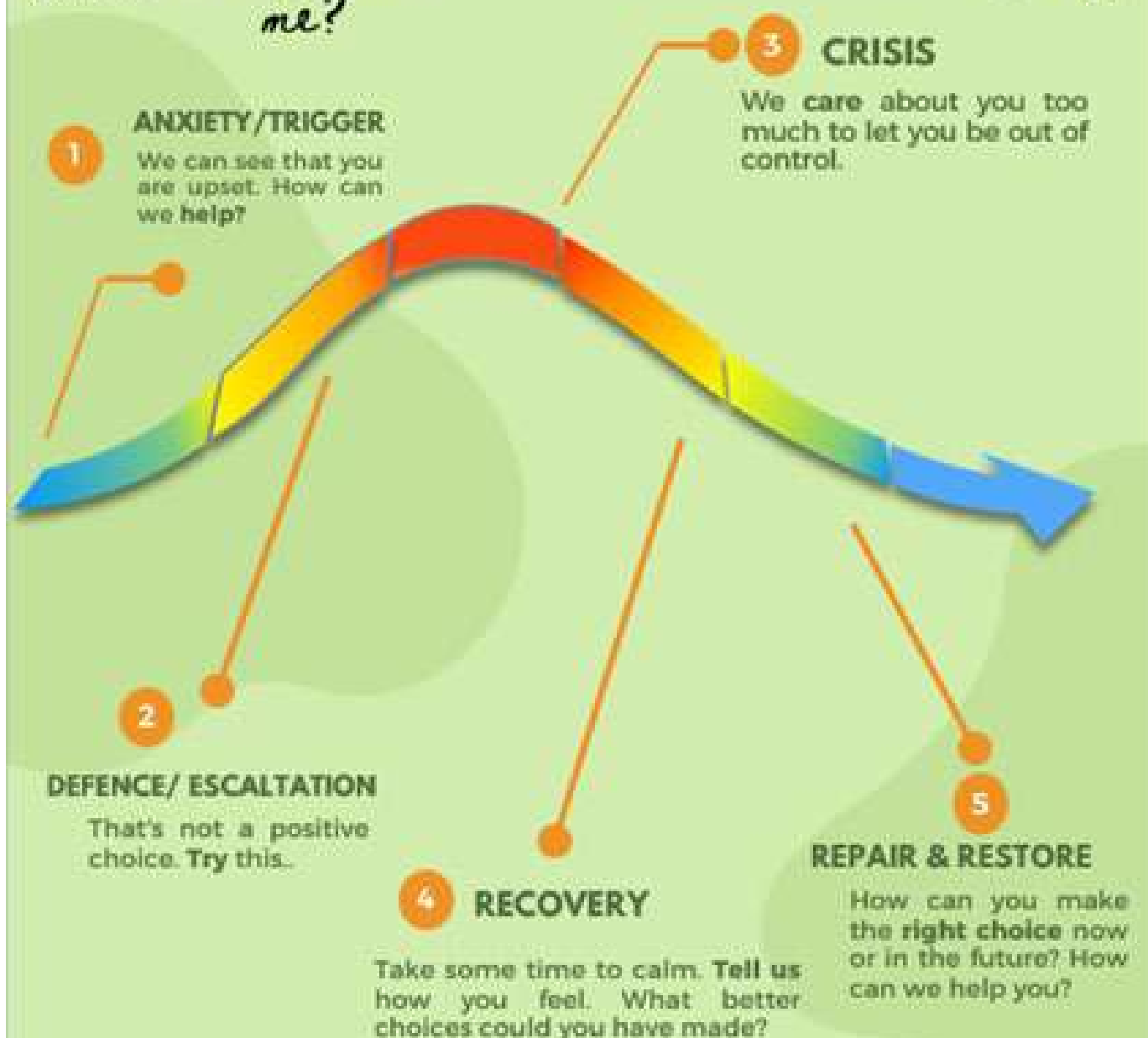




AM I IN IN CRISIS?

What is my body telling me?

