

Grove School Behaviour Appendices



September 2025

grove-school.co.uk/uniform

grove school
part of the Marches Academy Trust



Grove School Behaviour Appendices

Appendix M

Grove School Values



Behaviour
for
Learning

We expect our staff to:

- Teach consistently good lessons;
- Have the highest expectations for our students;
- Meet and greet students at the beginning of every lesson;
- Display excellent professional conduct and always behave as role models for our students;
- Hold the highest expectations of tutor groups by taking ownership of attendance, AtL's and the conduct of students in their tutor group.

The SMART Way

This is the term used to embrace how we do things across the Trust. Every teacher and student will:

Student Pledge

1. I will arrive SMART to my lesson before the bell.
2. I will always keep to the left whilst walking around school and behave in a calm manner whilst lining up outside the classroom.
3. I will enter the room calmly, store my bag safely and place my planner and equipment on my desk.
4. I will stand behind my chair and wait to be seated for the lesson to start
5. I will give my full attention throughout the lesson by displaying good listening behaviour and following instructions.
6. I will always use positive words to encourage others' and my learning; and uphold our high expectations by trying my very best in every lesson
7. I will work cooperatively to support a productive learning environment where everyone feels able to learn.
8. I will stand behind my chair and leave in an orderly fashion when asked.

Teacher Pledge

'As teachers we make the weather, we need to be conscious architects of our classroom culture'.

We will communicate all behaviour instructions to ensure that they are clear, concrete and sequential. We collectively share and model behaviour in our Trust, by speaking to all with respect, empathy, kindness and understanding. We do not shout at our students.

1. I will welcome students warmly and check uniform as they enter the classroom. Meet greet SMART and seat.
2. I will check that students have placed planners and equipment onto the desks and that bags and coats are stored away safely and neatly.
3. I will register in the first 7 minutes.
4. I will positively encourage students to be respectful and cooperate to create a conducive learning environment.
5. I will actively encourage engagement in learning through the effective delivery of Teach Like A Champion (TLAC) and Embedding Formative Assessment (EFA) strategies
6. I will not allow students to leave my lesson unless it is absolutely necessary and I will ensure that any student out of my lesson has a note with them in their planner.

7. I will ensure that we have clear, consistent entry and exit routines in the learning environment.
8. I will take every opportunity to offer praise and celebrate lesson grades.
9. I will be fair and base my practice on kindness
10. I will be aspirational in the planning and delivery of every lesson, demonstrating an ethos of teaching to the top and scaffolding learning to ensure that every student has the best opportunity to achieve their potential

Student **SMART** Waygrove school 

All students should be proud of their school.

We expect you to do all you can to make it a place where everyone is treated courteously and with respect.

Everyone should be familiar with our policies on behaviour and discipline and the rules below are designed to be practical guides to make life easier for all.

I will

1.

...arrive **SMART** to my lesson **before** the bell.

2.

...always **keep to the left** whilst walking around school and behave in a calm manner whilst lining up outside the classroom.

3.

...enter the room **calmly, store my bag safely and place my planner and equipment on my desk.**

4.

...give my **full attention** throughout the lesson by displaying **good listening behaviour** and **following instructions.**

5.

...use **positive words** at all times to encourage others and will achieve **at least a grade 2** in my lessons.

6.

...**work cooperatively** to support a productive learning environment where everyone feels able to learn.

7.

...stand behind my **chair** and leave in an **orderly fashion** when asked.

#togetherwegrow



The Discovery Curriculum

The Discovery Curriculum covers all the areas below, with the intent to:

- | | |
|--|---|
| <ul style="list-style-type: none"> develop responsible, respectful and active citizens promote equality of opportunity promote an inclusive environment | <ul style="list-style-type: none"> develop pupils' character, giving them qualities, they need to flourish in society develop pupils' confidence and resilience so that they can keep themselves mentally healthy prepare pupils for the next phase of education |
|--|---|

Daily Discovery

Each morning students engage in a structured programme which covers the following areas from Years 7-13:

Assemblies

Key themes related to the character development of each child and key awareness events (such as Black History Month, Mental Health Awareness events) are delivered in year groups. House assemblies are also delivered to celebrate the success of students and build a culture of achievement and belonging.

