



## Greenwood School Student Needs and Relationship Policy

<b>Date of Policy Issue/Review</b>	September 2025	Review Date: September 2026
<b>Name of Responsible Manager</b> <b>Signature of Responsible Manager</b>	Stuart Curtis	
<b>Signature of Chair of Management Committee</b>		

**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 and maintain 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. The Greenwood Ordinarily Available Provision and the Students Needs Relational Policy work side by side in ensuring these things happen.
- People make a difference – The positive relationships that we make in learning will ultimately make the difference to the progress the students make.
- Restorative and Relational Practice – Relational is not something we do, it is 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 expect students to be in the right place at the right time. We will provide

the equipment they need to be successful within that lesson and allow the students access to support to ensure they are regulated ready to attend the 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 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.



## 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. The above is how we aim to meet these needs at Greenwood using Maslow's hierarchy of needs. 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 hot drink when they arrive at school, which also offers them a chance to socialise with friends. They are 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 support staff and keyworkers. This is an opportunity to find out if the student has any basic needs that are not being met. Staff 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 our students start we do not expect parents/carers 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/ tracksuit bottoms 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

At Greenwood the safety of staff and students is a key priority. Students are required to hand in their personal belongings at reception and we do not allow vapes or smoking paraphernalia. If students do have these then they are destroyed and not returned. Physical safety includes the health of our students. Our students are scanned upon arrival to ensure no unwanted items are brought on site. This helps us to keep all staff and students safe. Students are then welcomed in to the canteen in by staff where they are offered breakfast and a place to sit and socialise with their peers. Staff are on hand if students need any support at this time.

Our Greenwood Way with its three key areas Ready, Respectful, Safe highlights the importance of staff modelling and expecting safe behaviours. 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. Our Relational Window supports this.

## **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, especially as students can be on site for only six weeks. When students do feel a sense of belonging they can assist staff in inducting new students to how Greenwood works and encouraging looking after the environment of their school.

All staff should greet students at the door and welcome them into the classroom. Staff are encouraged to get to know their 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 and also mentioning any areas of concern. Staff send postcards home to acknowledge when students have done better, as well as when they have met and exceeded our expectations. 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**