What is my mind telling me?



Tides Assessment

Our SEMH assessment profiles are called Tides.

Every pupil's voyage is defined by five Tide colours. Their Tide colour ensures that their SEMH provision is personalised and targeted towards specific needs. Find out more on our website.

Greenfields Academy – Tidal Provision Pathways						
Key Stage 5 Provision Pathway	Wave 4 Provision and external support only (Engagement Model – Step 2)	Life Skills Based Curriculum (Step 3-5)	Life Skills and Entry Level Curriculum (Step 6 & 7)	Functional Skills and GCSE Curriculum (Step 8 & 9)	GCSE Curriculum (Step 10 & 11)	
Key Stage 4 Provision Pathway		Wave 1 - 4 Provision (high frequency of wave 3&4)	Wave 1 - 3 Provision	Wave 1 - 2 Provision	Wave 1 Provision & (optional) Revolving Door Support to mainstream setting	
Key Stage 3 Provision Pathway						
Key Stage 2 Provision Pathway						
Expected Annual Progress	Pastoral only	25-49%	50-74%	75-99%	>100%	
	Yellow	Orange	Blue	Purple	Green	
My Leadership Skills	Extremely low self-esteem/experiencing suicidal thoughts. Refuses support for adults and peers	Accepts support from adults on some occasions. Able to cope with minor changes to the day. Able to recognise what they are good at	Is able to cope with changes to their routine. Can share own successes and concerns with chosen adults. Is able to identify positive things about themselves, seeing mistakes	Responds positively to constructive criticism on most occasions. Usually accepts praise positively from peers and adults. Sound understanding of limitations in ability coupled with willingness to go beyond that ability	Recognises strengths and weaknesses in others and is able to call on and help others when tackling challenging activities. Attempts tasks and challenges with persistence and commitment. Willingness to undertake tasks/learning that they perceive to be a challenge. Use experience to frame future actions. Able to positively challenge offending behaviour	
	Unable to communicate emotions effectively	Can verbally communicate without unnecessary swearing or abuse most of the time/when regulated. Can convey emotions in 'non-verbal' ways without anger or violence when regulated	Can form short friendships based on mutual interests. Can interact with others positively in the classroom and during unstructured time on most occasions	Is able to form appropriate and meaningful friendships. Participates with keenness and enjoyment in social aspects of school life most of the time. Conveys emotions in 'non-verbal' ways without anger or violence when regulated/without becoming deregulated	Is able to maintain appropriate friendships despite conflict. Communicates emotion, opinion, and information accurately, verbally, and non-verbally to individuals and groups	
My Independence Skills	Lack of motivation towards learning. Accessing a reduced timetable	Is able to access a full-time timetable with good levels of success. Engages with a majority of their timetable lessons. Is motivated towards their own learning, and shows resilience in certain areas	Accepts support willingly to guide their learning and development of skills on most occasions. Consistent desire and motivation to develop greater understanding and skills in most areas of the curriculum. Focus most new challenges positively	Absorbs and retains information and guidance over the long-term. Maintains motivation to learn and seeks to build on embedded knowledge by developing areas of personal interest for a majority of the time	Demonstrates an ability to work independently, with the minimum of guidance once a task has been formed. Consistently seek to produce their best in the vast majority of areas. Able to consistently acquire and process knowledge independently	
	Self-Harms regularly (incl. seeking negative touch) Unable/acks motivation to complete effective self-care Lack of self-awareness	Maintains adequate standards of personal hygiene and clothing is appropriate and clean. Does not cause regular self-harm	Does not cause any self-harm when regulated. Rarely seeks to place themselves in vulnerable situations, provocative victimisation, or absconding. Demonstrates positive self-esteem most of the time	Has a developing consequential thought process in relation to their behaviours? Does not cause any self-harm	Recognises everyday risks and those in challenging environments and adapts actions with guidance. Varies high standards of personal care, health and risk avoidance, and has a strong sense of self-worth	
My Relationships	Frequently aggressive and violent	Is able to recognise what they like and dislike. Is able to share opinions on things which matter to them. Can recognise and name their feelings	Is able to talk about their opinions and able to explain their views. Able to set simple goals	Understands the basis for their choices. Has a sense of how they 'fit' with others and the world around them	Able to set personal goals in relation to personal qualities and competences. Is aware of how others 'see' them. Can manage criticism, success, and failure in a positive way	