Setting the Standard

Weekly review of attendance expected standards of behaviour and reinforcement of school and British values.

Character Development

Students will reflect on current news issues related to British Values, through debate to foster spiritual, moral, social and cultural development (SMSC).

Discovery Lessons

The curriculum is designed to support pupils in many diverse aspects of life and extend beyond the academic, technical and vocational. Along with Discovery Days these periods provide students with their Personal Development Curriculum.

E-Learning

This is dedicated time for students to update their UniFrog accounts with experiences and skills that they have gained to support them with future subject and career choices.

Quiz

A weekly quiz of current events to ensure that students are engaged with current affairs across the world.

Discovery Curriculum (including 'Future Me' Careers Education)

The 'Future Me' programme provides opportunities for students to have meaningful engagements with employers, further and higher education establishments to help them build the knowledge and skills to make good future career choices along with one-to-one careers advice. This is supported through use of the UniFrog platform, which provides additional support and guidance.

Students cover a Discovery Curriculum to meet PSHE and RSHE needs across the following themes:

- Being me in my World
- Relationships
- Dreams and Goals
- Healthy Me
- Changing Me
- Celebrating Difference

The delivery of these themes is through accredited resources to ensure statutory content is covered and students receive a high-quality education which supports their holistic needs.

Throughout the delivery of Discovery Curriculum ensures that students receive an in-depth knowledge of the following areas:

- Relationships, sex and health education (RSE)
- Wider safety
- Economic understanding
- Understanding of technology and media
- Citizenship
- Development of character
- Fundamental British Values
- Inclusion and equality of Opportunity
- Careers information, education, advice and guidance (CEIAG)
- Spiritual, moral, social and cultural development (SMSC)

The delivery of this curriculum supports students understanding on how to be a active citizen and how to behave within school but also in wider society.

Extra-Curricular / Enrichment Opportunities

Students have full access to a wide and varied extra-curricular and enrichment programme which provides them wider opportunities to build their cultural capital and valuable experiences outside the traditional curriculum before, during and after-school. Attendance at these opportunities are recorded and rewarded as it demonstrates students believing success is inevitable. These experiences include, but are not limited to:

Extra-Curricular			Enrichment		
CanSat (build and launch a satellite)	Film Club	Chess Club	University Open Days	The Birks	Duke of Edinburgh Award
Sports Clubs	Homework Club	Improv Club	Music Lessons	Sixth Form Societies	Theatre Experiences
Computer Club	Warhammer	Time to Talk (supporting mental health)	Art Gallery Trips	Debating Contests	Ambassador Roles

Approaches to Learning (AtL) grades

In line with other schools across the Marches Academy Trust, each student receives a lesson grading to acknowledge their effort and behaviour within each lesson.

Below is the criteria for each of the AtL grades:

AtL 1- the student has demonstrated outstanding effort and commitment throughout the lesson. All work is completed to the best possible standard for the student.

AtL 2- the student demonstrates good effort and is engaged in their learning.

AtL 3- the student's behaviour has negatively affected the learning of others and themselves. They are not giving their best to the lesson.

AtL 4- the student is severely affecting the learning of themselves and others which has led to the teacher having to request 'on call' for the student to be removed from the lesson.

The AtL gradings that are given to students in lessons contribute to rewards events and will be accessible to parents/carers and students via the Arbor app.

The awarding of these AtL grades allows for dialogue between staff and students on acceptable and non-acceptable behaviour. This system allows the tracking of student behaviour and support to be put in place to support in the teaching of acceptable behavioural expectations and routines within school and wider society.

