



Greenwood School Student Needs and Relationship Policy

Date of Policy Issue/Review	September 2023	Review Date: September 2024
Name of Responsible Manager Signature of Responsible Manager	Stuart Curtis	
Signature of Chair of Management Committee		

Every Interaction is a learning experience, and every learning experience must be an opportunity for progress.

1. Culture and The Greenwood Way

1.1

Each staff member has the responsibility to foster positive working relationships with our students. Affording them the opportunity to grow and develop as learners and productive members of society in a vibrant, safe, friendly and respectful learning environment.

- For students to learn they need to feel comfortable with and understand, the learning culture in their lessons. If they do not, they will find it difficult to engage and take risks or confront challenges; yet this is how they learn.
- It is the teacher that has the biggest impact on the culture of the learning environment. This is achieved through the interactions that they have with the students and by how they manage the student's behaviour and learning experience.
- Staff must ensure that they actively plan to create a safe, secure and respectful learning environment where students feel that their views are listened to and are comfortable enough to fully engage in their learning.
- People make a difference – The positive relationships that we make in learning will ultimately make the difference to the progress the students make.
- Restorative Practice – A Restorative approach is not something we do, but something we are.

1.2

At Greenwood School we expect all students to follow The Greenwood Way through three simple steps. This is to ensure the safety and success of all stakeholders at all times.

- **Ready** – we will ensure students are in the right place at the right time with all the equipment they would need to be successful within that lesson.
- **Respectful** – we will support all our students to focus on their learning whilst being mindful of other people's beliefs, identity and individuality.
- **Safe** – we will expect all students to treat their environment with care and be supportive of their own and other's physical and mental health.

Further information can be found on our Greenwood Learning Vision under Core Principle 1, the Greenwood Way Blueprint and Code of Conduct in the Appendices.

This Policy also considers guidance from the DFE Behaviour and discipline in schools document 2016, Guidance on Suspension and Permanent Exclusion from maintained Schools Sept 2023 and Revised HAMPSHIRE Guidance on Exclusions from Hampshire 2022.



Maslow's hierarchy of needs

2. Students Needs

Staff at Greenwood look to apply Maslow's hierarchy of needs to help support the students as soon as they arrive at school and throughout the day. If a student's basic human needs are not met, the impact on behaviour and learning can be considerable.

2.1

Physiological needs

Students are able to have breakfast and a drink when they arrive at school, which also offers them a chance to socialise with friends. They are also able to order their food for break and lunch time. Cups of water can be requested by the students through the day with additional drinks available at break and lunch. Research has shown that hydration is more important for children as they have higher basic water requirements to body weight than adults. When the students arrive they meet with their keyworkers. This is an opportunity to find out if the student has any basic needs that are not being met. The keyworker can organise to support these basic needs or refer the students to the Designated Safeguarding Lead (DSL) or members of the Extended Leadership Team (XLT). When all our students start we do not expect the parents to spend money on uniform. We provide every child with two Greenwood jumpers which they should wear everyday. We also will supply T-shirts for the summer months and leggings where appropriate. At Greenwood we also try to educate our students and parents/carers about the importance of sleep. A lack of sleep will impact on concentration levels and the ability to make good choices about behaviour. Sleep also consolidates learning through helping us secure long-term memories (Centre for Educational Neuroscience; National Sleep Foundation).

2.2

Safety Needs

The keyworker morning meeting is very important to help reassure the students that the school is a safe place. We provide all and any equipment that a student may need for the school day. Our Greenwood Way with its three key areas Ready, Respectful, Safe highlights the importance of staff modelling safe behaviours. When challenging behaviours do occur and not meet the school's expectations the safe will ensure all students are safe as a priority. Staff will ensure that the resources and equipment needed for students to be successful are available to all in every lesson. Children need consistency and effective boundaries, so that they do not feel they have to persistently test them.