	Unable to form or sustain positive relationships. No awareness or empathy or control over emotion	Does not display frequent aggressive and violent behaviour. Can form basic, positive relationships with certain adults. Is able to identify some of the emotions of others. Understands that families and friends should care for each other	Accepts support when upset for most incidents. Accurately identifies the emotions of others, most of the time. Understands how to care for other people's feelings and to see things from a different point of view, on specific occasions	Communicates own pleasure in other's success on some occasions. Usually shows remorse for negative actions towards others. Recognises when others are 'upset', 'in crisis' or 'happy' and adapt own behaviour most of the time	Seeks to support and care for others when they are upset. Consistently demonstrates behaviours which do not negatively impact on other's emotions. Can resolve disagreements peacefully	
Social Influences	Anxiety and/or aggression preventing access to teamwork opportunities	Does not frequently isolate themselves through introverted or negative behaviour towards others. Does not regularly seek conflict with others. Can play co-operatively some of the time	Maintains positive relationships with chosen peers. Is able to work in a group with the support of adults most of the time. Is able to resolve a personal difference without conflict on some occasions	Occasionally volunteers to perform actions to benefit others. Speaks to peers and adults politely when regulated. Is comfortable taking turns and trusting others with their own success on most occasions	Can recognise and react to leadership from a peer. Contributes to collective success through own performance and supporting peers. Able to develop working relationships with adults which are sustained	
	Epocentric thinking	Able to recognise how their behaviour affects other people. Listens to other some of the time. Understands that bullying is wrong	Can identify and respect similarities and differences between others. Aware of different groups who may be subject to bullying. Acknowledges difference between 'teasing' and bullying	Recognises the stages of emotion related to loss, change, separation, new family members etc. Appreciates other diversity, including some people's values and customs. Understands the consequences of 'teasing', 'aggression' and stereotyping. Understands the implications of being a 'by-stander'	Recognises influences and pressures. Recognises sources of help and is able to respond appropriately. Able to talk about feelings and relationships. Aware of exploitation	
Anti-Social/Criminal Behaviour	Accessing Reduced Timetable to maintain placement	On-site attendance below 75%	Timely attendance below between 76 and 88%	Timely attendance between 89 and 93%	Timely attendance above 93%	
	BESA Pathway	School Assesses ACES Score 6-10	School Assesses ACES Score 3-5	School Assesses ACES Score 1-2	School Assesses ACES Score 0-1	
	Ongoing School Refuser Repeated fixed term suspensions. Supported by SCIP	Significant involvement in criminal behaviour Repeated police involvement due to criminal/antisocial behaviour	Frequent antisocial behaviour in and/or out of school Known criminal and/or antisocial behaviour in the home or social group	Historic criminal/anti-social behaviour in the home or social group	No known anti-social/criminal behaviour in or out of school/in the home/social group	
	Unable to access full-time in school curriculum. Social Circumstances and/or Medical Need/ACES preventing successful Wave 1-3 Provision	Significant substance abuse by the pupil, home, or social group Under CAMHS, Child Protection or Child in Need On-going serious safeguarding concerns	Some known substance abuse by the pupil or in the home (incl. historic. If impacting on learning) Family members currently accessing team Around the Child Unsettled domestic circumstances	Historic substance abuse in the home or social group Settled domestic circumstances (incl. long-term foster placement)	No substance misuse by child or social circles Continued settled domestic circumstances	
	Professional Diagnosis or potential misdiagnosis School Assesses ACES Score 11-20	Lack of basic skills to access the curriculum. Medical need significantly impacting on learning. Recent significant gaps in education (18-months+) Highest Score: 16-25	Diagnosis creates significant barriers to accessing the curriculum. Medical need impacting on learning. Recent gaps in education (6-18months) Highest Score: 11-15	Diagnosis creates barriers to learning in a mainstream setting. Recent gaps in education Highest Score: 5-10	Diagnosis/medical need does not negatively impact learning in SEMH setting Highest Score: 0-4	
Risk Assessment						

