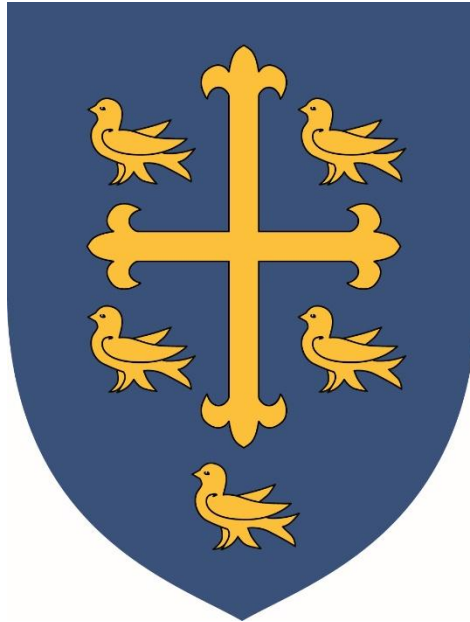


# St. Edward's Catholic Primary School



## Meet and Greet Policy 2025/26

*'Jesus is at the heart of all that we do'*

***At St. Edward's, we are committed to safeguarding and promoting the welfare of the children and adults in our school, and we have the same expectation of our staff and volunteers.***

Policy agreed/Signed by: \_\_\_\_\_  
(Mr K Connolly – Chair of Governors)

Date: \_\_\_\_\_

Agreed on: September 2025

Review date: September 2026

## Meet and Greet Policy

**“In truth I tell you, in so far as you did this to one of the least of these brothers (or sisters) of mine, you did it to me.”**

Matthew 25:40

### Introduction

The staff and Governing Body of St Edward’s Catholic Primary School recognise that each individual is made in the image and likeness of God, this is a gift that we all share as fellow human beings. Every person is treated with loving respect from the moment they enter the school and we work together to ensure that all children are welcomed and supported in school with every endeavour made to meet their individual needs.

### Implementation

For all, connection is a biological imperative (Porges). Strong, positive relationships and secure attachment with another person, not only has a profound impact on self-esteem but also on our physiology. Eye contact with someone who is significant and important to us, contingent touch and social joy release brain and body biochemistry that reduces stress hormones, increases activation of our prosocial systems and cements our connection to others.

Meeting and greeting each individual, means that children and young people, staff and parents are better able to engage with others, are more available and ready to learn and also lessens the stress load that may accompany them as a result of their experiences. It is a fundamental element of PROTECT\*, increasing safety cues and creating psychological safety for all. For children who have not yet established a secure attachment being seen, heard and responded to grounds them and gives them a sense that they matter.

In addition, meeting and greeting each person when it is planned for and embedded into practice has been shown to increase academic attainment, decrease disruptive behaviour and as a result adds over an hour of learning a day (Cook et al, 2018). Adults also report an uplift in their wellbeing. Where possible, all children should be greeted at the point they enter the school grounds, ideally by a member of the senior leadership or pastoral team. This allows for the team to be both visible and accessible for children, parents and carers. A member of staff should also be positioned at the point of entry to the school building if children enter via a reception area.

On entry to the classroom, at the door, children should be greeted by their class teacher or in their absence a familiar adult – ideally a teaching assistant who is consistent in their presence in the classroom. Greeting should follow the four at the door format.



**Greet the child using their preferred **NAME****



**Establish **EYE CONTACT** with the child, where it is comfortable for the child to do so**



****CONNECT** to the child on a personal level with a comment or question**

An important opportunity to meet and greet the children is during the daily mile.

During the daily mile, staff will:

- Greet children using their preferred name.
- Connect with individual children and reflect on their journey to school and the previous evening. They can also discuss the day ahead and areas of particular interest to the individual child. Key Stage 2 staff and children complete this, on arrival and go straight to the playground or playing fields. Key Stage 1 and Reception staff and children complete this after the register and sharing of the daily timetable.

There will be some children who have trauma, attachment difficulties or who are experiencing painful life events, that may require a more robust meet and greet, particularly at the start of the day. These children will have a 'soft start' to the school day and will be supported 1-1 or within a small group. The adult will:

- Delight in the child, this should be evident increasing the cues of safety, being mindful of proximity, facial expressions, body language and the prosody of the voice. Appropriate touch can support connection and regulation if the child is comfortable with it.
- Support the child/children to reflect on their journey to school, the previous evening and on the day ahead. Demonstrate holding the child in mind, recall something about the previous day or a special interest they have.
- Be mindful of transitional objects the child may have brought with them from home. If these are too big to be kept in a pocket or are of special value, they will be placed carefully in a special box that has a lid, or in a personal tray and located somewhere visible to the child.
- Prepare the child for the day, with a visual timetable or planner. Take note of any subject or relationship that might require additional input. Highlight any changes in routine and prepare the child with social stories or strategies to manage. Children will have opportunities to ask questions and clarify or address any worries.
- Remind the pupil that they will be 'kept in mind' and when they will next see you. A Post-it note or a sticker in the planner can reinforce this.

Bomber, L., n.d. What about me? - inclusive strategies to support pupils with attachment dif. (London: Worth 2010) Cook, C., Fiat, A., Larson, M., Daikos, C., Slemrod, T., Holland, E., Thayer, A. and Renshaw, T., 2018. Positive Greetings at the Door: Evaluation of a Low-Cost, High-Yield Proactive Classroom Management Strategy. *Journal of Positive Behaviour Interventions*, 20(3), pp.149-159. S. Porges, *The Polyvagal Theory: Neurophysiological Foundations of Emotions, Attachment, Communication, and Self Regulation*(New York: Norton, 2011)

\*PROTECT refers not only to the physical environment, but also the relational environment and the very culture and ethos of the setting. It involves emotionally regulated adults who can provide essential calming experiences for the child.