2.3

Love and Belonging

Staff always strive to make every point of contact with a student a positive one. To offer the best support to our students the School is working towards Attachment and Trauma Aware status. We try to build a sense of community at Greenwood so that every student feels like they have a stake within their education. It is not easy to build these relationships which lead to a strong sense of belonging. Students can be on site for only six weeks whilst others are dual rolled so may never see themselves as part of Greenwood. When students feel a sense of belonging then they can help and assist staff in inducting new students to how Greenwood works but also in looking after the environment of the school. All staff should greet students at the door and make them feel welcomed into the classroom. Staff are encouraged to get to know their students, not necessarily to find some common ground but it's important that staff talk to the students. At Greenwood a big part of our job is celebrating student success and communicating this with parents/carers. Everyday each keyworker will contact home and describe the student's day to parents, highlighting positive behaviours to help build working relationships with parents/carers. Maya Angelou famously said, 'I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.'

2.4

Esteem

Everyday our keyworkers will communicate with parents to ensure all our students get recognition of any positive behaviours they have shown. Recognition of student achievements however small can be powerful in supporting self-esteem. This also helps with students confirming a status within the school community as they feel a sense of increased self-confidence. When staff and students can support each other then a sense of mutual respect grows and students can attain more. At Greenwood we try to catch students being better. Our termly Awards ceremonies allow us to recognise a wide variety of the student group. There are awards for subject areas but also for students exhibiting our core values.

2.5

Self-Actualization

It is the goal at Greenwood School to help students become increasingly engaged and absorbed in their learning. We want students to move towards the best they can be, so that they can take responsibility for their actions and apply their best into any given field they wish. When students have been with us for a prolonged period of time they have been able to move through Maslow's hierarchy and some will reach the point of wanting to achieve for themselves. They understand that they are in control of their education and that staff can support them to achieving their goals. This includes looking towards post-16 options and trying to plan out a pathway to contributing to society.

3. Expectations for Behaviour

The expectations of our school have been established to promote high levels of engagement from our students. We value the partnership between, students, parents/carers and staff and believe that, by working together, students will be given the best opportunities to succeed in the future. Staff at Greenwood School are encouraged to be problem solvers and defuse situations so they do not escalate and students can still be successful. As staff we will always look for ways to use Restorative Practice to resolve situations and ensure we help students understand the impact their behaviour has on themselves and others.

3.1

Students will be encouraged to;

- Attend their educational provision every week
- Interact with Restorative practice to repair relationships with students and or staff
- Use appropriate language at all times
- Move around our school in a calm, orderly and safe manner
- Show respect and honesty for other people's belongings and for our school's equipment and facilities

- Exercise self-control even when angry or upset
- Be co-operative with staff and peers and be prepared to engage in group activities
- Listen carefully and carry out all instructions given by staff
- Dress appropriately for a working school day
- Work to the best of their ability and stay on task especially when faced with a challenging situation
- Conduct themselves in the classroom in a manner which respects others' learning environment
- Be prepared to hand in all personal belongings every morning
- Wear the Greenwood uniform every day
- Accept recognition and consequences for the choices they make and the impacts these have

3.2

What students can expect from staff;

- Give students the opportunity to make amends for their behaviour through Restorative Practice
- To always be treated as an individual with empathy
- Be given high quality teaching in every lesson which challenges and develops attributes, skills and knowledge
- To be spoken to with respect and dignity
- Leave every lesson with a positive comment no matter what happened in the lesson
- Have staff acknowledge mistakes and model resilience at all times
- To always be welcomed and greeted into a classroom
- A level of protection which means that all students are kept safe on site
- To be given opportunities to experience the working environment and real-world applications
- For them to be transparent and fair when making decisions in the classroom
- Support in creating positive friendships and relationships
- Clear communication within lessons
- For them to catch students behaving appropriately, recognise it and acknowledge it.

4. Greenwood Restore

Greenwood Restore is the way Greenwood uses Restorative practices to enable our students to gain an understanding of the impacts that their actions have on others. It is not about punishing. It is about teaching consequence of behaviours and allowing reflection and opportunity to 'fix' what has been broken. This is particularly important at Greenwood as it is our relationships with students that are our strongest asset, however are the thing that are so easily, and so often, damaged. Finding a way to repair that damage is crucial.