Intervention Waves

Wave interventions are recommended for all pupils at Greenfields Academy, across the full range of tides. The Tide a pupil is on (yellow, orange, blue, purple, green) will guide the Waves they can access to support their SEMH, academic and pastoral progress.

Wave 1 (Green)	Wave 2 (Purple)	Wave 3 (Blue)	Wave 4 (Orange)
Admission to specialist setting, low pupil to staff ratio	Highly differentiated curriculum	Bespoke Reading, Phonics (KS4) & SPAG Recovery Programme	Bespoke Timetable/ Phased/Reintegration Timetable
Specialist SEMH Provision	Additional Adult support in targeted lessons	Dyslexia Support	Bespoke Therapy
Bespoke <i>Behaviour for Learning</i> system	Exam Support	Bespoke Numeracy Recovery Programme	Therapy Dog
Post Admission Meeting	Personalised Accreditation	Dyscalculia Support	One to One Counselling
Robust PHSE curriculum	Yoga, Visualisation and Mindfulness	Brain Train	Occupational Therapy
Phased Nurture	Bikeability	QWERTY	Project Sleep
Team Teach – Individual De-escalation plans	Bespoke Handwriting Programme	Motorvate	PCSO Workshop
Attendance Procedures	Social Stories	Heart, Head, Hands	Individual motional profile
Wellbeing Mentor and Tutor	Transitional Intervention	Mightier	TIMs
Thematic Curriculum	Post 16 Transition Support	Targeted Sensory Support	Alternative Provision
Outdoor Education	Targeted Residential Visits	Individual Motional Profile	MHST
Group Motional profile	Lego Therapy	ELSA	Speech & Language Therapy
Phonics Screening - Read, Write, Inc/Fresh Start	Duke of Edinburgh Award	KS3/4 Swim25	Facilitating External Agency Support

***'We have seen a massive improvement in my son's social skills and general well-being since attending Greenfields. I never thought my son would have friends as he was so withdrawn, he now has friends.'* (Parent)**

Our School Houses

The Greenfields House System was developed to foster a strong sense of belonging, identity, and community across the school. It provides every pupil with the opportunity to feel part of something meaningful—both as an individual and within a collective group.

The system encourages positive interaction across different age groups, creating opportunities for shared experiences, teamwork, and the development of leadership and responsibility. Pupils are given the chance to contribute actively to their House through events, challenges, and collaborative activities that support personal growth and school engagement.

Each House is led by a democratically elected team of House Captains and Vice Captains. These pupil leaders not only represent their peers but together with prefects form our School Council, providing an important platform for student voice and shared decision-making across the school.

Our aim is to strengthen relationships across the entire school community—pupils, staff, families, and beyond—helping to build an inclusive, respectful, and supportive environment for all. The House System also enhances learning and development, offering enriching experiences that align with our school values and prepare pupils for life in today's society.

Each House is named and themed after features from our local surroundings, connecting our community's identity to the environment around us.



'After 3 years of being at Greenfields my child is thriving, especially in confidence and social skills. I couldn't ask for a safer, more supportive environment for him to learn in.'
(Parent)

Rewards & Celebration

PACE Points

At Greenfields Academy, our PACE Points system recognises and rewards pupils who consistently follow our Behaviour Curriculum and demonstrate positive social and emotional learning. Pupils earn PACE Points by showing Perseverance, Achievement, Care, and Engagement—the core values that underpin our school ethos.