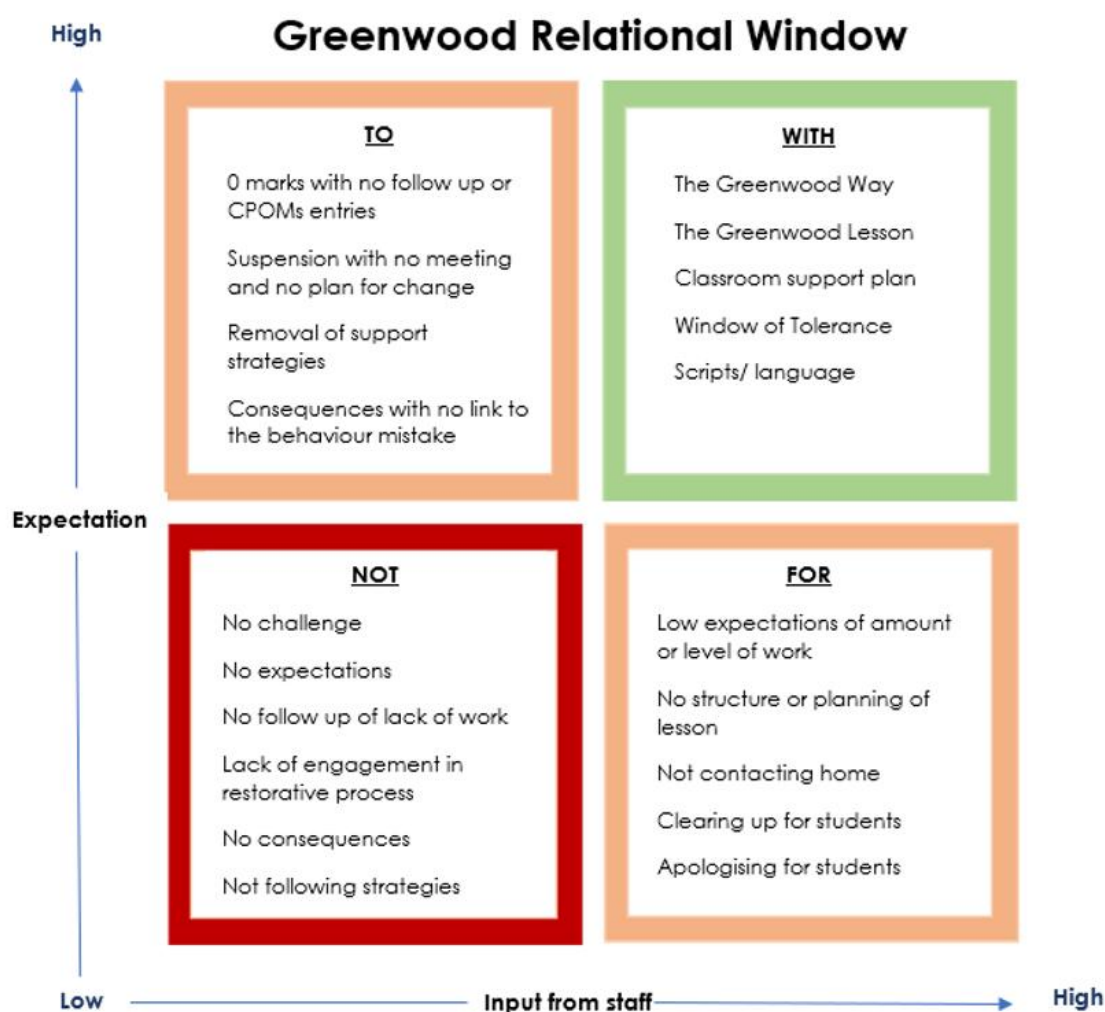
### Esteem

Everyday our keyworkers will communicate with parents/carers to ensure all our students get recognition for 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 and our postcards home support this. 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 of Ready, Respectful and Safe as well as being a team player and having a focus on their future outside of Greenwood.

## 2.5

### Self-Actualisation

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. Students have been with us for a prolonged period of time and who have experienced belonging, are able to 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 a pathway to contributing to society. The Greenwood Way supports our pupils both whilst at Greenwood and in life outside of Greenwood.



### The Greenwood Relational Window

Relational practice is about building, maintaining, and fixing relationships in school to create an environment where students feel a sense of belonging and, as a result, are ready to learn, respectful and safe, as part of The Greenwood Way.

At Greenwood we work **WITH** our students and families.

Based on the restorative practice window (McCold and Wachtel, 2003) The Greenwood Relational Window clarifies the input from staff required to remain in the **WITH** area of the Relational Window, and what the other three windows may look like in practice.

*High expectations Low input* = doing **TO** our students (punitive)

*High input and Low expectations* = doing **FOR** our students (permissive)

*Low expectations, Low input* = **NOT** doing anything for our students (neglectful)

*High expectations and High inputs* = working **WITH** (restorative/relational)

Relational practice, whilst intended for use in school, aims to get students ready for life without us, teaches respect for all, and helps our students to stay safe.

### **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 remain successful even when things go wrong. As staff we will always look for ways to use Relational Practice to resolve situations and ensure we help students understand the impact their behaviour has on themselves and others. We aim to help students to find a way to fix the things that go wrong so they are able to learn how to repair relationships and resolve conflicts in the future.

#### **3.1**

Students will be encouraged to;

- Attend their educational provision
- Interact with Restorative practice to repair relationships with students and or staff, and to repair any damage caused to the school building and equipment.
- Use appropriate language.
- Move around our school in a respectful and safe manner
- Show respect and honesty for other people's belongings and for our school's equipment and facilities.
- Exercise self-regulation, or allow co-regulation 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 as per our uniform policy
- Work to the best of their ability and stay on task even when faced with a challenging situation
- Conduct themselves in the classroom in a manner which respects others' learning environment and keeps everyone safe
- 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;

- The opportunity to fix/make amends for their behaviour through Restorative Practice
- To always be treated as an individual with empathy and compassion
- 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 always acknowledge their own mistakes and model resilience
- To 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
- The consistent use of strategies and policies to support pupils in being Ready, Respectful and Safe
- 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 Relational**

Relational practices enable our students to gain an understanding of the impact that their actions have on others. It is about teaching the consequences of behaviours, natural or enforced, 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. The process enables all parties to be heard.

A fix can be anything from clearing up their food mess at lunchtime, repairing a broken table, having a conversation with someone to apologise directly, or showing in another way that they understand the harm caused by their actions at the impacts on others.

##### **4.1**

Scripts/language

Restore scripts and language are our first and most used aspect of Relational practice. 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! We ensure we talk about the needs of our students so we can help them to identify what they require to be successful. This all relates back to Maslow at to the Greenwood Needs diagram above.