Restore is designed to enable harmed parties to be heard and included in the decision making regarding the incident, it allows harmed parties some control. It also allows harmers to hear the impacts of their actions, explain their side of the story and find ways to fix what has been damaged, providing autonomy over behaviours. This can be anything from clearing their rubbish at lunchtime, repairing a broken table or showing in another way that they understand the harm caused by their actions.

At Greenwood School will follow these underlying principles so restorative work can be effective.

Restoration: the primary objective of restorative practice is to address and repair harm.

Voluntarism: students cannot and must not be forced to participate. Students need to understand the process and potential outcomes to give consent.

Neutrality: It must be fair and unbiased towards participants. This can be difficult for the harmed party to understand as they feel the harmer doesn't deserve equal status.

Safety: This is crucial to allow the harmed party to feel that they will be secure when sitting down with the harmer to talk about their feelings. Choice of location and potential supportive staff need careful consideration.

Accessibility: The language used must be accessible to all. Students will find it difficult to communicate their feelings and to understand them, let alone trying to listen to others and understands what they were going through.

Respect: There must be respect for all for the process to be successful. It is very important not to shame anyone during the process as it will not produce the desired response.

(Adapted from O'Brien 2020)

4.1

Scripts/language

Restore scripts and language are our first and most used aspect of Restore. They are used in every interaction with our students from arriving on site to leaving at the end of the day. We do not only use this language when something has gone wrong, by then it is often too late to introduce new language, so we use it in every interaction. We do not say please at Greenwood, we say thank you. We set the expectation that our requests will be met by our students, and by thanking them we let them know what we expect and that we believe they can and will do so!

4.2

Response/On-call

The Restore on call system allows staff to be in direct contact with the staff member on call using an iPad system that can receive emails and messages directly, Staff are able to contact for support without having to use the phone and create further heightening of students. Having the iPad also allows incidents to be logged on to CPOMS directly, enabling more efficient collection of time critical information. Restorative questions are used alongside our language and scripts to try and regulate students and return them to their learning space.

4.3

Results

The Results Matrix enables a transparent and trauma aware process regarding sanctions at Greenwood. It provokes conversation around mitigating factors and presses for interventions and actions other than suspension or punitive punishment. By using this in de-brief, all staff are able to have an input in to the outcomes, creating a feeling of autonomy and a sense of togetherness for staff, enabling them to offer suggestions and solutions to identified issues.

4.4

Reflect

Reflect is designed to support staff and students to find solutions to prevent issues reoccurring, by following a simple restorative process. The reflect process uses the social discipline model to enable staff to identify where they are themselves, and where they need to be to give students optimal support

4.5

Repair

Repair is where we 'fix'. It is the restorative conversations that happen in the corridor and the classroom. It is the restorative conversations held in a more formal environment on a 1:1 basis and those face to face conversations. Repair fixes both relationships and physical damage, with the aim of highlighting impacts and deterring repeat offences.

4.6

Pre-emptive Restore strategies;

- Using the Keyworker system to prepare students well for each day ahead and reflect on their behaviour around school.
- Consistent scripts to reinforce preferred behaviours
- Early intervention is more effective than remedial action, so teachers need to recognise the early signs of student stress and anxiety.

- Build student self-confidence and self-efficacy to engage them in their learning.
- Providing equipment and or uniform to avoid conflicts which may detract from the focus on student learning.
- Opportunities for ELSA support to either individuals or groups of students.
- Therapeutic interventions including CBT to give students strategies to support themselves when moving towards crisis.
- Art is also offered to all students, which can help as a therapeutic intervention.
- Greenwood has Chickens, Rabbits and visits from therapy trained dogs which some students benefit from interacting with especially on days of heightened anxiety.
- Catching students being successful and keeping the focus on positive behaviours.
- Keeping all staff informed of outside influences on students and how we can increase their resilience to the challenges they may meet in and outside of school.
- Detailed knowledge of students prior to their arrival at Greenwood School through the Pupil Portraits and assessments to identify learning needs.
- Window of Tolerance (WOT) models for every student which allow a detailed bank of strategies to be built up for all staff to use to support the student.
- Behavioural focuses through the SEMH questionnaires so that all staff are aware of the behaviours that the student is working on to improve that lesson, day and time at Greenwood.
- Well-being Days to support students and staff with their mental health.

