



Greenwood School Behavioural Learning and Relationships Policy

Date of Policy Issue/Review	September 2020	Review Date: September 2021
Name of Responsible Manager	Stuart Curtis	
Signature of Responsible Manager		
Signature of Chair of Management Committee		

1. Principles and The Greenwood Way

1.1

- Every Interaction is a learning experience, and every learning experience must be an opportunity for progress.
- At Greenwood School we will work together as a community to ensure that all of the young people in our care receive the best possible preparation for independent adult life.
- We learn from a young person's early childhood experiences, education journey and current home circumstances, and aim to create for them a bespoke learning journey.
- Understand that behaviour is a form of communication of an emotional need
- Enable all students to build a bridge to a positive future

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 mental health.

Further information can be found on our Greenwood Way Blueprint in the Appendices. Also, on the School website you will be able to find The Greenwood Way and the Code of Conduct information.

2. 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

This Policy also considers guidance from the DFE Behaviour and discipline in schools document 2016.

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 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.

3.1

Students will be expected to;

Attend their educational provision every week

- 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

3.2

What students can expect from staff;

- 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 decision in the classroom
- Support in creating positive friendship and relationships
- Clear communication within lessons
- For them to catch students behaving appropriately and recognise it

4. Restorative Practice

At Greenwood School we use restorative practice to support students within situations where a person has been harmed. We focus on building positive relationships between staff and students to develop social capital so that restorative conversations can take place. Staff are asked to consciously and actively model the behaviours that we want to see from our students through investing in each other. Working with the students to deliver a user centred approach, which empowers through collaboration. The objective is to bring about sustained change over the period of time that a student is with us. The way that staff communicate is vitally important as we will always try to build a bridge with a student in crisis as oppose to a wall. In any given situation the focus is on the behaviour and not the person. Being careful of the initial impact is about the

feelings that are being developed due to the behaviour. Offering perspective will only go so far as it is about looking at the persons need and how to resolve it through requesting how we can work with the student.

5. Strategies to improve behaviour

In our school, we like to recognise good work, attendance and positive behaviour. We do this in a variety of ways. We are always looking for new ways to encourage students and motivate them in lessons to give them the best possible chance of succeeding in further education and beyond.

5.1

Pre-emptive strategies;

- Using the Keyworker system to prepare students well for each day ahead and reflect on their behaviour around school.
- 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.
- 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 Profiles and assessments to identify learning needs.
- 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.

5.2

Trauma Awareness

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.

5.3

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.
- Weekly celebration assemblies – students may be nominated for the Head Teacher's Award which includes a £5.00 voucher.
- Weekly opportunities for keyworker group treats.
- Termly 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 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.

5.4

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.

6. Consequence

6.1

In our school we believe in giving our students every opportunity to get it right. However, from time to time things go wrong. In such cases a student may expect the following;

- 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 Behaviour Debrief and then the following actions may or may not commence;

- A meeting with the Head Teacher with or without parents / carers.
- 1 to 1 teaching on site for a set period of time.
- Formal meeting with parents / carers regarding the student's behaviour not meeting expectations.
- Exclusion where appropriate for the student.
- A reduced timetable based on HCC Guidance for Schools for Children not in fulltime education.

6.2

We treat our students as individuals and may choose any of the above 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 PSHE 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.

7. 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.

8. Use of Reasonable Force, Searching, Screening & Confiscation Powers

8.1

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.

8.2

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

8.3

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. 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.

8.4

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.

9. 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.

9.1

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.

9.2

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.

10. 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.

11. 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.

12. 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.

12.1

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.

13. Useful documents

APPENDIX A: Behaviour agreement

APPENDIX B: The Greenwood Way Blueprint

APPENDIX C: Code of Conduct (Covid-19)

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

APPENDIX E: Classroom Expectations

Date of Policy: September 2020

Date of Review: September 2021

Signed

Management Committee Chair.....

Head teacher.....

Appendix A - Behaviour Agreement

This is to be signed by every parent and student in addition to the Code of Conduct (Covid -19) to ensure that all stakeholders are clear on Greenwood School’s expectations.

I agree to support the school’s Behavioural Learning and Relationships policy and understand the expectations of Greenwood School and my responsibilities.

Print Name..... (Parent/Carer)

Signed..... (Parent/Carer)

Print Name..... (Student)

Signed..... (Student)

Date.....

Appendix B - 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
Student Tracker Evaluation
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 at the time?
Who was affected?
How did that make them feel?
What should we do to put things right?
How could we behave so that this doesn't happen again?
Tutor / Break / Lunch

Covid-19 Code of Conduct

This Code of Conduct is being put in place to ensure the safety of students and staff on the Greenwood School site during the Covid-19 Pandemic. It is important to bring students back on to the School site to support their learning and future life prospects. However, this must be done safely and carefully to protect our students, our staff and all our families.

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.
- Remind students to wash their hands regularly and maintain a 2 metre distance from others at all times.
- Ensure staff wear masks moving through corridors and in communal areas indoors.
- Keep parents informed of their child's progress, work and behaviour.
- Provide all students with personalised stationary to use at School.
- Clean classrooms and equipment on a lesson by lesson basis.