Classroom Behaviour Management

Classroom teachers are responsible for behaviour within their classrooms and will follow the process below in managing classroom behaviour:

Grove School PUPIL Lesson Behaviour Stages

(in use from September 2024)

Stage	Action	Details
A	<u>P</u>ositive behaviour management strategies	Teacher states that a formal verbal warning will be given if there is no change in behaviour (teacher employs a range of positive behaviour management strategies)
B	<u>U</u>se of formal warning “Student name... this is your first warning”	Set a challenge to the student to promote re-engagement. e.g. “I will be back in five minutes to see...”
C	<u>P</u>lanner removed “Student name... please can you pass me your planner”	Student is given final warning and informed of the consequences if there is no improvement in their behaviour e.g. “I’m trying to support your behaviour, but if this behaviour continues then I will have to issue a detention”
D	<u>I</u>ssue lesson grade 3 and detention This leads to a detention being issued and written on a detention sticker	<ol style="list-style-type: none">1. Member of staff informs student they will be a lesson grading 32. Member of staff writes on detention sticker and places in student planner3. Record student as lesson grading 3 which will ensure behaviour log and detention is recorded
E	<u>L</u>eadership support If behaviour continues, make a request to on call and a lesson grading 4 is issued.	<ol style="list-style-type: none">1. Use the emergency alert button on Arbor2. On call comes to support member of staff in managing student behaviour3. Record student as lesson grading 4 which will ensure behaviour log and detention is recorded

Detention System

If a detention is issued, staff are required to place a detention sticker in the student planner which provides the details of the detention.

Once students have been placed into a detention, the following system is followed:

Detention System
10 minutes with teacher (detention sticker completed and placed in the student planner)
Breaktime
No attendance
After-school detention (same day) for 30 minutes in M04 (contact is made home and student is collected period 5)
No attendance
SLT detention on Friday 60 minutes in M04 (contact is made home and student is collected period 5)
No attendance
Student is placed into internal exclusion (IE) and a meeting is arranged with parents/carers

Lateness

If a student is late to lesson, this is recorded on Arbor with a late mark and the number of minutes late. Anything that is past 3 minutes from the start of the lesson will be deemed late, this includes Daily Discovery (tutor time).

By 8:37 all pupils to be lined up on the tennis courts in form area. If a student **does not meet you at line up** but does meet you at your classroom in registration, the tutor issues a break detention with them at the earliest opportunity.

Any pupils that arrive in school after the registration mark, attendance officer will change the registration mark from 'N' to 'L'.

Staff are responsible for setting detentions and ensuring students are completing detentions with them for lateness, including Daily Discovery.

Reward Points

Students will be awarded Reward Points in lessons for demonstrating exceptional behaviour. House Points can be earned for contributions within the classroom, school and local community.

Reward Points are recorded electronically on Arbor by members of staff. These are then available for parents/carers to view via the Arbor app.

E-Postcards

Staff can send e-postcards from Arbor which can be emailed home directly to parents/carers. These are to recognise the contribution students make to our school community through the demonstration of our trust values.

Hot Choc Friday

Every Friday, two students from every year group have hot chocolate with Mr. Allsopp and their Head of Year to recognise their consistent commitment to high levels of effort and excellence. Students leave with a free mug and can discuss with Mr. Allsopp the best things about Grove and where it can be improved further. Suggestions from these meetings, such as increased seating around the school site and purchasing outdoor sports equipment, have been acted upon after suggestions from Hot Choc Friday.

Weekly Student of the Week Award

The pastoral team meet weekly to nominate a student who have gone above and beyond whether it be within school or the local community. These students are then awarded a plaque which is given to them in assembly.

Rewards/Enrichment Trips

Students will have the opportunity to experiences across the academic year which will provide them with lifelong memories. These are separated into:

- Rewards trips- these are experiences which are open to all students if they meet a set criterion over a fixed period across key points in the academic year. These are linked to positive behaviour and attendance (along with improvement across both of these areas)
- Enrichment trips- these are experiences which are open to all students for them to develop their cultural capital. Such examples include trips abroad, attending the theatre and high-profile sporting events.

We place a great emphasis on ensuring that students build their cultural capital and will offer these opportunities across the academic year.

Awards Evening

Awards evening recognises students who have consistently gone above and beyond in the academic year. Students are provided with subject specific awards along with whole school awards. Parents/carers are invited to attend these events to celebrate student achievement and excellence.