4.7

Trauma Awareness

As previously stated Greenwood School is working towards Attachment and Trauma Aware School status. Staff at Greenwood School are aware that most or all of the students that are referred have experienced Adverse Childhood Experiences (ACEs) – traumatic life experiences that occur before the age of 18. For Children and Young People who have experienced trauma and loss, behaviourist approaches often serve to re-traumatise them and do not teach them how to express their emotions appropriately to their surroundings. We take a non-judgemental and empathic attitude towards behaviour and such students are viewed as vulnerable rather than troublesome. Relationships are put first and include staff, students and parent/carers. It is important that our staff understand that not all behaviours are a matter of choice and sometimes not all factors linked to students' behaviours are within their control. This is where it is important to support students to self-regulate so they understand the choices that are available to them.

At Greenwood we place a strong emphasis upon the emotional health and well-being of all members of the school community as we believe that this will lead to better outcomes for all. We will use positive role modelling through our Ready, Respectful, Safe ethos to ensure a purposeful learning environment. Greenwood using the WOT model to provide a clearer understanding of what a student needs to be successful. The WOT allows students to focus on triggers for behaviours and allows them to develop strategies with staff that can help regulate them faster and minimise negative behaviours.

4.8

Recognition strategies

- Positive verbal praise when catching students making the right choices.
- Recognition points – awarded every lesson.
- Daily phone-calls or emails home to celebrate positive behaviours with parents/carers.
- Celebration assemblies at the end of terms.
- Weekly opportunities for keyworker group treats.
- Recognition trips off-site to student selected attractions.
- Opportunities to cash in points each half term for vouchers.
- Termly recognitions for academic achievement.

Classroom Recognition Points Scale

0 – being disrespectful and / or being unsafe

5 – showing respect to the member of staff that you are with whilst being in a safe space

10 – showing respect to the member of staff and students that you are with and being ready to learn in your timetabled lesson

20 – showing respect to the staff and students that you are with and engaging with your learning objectives in your timetabled lesson

30 – showing respect to the staff and students that you are with and engaging with the learning above and beyond the expectations of your teacher

Students will be informed of their points total each week and can monitor their own progress. They will have their own individual targets and know exactly what to do to attain and improve them. Keyworker times are the perfect opportunity for students to discuss any problems and to share any successes.

4.9

De-escalation Interventions

- **Be Empathic and Non-judgmental**
Do not judge or be dismissive of the feelings of the person in distress. Remember that the person's feelings are real, whether or not you think those feelings are justified.
- **Respect Personal Space**
Be aware of your position, posture, and proximity when interacting with a person in distress. Allowing personal space shows respect, keeps you safer, and tends to decrease a person's anxiety.
- **Use Non-threatening Non-verbal's**
The more a person is in distress, the less they hear your words—and the more they react to your nonverbal communication. Be mindful of your gestures, facial expressions, movements, and tone of voice.
- **Keep Your Emotional Brain in Check**
Remain calm, rational, and professional. While you can't control the person's behaviour, how you respond to their behaviour will have a direct effect on whether the situation escalates or defuses.
- **Focus on Feelings**
Facts are important, but how a person feels is the heart of the matter. Yet some people have trouble identifying how they feel about what's happening to them.
- **Ignore Challenging Questions**
Engaging with people who ask challenging questions is rarely productive. When a person challenges your authority, redirect their attention to the issue at hand.
- **Set Limits**
As a person progresses through a crisis, give them respectful, simple, and reasonable limits. Offer concise and respectful choices and consequences.
- **Choose Wisely What You Insist Upon**
It's important to be thoughtful in deciding which rules are negotiable and which are not.
- **Allow Silence for Reflection**
We've all experienced awkward silences. While it may seem counterintuitive to let moments of silence occur, sometimes it's the best choice.
- **Allow Time for Decisions**
When a person is upset, they may not be able to think clearly. Give them a few moments to think through what you've said. A person's stress rises when they feel rushed. Allowing time brings calm.