##### **4.2**

Restore is run by our Student and Family Engagement Team and overseen by our Relational Lead. It is designed to support our students in being Ready, Respectful and Safe at Greenwood. Staff can support students in being able to self-regulate or in co-regulating to help them return to lesson ready to learn. Staff who feel a student needs support can contact Restore via email, phone or on the Walkie Talkies.

##### **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. Restore are able to offer interventions to support students at these times.
- Identified Hot spots are monitored and managed accordingly to ensure staff and students have support where they need it most.
- Build student self-confidence and self-efficacy to engage them in their learning.
- Providing equipment and 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.
- Art is offered to students, which can help as a therapeutic intervention.
- Greenwood has Gerbils, Rabbits and therapy dogs whose interactions benefit some students 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 Pupil Portraits and academic 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.
- Baseline data collected of Cognition and Learning, Communication and Interaction, Physical and sensory, SEMH to allow staff to be aware of a student's areas of strength and areas for development .
- Enrichment timetable on a Friday allows staff and students to build and strengthen the relationships that are used to support the students and staff during the academic week.

#### 4.7

Trauma Awareness

Greenwood School has achieved Attachment and Trauma Aware School status. Staff at Greenwood School are aware that students may 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, and do not teach how to express emotions appropriately to 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 significant adults. It is important that our staff understand that not all behaviours are a matter of choice and 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, 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 in an attempt to reduce negative behaviours.

#### 4.8

##### Recognition strategies

- Positive verbal praise when catching students making the right choices.
- Recognition marks – awarded every lesson.
- Daily phone-calls or emails home to celebrate positive behaviours with parents/carers.
- Celebration assemblies at the end of term.
- Postcards home daily for those students who are achieving 'Above and beyond' in lessons and those who we catch 'Doing better'.
- Weekly postcard home for the students who is the most 'Ready' 'Respectful' and 'Safe'.
- Termly recognition for academic achievement and for those meeting our values.

##### Classroom Marks system

Students are awarded a mark in each lesson for the following:

- Ready – Be in the agreed place at the agreed time.
- Respectful – Be kind to our environment, myself and others.
- Safe – Keep myself and others free from harm, or risk of harm.
- ASK achievement – Attempt all tasks to the best of my ability.
- Above and Beyond – Exceed the discussed expectations in my lesson.

#### 4.9

##### De-escalation Strategies used by staff at Greenwood

- 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.
- Non Violent Communication  
Observation, Feeling, Need, Request.
- Keep Your Emotional Brain in Check  
Remain calm, rational, and professional. While you can't control the person's actions, how you respond to their actions will have a direct impact on whether the situation escalates or defuses.
- Validate the feelings  
Facts are important, but how a person feels is the heart of the matter. Some people have trouble identifying how they feel about what's happening to them and may need support with this. We can validate the feeling and still identify impacts and consequences.
- Ignore Challenging Questions – Use scripts  
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 situation, give them respectful, simple, and

- reasonable limits. Offer concise and respectful choices and consequences.
- Choose Wisely What You Insist Upon – pick your battles  
It's important to be thoughtful to decide 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.

These consequences may be natural consequences or they may be enforced depending on the situation.

### 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.

Incident/action then discussed at Debrief where the following actions may or may not be decided upon:

- 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.
- Catching up work after-school or at lunch time, with a member of senior staff or the class teacher
- 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.
- A reduced timetable based on HCC Guidance for Schools for Children not in full-time 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 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 specifically through our Personal Development Learning (PDL), Enrichment and Keyworker sessions.
- We may 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, 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 to 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
- Relational Practice Policy
- Positive Handling 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

2025 Date of Review:

September 2026

Signed

Management Committee

Chair.....

Headteacher.....

## **Appendix A – Further information**

### **Use of Reasonable Force**

Members of staff have the power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property, and to maintain good order and expectations in or outside of the classroom.

All staff are trained in Safer Handling practices (Please refer to the Schools Positive Handling Policy) and this training is regularly updated. 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. It is illegal to use force on a student for the purpose of punishment.

### **Searching & Screening**

The law states that staff can search a student for anything with consent. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only

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 destroyed or if the material falls within the scope of the law, passed on to the Police. Parents/carers will be informed in the event of pornography being viewed by a student.

### **Drugs**

Greenwood School works in partnership with 12 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 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. Any drugs or paraphernalia confiscated will be handed to the police for safe disposal.

### **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 different times 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 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 may 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 however do understand addiction so are able to offer nicotine gum to students who have parent/carer permission.