Signed: Headteacher 23/10/2020

Parents / Carers will:

- Ensure your child understands the importance of social distancing.
- Help your child acknowledge the need to wash hands when they enter the School and regularly during the day whilst in School.
- Notify the School if your child shows signs of any Covid-19 symptoms and not send them into School.
- Support the School in allowing your child to be sent home if they exhibit Covid-19 symptoms whilst at School.
- Encourage your child to follow the Schools expectations to keep everyone safe.

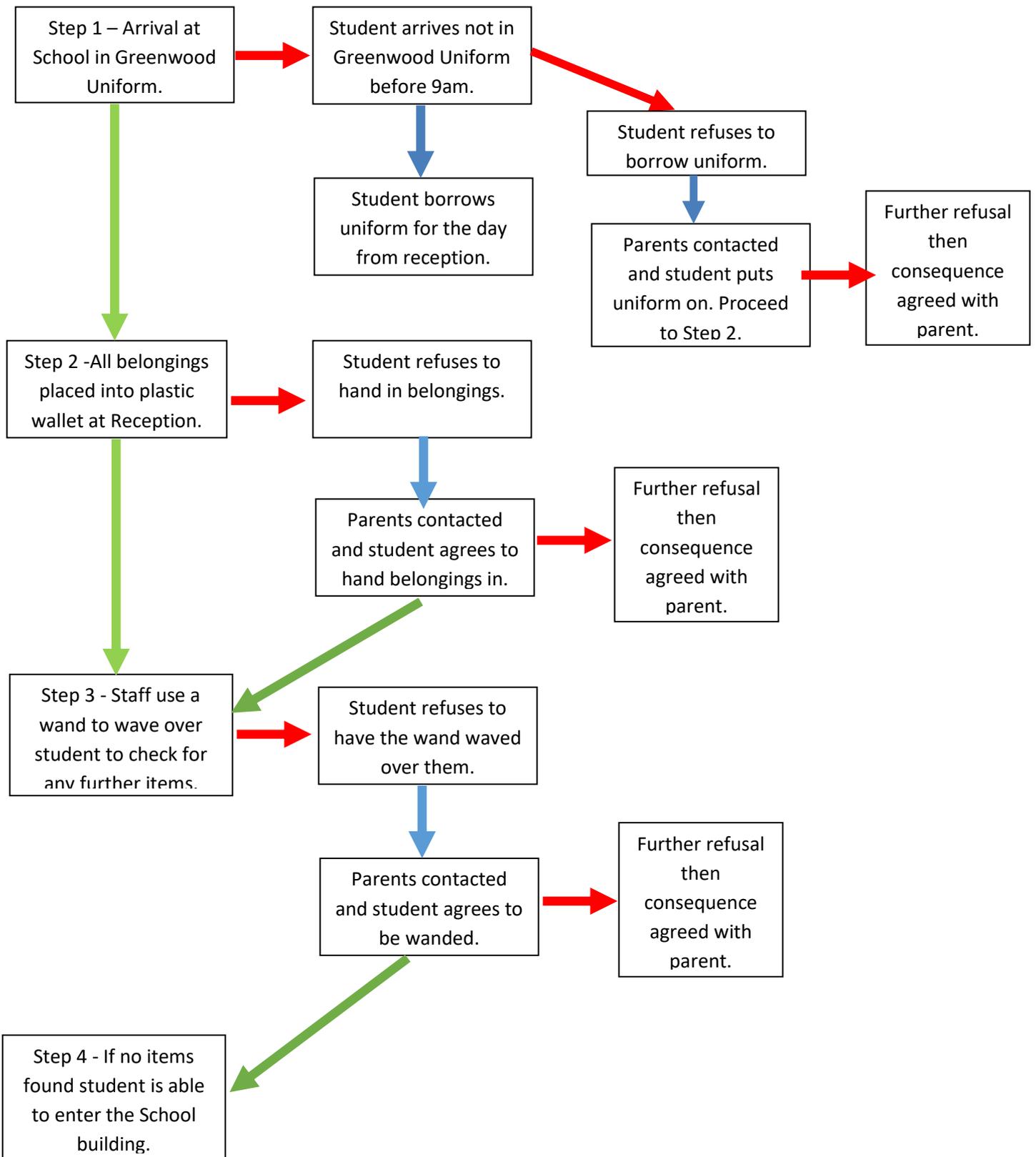
Signed: Parent / Carer / /

Students will:

- Hand in all your belongings upon arriving at reception.
- Wash hands immediately after entering the main building and then regularly during the day whilst on the School site.
- Strive to maintain the 2 metre social distancing measure at all times.
- Wear a mask when moving through corridors and in communal areas indoors.
- Follow your timetable ensuring that you are always in the right place at the right time.
- Report any symptoms of Covid-19 that you have to a staff member.
- Look after the personalised equipment given to you at the start of the day.
- Always be patient, safe and wait your turn.

Signed: Student / /

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



Appendix E – Classroom Expectations



Covid-19 Classroom Expectations



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



Your teachers will allocate you to a seat, where equipment will be ready for you.



You must stay in your seat during the lessons and not move around the classroom.



Maintain at least a metre distance between you and your peers and two metres from staff.



Your teachers will send you off with a positive message and hand sanitiser.