5. Consequence

Staff at Greenwood will always follow our Restore principles but it is important that students, staff and all stakeholders should be fully aware that the school have a number of consequences which may be used when an incident may require it.

5.1

Examples of behavioural intervention

At Greenwood we believe in giving our students every opportunity to get it right. However, from time to time our interventions are supported by the following measures;

- Verbal reminders of The Greenwood Way.
- Warning outlining undesirable behaviour – we **always** listen and work hard to help our students make the right choices.
- 1:1 time – to reflect on what may have gone wrong and consider a more positive way forward.
- Parental contact after the lesson via Telephone calls / email / letters home.

Case then discussed at Debrief using the Restore Matrix and or the WOT model and then the following actions may or may not commence;

- Repair conversation with all relevant parties
- A meeting with the Head Teacher with or without parents / carers.
- 1 to 1 teaching on site for a set period of time.
- Detention after-school with a member of senior staff.
- Formal meeting with parents / carers regarding the student's behaviour not meeting expectations.
- Suspension when appropriate for the student.
- Period of home learning or online learning supported by staff visits.
- After-School Provision for a period of two weeks with specialist input
- A reduced timetable based on HCC Guidance for Schools for Children not in fulltime education.
- Change of educational provision to a different PRU.

5.2

We treat our students as individuals and may choose any of the below at any time

- Our school will never condone any verbal or physical abuse, of any nature, at any time. If necessary, other authorities may be called to deal with persistent offenders.
- We will not accept any comments or activities deemed racist, sexist, or offensive to any religion or culture, gender preference or sexuality and students will face a consequence for doing so.
- We will educate and inform students about the consequences of substance misuse. This aspect of their education will be reinforced throughout the whole curriculum and especially through our Personal Development Learning (PDL) programme and Keyworker sessions.
- From time to time we may need to share information with other professional colleagues and agencies in accordance with Hampshire County Council's Child Protection Policy.
- We are totally committed to the health and safety of all our students and staff and we will act to safeguard their well-being.
- We will not condone illegal activities and in cases where staff are made aware of these, through casual conversation, they may share information with other agencies.
- The Police may be called if we ever feel that the safety of students or staff is at risk. We do not need parental permission before calling the Police with regards one of our students but parents will be contacted in the event of the Police having to attend the School site.

6. Bullying

Firm action will be taken against all forms of bullying. Our behavioural learning and relationships policy will inform the action we decide to take but please note that we will **not accept** any bullying in our school community.

7. Linked Policies

The following Policies should be read in conjunction with the Behaviour and Relationship Policy;

- Personal Development Learning and Drugs Education Policy
- SEN Policy
- Health & Safety Policy
- Child Protection / Safeguarding Policy
- The Greenwood Way
- Code of Conduct
- Drugs Policy
- Restorative Practice Policy

8. Useful documents

APPENDIX A: Further Information regarding; use of reasonable force, searches, confiscation, drugs and property damage.

APPENDIX B: Code of Conduct

APPENDIX C: The Greenwood Way Blueprint

APPENDIX D: Code of Conduct (Covid-19)

APPENDIX E: Protocol for a student coming on to site including use of a search wand

APPENDIX F: Classroom Expectations

Date of Policy: September 2023

Date of Review: September 2024

Signed

Management Committee Chair.....

Head teacher.....

Appendix A - Further information

Use of Reasonable Force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and expectations in the classroom. We may also use such force as is reasonable given the circumstances when conducting a search without consent. However, all other means to de-escalate a situation should have been explored and there is no expectation upon staff to have to use reasonable force.