### **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 or any loss or damage of personal items including but not limited to electronics, jewellery and clothing. 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 items including, 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 in the school office and will be returned at the end of the school day. If a student does not comply, and we are not able to retrieve the item then further consequences may be put in place including asking the student to be taken home.

Please see the Appendix D for 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 circumstance and background when interacting with them.

#### 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.

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 lessons.
- Always be patient, safe and wait your turn.



## 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.

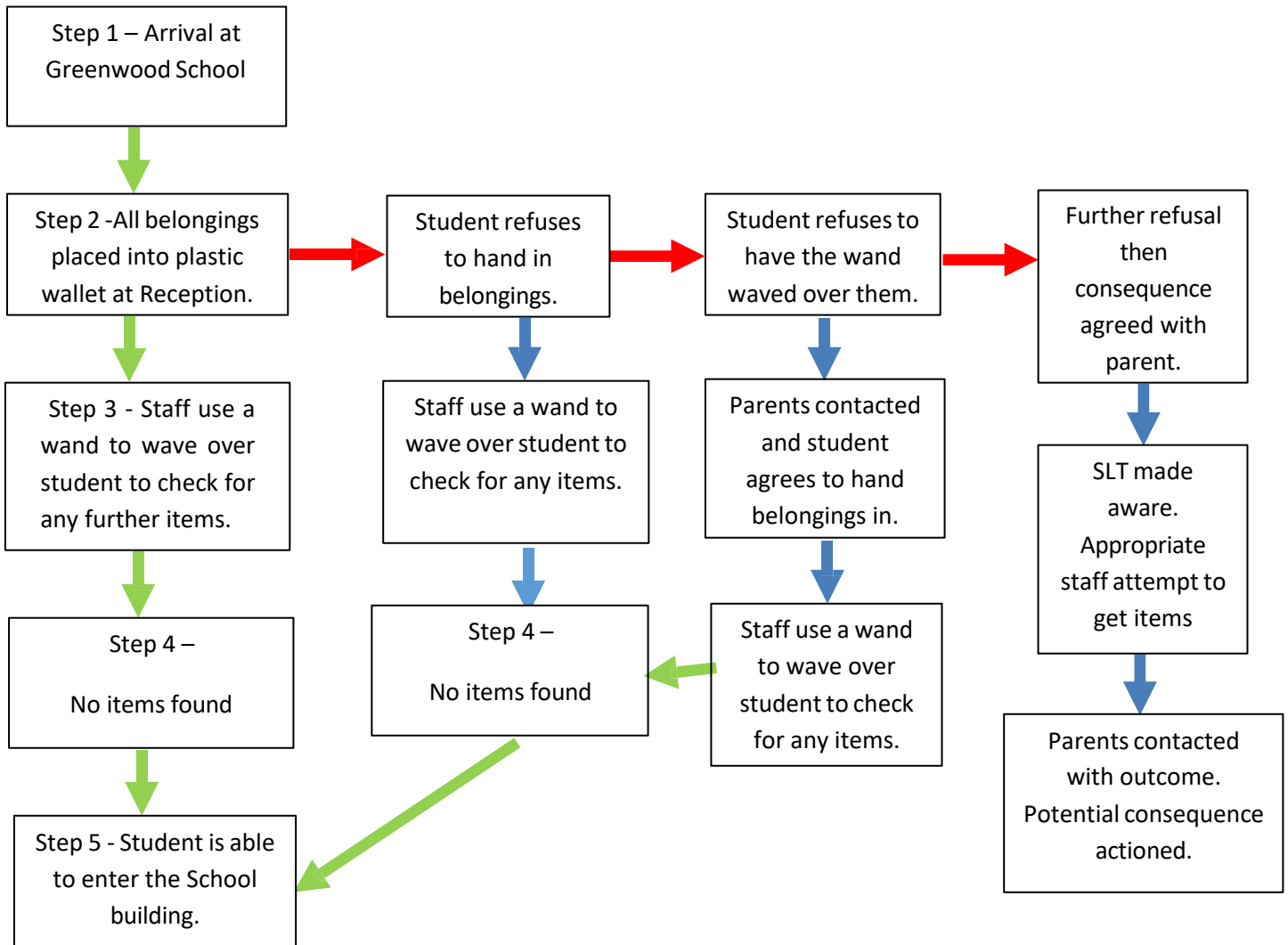
Parents / Carers will:

- 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.

Students will:

- Hand in all your belongings upon arriving at reception.
- Wear your Greenwood jumper/t-shirt 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.

**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.**