These points are a tangible way to celebrate positive choices, emotional regulation, respectful behaviour, and active participation in school life. PACE Points can be accumulated and then spent on a variety of exciting rewards. Our School Council plays an active role in gathering suggestions and shaping the list of prizes, ensuring that rewards are meaningful, inclusive, and pupil-led. This system encourages intrinsic motivation, promotes responsibility, and helps embed key life skills that prepare pupils for success in school and beyond.

House Tokens

House Tokens are awarded to pupils who demonstrate exceptional effort, attitude, or achievement—recognising when individuals or classes go above and beyond expectations. These rewards are contextually adapted to reflect each pupil's personal journey and progress.

Each token offers immediate recognition and reinforces positive behaviour by promoting a sense of pride, accomplishment, and self-worth. In addition, every token contributes one House Point to the pupil's House total.

House Tokens form part of a broader system of inter-house competitions, such as the Connect4 Tournament, Talent Show, Christmas Card Competition, and Sports Day, among many others. All points earned through these activities are added to a cumulative total, which determines the standings in the overall Annual House Championship and the winners of the end of term rewards trips.

Star Time (Key Stage 2)

Everyday children in the Key Stage 2 phase of the school have opportunity to earn up to 20 'stars', stars are awarded to celebrate positive behaviour and translate into minutes of rewards time at the end of the day (1 star = 1-minute reward time).

Star time activities are child-led and focussed on promoting positive wellbeing, activities change on a daily basis. 'un-earned' stars create time for restorative practice. In KS3 Nurture provision, adapted versions of Star Time may be deployed with the agreement of Senior Leaders.

Assembly

Assembly is a focal point of our school week at Greenfields, where we come together as a whole school community on Friday mornings.

Within assembly there will be a key message which is related to a recent or contextual event and focuses on a specific British Value that each class will work on together throughout the coming week.

In addition, our Assemblies are an opportunity to celebrate and recognise achievements.

- **House Awards** – weekly – nominated by staff and awarded to pupils by their Head of House & House Captain.
- **British Values Certificate** – weekly – chosen by School Council for demonstrating British Values positively.
- **Pupil Highlights** – weekly – chosen by the PE team to recognise exceptional progress or engagement in PE & Sport.
- **Attendance Awards** – half-termly – presented for attendance above 97% over time or exceptional progress.
- **PACE Awards** – half-termly – chosen by the Senior Leadership Team for pupils who have consistently demonstrated the Greenfields Values.
- **Headteacher's Award** – termly – chosen by the Headteacher for a pupil who has made sustained exceptional achievements and progress within, or beyond, school.
- **Pupil Champions Award** - weekly – chosen by School Council for a staff member who has gone above and beyond.
- **Trust Values Award** – termly – presented to staff having been nominated by colleagues for demonstration of Trust Values

'I am proud of getting the Head Teachers award, I never ever expected that! I appreciate everything that my family, friends and teachers at Greenfields have done for me. I like spending time with my teachers and school friends.'
(Pupil)

Uniform & School Meals

School Uniform

At Greenfields Academy we value the strength of community and identification. We have a sense of pride in who we are and what we do. For this purpose, we ask that all pupils wear school uniform.

The dress code is:

- Plain black closed shoes or trainers.
- Black or charcoal trousers.
- Greenfields white polo shirt.
- Greenfields sweatshirt, fleece or cardigan.
- PE lessons require suitable footwear (preferably trainers for sport), black shorts or tracksuit bottoms, Greenfields PE T-shirt.
- and a towel to be sent

Swimming lessons require appropriate costume or trunks

It is essential that all items of clothing are clearly marked with the pupil's name.

No jeans, hoodies, hats or jewellery to be worn to school.

School uniform can be ordered by following the link on our school website.



School Meals

We offer a daily breakfast to ensure all pupils have a positive and nutritious start to their day. Each morning, pupils can choose from a selection of cereals, toast and bagels with a variety of spreads, as well as fresh fruit and yoghurt. To end the week on a high note, we serve bacon sandwiches every Friday morning. Breakfast is free of charge to all pupils.