Searching & Screening

The law states that staff can search a pupil for anything with consent

Staff can search a student or possessions without consent if they believe they may have: -

- Knives / weapons
- Alcohol
- Illegal drugs or drugs paraphernalia
- Stolen items
- Tobacco and smoking paraphernalia
- Fireworks
- Pornography

Confiscation powers

Staff also have the right to confiscate any item, including mobile phones. Any member of staff authorised by the Headteacher can carry out the search as long as there are two members of staff present and at least one of them should be the same sex as the student being searched. The search itself should be carried out by a member of staff of the same sex as the student. In an emergency or urgent situation then this need not apply. However, the School will do its utmost to ensure that the staff conducting the search allow the student to feel safe and this includes taking into account a student's gender or sexual orientation Any member of staff conducting a search must log the details of the search on to CPOMS and contact the parents for the reason the search was completed.

Pornography

All forms of pornography in whatever medium, downloaded, stored electronically or in paper form, are banned from the school premises. Any offending material brought into the school or to any activity organised by our school, will be taken for safe-keeping and returned to either parents/carers, or if the material falls within the scope of the law, the Police. Parents/carers will be informed in the event of pornography being viewed by a student.

Drugs

Greenwood School is working in partnership with 12 other local schools and colleges to ensure drugs do not come into our schools as part of the Hampshire Safe program. We will not accept the misuse of suspected possession/misuse of either illegal or legal substances or drug paraphernalia and will inform the relevant external agencies if and when these situations occur.

Drug Detection Dogs

Greenwood School invite detection dogs into School to help educate our students on how the dogs work but also their importance in keeping the students safe. The Dogs will be brought on to site at a different time during the year, some publicised and some not. Although the Students will have the opportunity to meet the dogs they will not have any direct physical contact.

Any student indicated by the detection dog will be searched in line with the Searching, Screening & Confiscation guidelines set out in the Behaviour and Relationship Policy. This will also include any property

belonging to a student if identified by a detection dog. Consent for a search will always be sought but if a student refuses to give consent then the School will decide whether to proceed with the search.

If a detection dog indicates a member of staff or their property during the time on the School site then that member of staff will have a meeting with the Headteacher to discuss the situation.

If illegal substances are found to be within a student's possession then the Police will be called and further action may be taken. In such circumstance's parents/carers will be contacted at the earliest opportunity by a member of the XLT.

Drug Support services

Any student who is abusing drugs should be referred to the Hampshire County Council approved drug service Catch 22 so that they can receive the appropriate support. Greenwood School is committed to working with students and their parents to provide the provision needed for a student to be successful.

Smoking and Vaping

We are a smoke free site in accordance with Hampshire County Council regulations.

We provide cross curricular education regarding the health implications of smoking. We strongly advise cessation.

Damage to Property

Students will be charged for the cost of repair or the replacement of any property on school grounds. A letter will be sent home requesting co-operation in ensuring payment is made. If the damage is deliberate or malicious then an action for criminal damage may be pursued. This cost may be taken from the student's recognition points if deemed appropriate.

Personal Property

We cannot accept responsibility for any personal property brought onto the premises. In the event of a student bringing personal property onto the premises for the purpose of sale or exchange, the property will be confiscated and returned to either parents / carers or the relevant external agencies. If a student chooses to bring in, but not limited to, a mobile phone, tablet, smart watch etc, it must be handed in at the start of the school day. It will be stored safely and securely. It will then be returned at the end of the school day. If a student does not comply their electronic item will be confiscated and only returned to parent / carer.

Please see the Appendix D on the protocol for a student coming on to the School site.

Appendix B – Code of Conduct

This Code of Conduct is being put in place to ensure the safety of students and staff on the Greenwood School. It is important that the School, Parents and Students work together to support every student learning and future life prospects.

Greenwood School will:

- Provide a clean environment for students to learn in.
- Encourage students to be respectful, safe in their behaviours and considerate of others.
- Work with other agencies to ensure smooth transitions in and out of Greenwood School
- Keep parents informed of their child's progress, work and behaviour.
- Provide all students with stationary to use at School.
- Be considerate of every child's individual circumstances and background when interacting with them.