Lunches are freshly prepared on the school premises by the school cooks. At Greenfields Academy, we regard lunchtimes as a valuable teaching and learning opportunity where personal, social, and independence skills can be developed. Arrangements can be made for pupils who require a special diet, and a vegetarian option is always available. Alongside the main hot meal served each day, pupils also have the choice of a freshly prepared sandwich, a salad bowl, or a jacket potato with a selection of fillings. This variety ensures that all pupils can enjoy a nutritious and balanced lunch that suits their individual tastes and dietary needs. Pupils are also welcome to bring their own packed lunch should they prefer. School lunches can be ordered on the day and are paid for through the My Child At School App.

Moving on

Transitional Curriculum

End-of-year transitions are carefully supported through targeted residential visits for both Lower and Upper School pupils during a dedicated two-week transition period in July. During this time, all pupils move into their next class group ahead of the new academic year in September. A tailored transitional curriculum is in place, with activities designed to: build relationships with new or unfamiliar wellbeing teams, support integration with new peer groups, and provide early exposure to September's classroom environment, timetable, and thematic or accredited learning.



Revolving Door

Greenfields Academy are proud of our engagement and success in the 'Revolving Door' scheme in Lincolnshire. Pupils placed at Greenfields Academy have an Annual Review of their EHCP. At each review we explore whether Greenfields continues to be the correct setting to meet pupil need. In the vast majority of cases, the placement continues. However, where pupils demonstrate sustained and strong progress (pastorally and academically), positive emotional awareness, good attendance and have the desire to do so, a carefully planned and supported 'return to mainstream school' can be initiated through the 'Revolving Door' scheme. This provides schools, pupils and families up to a 6-month period of being dual-rolled (on roll at Greenfields and at the mainstream school), providing a 'safety-net' of being able to return to Greenfields should the transition be too challenging. This time period also increases the likelihood of success because it improves inter-school partnership working, graded transitional arrangements and increased specialist support from Greenfields into the mainstream provision. Whilst this scheme can be initiated at any point in a pupil's journey with us, we tend to try and complete 'Revolving Door' periods to coincide with key points in advance of Key Stage transitions.

Post-16

At Greenfields, we support pupils in preparing for life beyond school through a comprehensive programme of life-skills lessons, focused on "Preparing for Adulthood" targets. From Key Stage 3 onwards, pupils engage in tailored careers education that builds awareness, aspiration, and confidence about future opportunities. Work experience placements further enhance real-world understanding and readiness. For every pupil, we offer bespoke transition packages designed to meet individual needs, supporting successful progression to a wide range of post-16 placements including colleges, training providers, and supported apprenticeships.

Why Choose Greenfields Academy?

- ✓ At Greenfields Academy, we are committed to supporting pupils and their families in overcoming the barriers to education they may have faced, empowering them to confidently embrace future opportunities—whenever and however they arise. Our high expectations, tailored to each individual's context, are underpinned by our School Values and delivered through a provision that is Personalised, Aspirational, Caring, and Engaging (PACE).
- ✓ Our step-based curriculum, delivered by qualified and experienced staff, opens up a wide range of accreditation opportunities tailored to each pupil's unique Tidal profile. We place equal value on academic achievement and pastoral development, offering targeted interventions that support a broad spectrum of additional needs.
- ✓ Pupil safety and wellbeing are at the heart of everything we do. We ensure every voice is heard, fostering a culture of respect and belonging. Our embedded behaviour curriculum, supported by highly trained adults and experienced school leaders, is based on the belief that positive behaviour is learned—anchored in the guiding principle: Right Place, Right Time, doing the Right Thing.
- ✓ But don't just take our word for it—hear directly from one of our current parents on our website to find out what makes Greenfields Academy so special.

'Since my child has started at Greenfields he has come on leaps and bounds. He was a student at his previous school only doing 2 hours a day. Now he is in full days and he loves it. All the staff at the school are exceptional. The receptionists are fantastic; any questions they are on hand to answer. This school has been a true blessing for my child.'
(Parent)



Greenfields Academy

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