Signed:
/2021

Headteacher: 03/ 09

Parents / Carers will:

- Ensure their child arrives at School before 8.50am.
- Ensure your child wears their Greenwood jumper and correct uniform with suitable footwear to School every day.
- Inform Greenwood before 9.20am if their child is unable to attend School and the reason why.
- Notify the School of their child's individual needs prior to starting and keep the School updated with regards any changes.
- Be supportive of the school's procedures for ensuring good attendance
- Familiarise yourself with the school's policies and procedures using the school website
- Encourage your child to follow the Schools expectations to keep everyone safe.

Signed:

Parent / Carer / /

Students will:

- Hand in all your belongings upon arriving at reception.
- Wear your Greenwood jumper and correct uniform with suitable footwear every day.
- Strive to try your best in every lesson.
- Follow your timetable ensuring that you are always in the right place at the right time.
- Report any symptoms of illness that you may have to a member is staff.
- Look after the equipment given to you at the start of lessons.
- Always be patient, safe and wait your turn.

Signed:

Student / /

Appendix C - The Greenwood Way Blueprint

This is how we do it here...



At Greenwood School we are determined to give students the best possible chance to attain their potential. We are fully committed to ensuring all students leaving Greenwood School are positive contributors to society and their communities.

What to Expect from your teachers in Class

Meet and Greet / Find & Fetch
Register & Starter
Praise the Positive
Ending the lesson on time
End and Send

We Recognise Student Achievement

Contact with Home
(Text, Phone Call, Email, Postcards)
Recognition Trips

The Greenwood Way – Our Expectations

Be Ready - Be Respectful - Be Safe

Our Classroom Steps

1 – Greenwood Way reminder
2 – Warning outlining undesirable behaviour
3 – Individual conversation
4 – Parental Contact on the day
5 – Case discussed at debrief and further steps decided.

Phrases you will hear from Adults

I've noticed...
I need you to...
I know you will...
Thank you for...
You have chosen to...
Do you remember last week when...
It was the expectation about... that you...
That is not very Greenwood...
Thank you at the end of any instruction.

Picking up the Tab Restorative Process

Suggested questions
What happened?
What were you thinking or feeling at the time?
Who was affected by what happened?
What can be done to repair the harm?
What can be done to stop this happening again?
Keyworker Check-in / Break / Lunch

Appendix D - Code of Conduct (Covid-19)

This Code of Conduct is being put in place to ensure the safety of students and staff on the Greenwood School site. It is important that The School, Parents and Students work together to support every student's learning and future life prospects.

Greenwood School will:

- Provide a clean environment for students to learn in.
- Encourage students to be respectful of others, safe in their behaviours and considerate of others.
- Work with other agencies to ensure smooth transitions in and out of Greenwood School.
- Keep parents informed of their child's progress, work and behaviour.
- Provide all students with stationary to use at School.
- Be considerate of every child's individual circumstances and background when interacting with them.

Signed:

Headteacher 03/ 09 /2022

Parents / Carers will:

- Ensure your child arrives at School before 8.50am.
- Ensure your child wears the Greenwood jumper and correct uniform with suitable footwear to School every day.
- Notify the School before 9.20am if their child is unable to attend School and the reason why.
- Notify the School of their child's individual needs prior to starting and keep the School updated with regards any changes.
- Be supportive of the school's procedures for ensuring good attendance.
- Familiarise yourself with the school's policies and procedures using the School website.
- Encourage your child to follow the Schools expectations to keep everyone safe.

Signed:

Parent / Carer / /

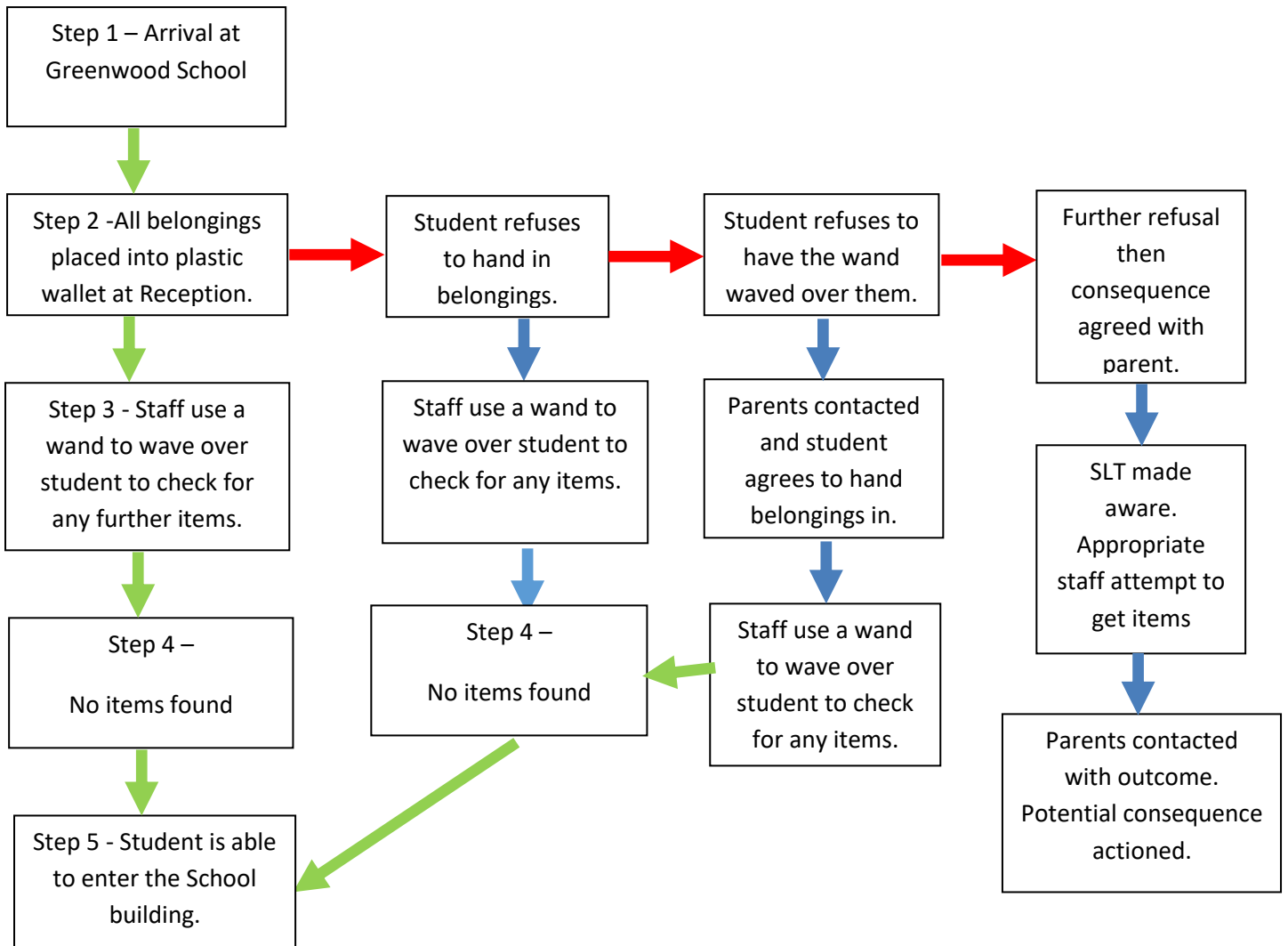
Students will:

- Hand in all your belongings upon arriving at reception.
- Wear your Greenwood jumper and correct uniform with suitable footwear every day.
- Strive to try your best in every lesson.
- Follow your timetable ensuring that you are always in the right place at the right time.
- Report any symptoms of illness that you may have to a member of staff.
- Look after the equipment given to you at the start of the day.
- Always be patient, safe and wait your turn.

Signed:

Student / /

Appendix E - Protocol for a student coming on to site including use of a search wand



Appendix F – Classroom Expectations



What to expect from your Teachers



Your teachers will meet and greet you at the start of the lesson.



Your teachers will give you a 'starter' whilst they take the register.



Your teachers will praise positive behaviours and choices during the lesson.



Your teachers will end your lesson on time.



Your teachers will send you off with a positive message.