Tutor Group Zoned Areas

Each morning, tutor groups for each year group are located within one area of the school. This allows for Heads of Year, Well-Being Leaders and Access Leaders to check in with the students in their year group quickly and easily each morning.

Appendix P

Support

Heart Spaces

From September 2025, each year group has their own dedicated Heart Space within their tutor area of the school. This space is available before school and during break/lunchtimes for students to have their own dedicated space to check in with staff and somewhere for them to meet with peers within their year group. These spaces have been requested by students in year groups and they have had a direct input to what they want in the Heart Spaces.

Members of the Keep Safe Team support these Heart Spaces for their respective year groups.

Learning for Life Centre

The Learning for Life Centre is designed to provide a supportive, inclusive environment for students who face challenges in accessing mainstream education. Its purpose is to ensure academic progress and attendance for all students, particularly those identified through pastoral and academic data as needing additional support. The centre offers a safe space for vulnerable students, enabling them to follow hybrid timetables and receive targeted academic and therapeutic interventions aimed at boosting their confidence and self-esteem. It includes provisions such as soft-landing spaces for students struggling with attendance or social-emotional needs, quiet hubs for SEND and vulnerable learners, and dedicated areas for mentoring and specialist interventions like ELSA and SALT. The facility is staffed by the Learning for Life Team (Well-Being Leaders, Access Leaders, Middle and Senior Leaders) a structured process for students accessing the provision supported by clear lines of communication with staff and families.

Wave System

We adopt a Wave System in school to identify student support and needs. This Wave System is regularly reviewed by the Pastoral Team in each year to ensure that students are receiving the appropriate level of support. This appropriate level of support is sought from the Learning for Life Framework and the different levels of intervention which can be found on the Learning for Life Framework Support Matrix. Below is a brief overview of the type of support at each Wave.

Wave 1

Early signs of struggling:

Truancy = 1 incident in a week

Punctuality = 2 incidences in a week

Behaviour (social issues, increased ATLS) = 4 negative ATLS

SENS

Attendance trigger 97%

Severity 4/5 = 1 incident

Actions

Tutor meeting on a Tuesday tutors to identify pupils who enter the wave and implement intervention – the tutor to add the wave to the pupils used defined field using CR time every Monday / Tuesday. Inform pupil that they are on a wave.

HOY review actions on their behaviour tracking sheet and take appropriate action.

Faculties check their behaviour data on a weekly basis and take appropriate action.

Interventions

Tutor challenge – Pupil complete a doc and it gets signed off (stamp in planner)? Attendance

Tutor report – focused on the need of pupil

Postcards for positive achievement tutor/class teacher

Faculty/Head of Year behaviour report

Restorative Practice conversations

Contact home – tutor, class teacher (positive or to update regarding other behaviour issues)

Student passport of strategies being adopted

Quality first teaching strategies being implemented by all staff

When to move to Wave 2

Affecting learning of others in and around lesson. Repeated IE (3) in one term or 1 FTE.

Failed 2 tutor reports or above

Need for tailored intervention (from wave 2 and above)

Meeting wave 2 quantitative criteria

Completed APDR for pupil.

Wave 2

Affecting the learning of others and repeated offenses

Truancy = 2 or more in one week

Punctuality = 3 or more incidences per week

Behaviour (social issues, increased ATLS) = 5 or more negative ATLS per week

Attendance trigger 95%

Severity 4/5 = 2 or more incidences per week

Actions

HOY to move pupil to wave 2 following review of intervention impact from wave 1. Occurs in the discussion during tutor meetings.

Interventions

Wave 1 interventions completed, then moving onto the following strategies (not exhaustive):

Boxhall Profile

Pass assessment – review a specific intervention from their profile

HOY report

Well-Being Team report

SLT report

No worries course

Anger management course

Mentoring (via Grove Connex or Shropshire Youth Association)

In class support

Check ins with trusted adults

When to move to Wave 3

Attempted 3 interventions and 2 cycles of Assess, Plan, Do and Review (APDR)

How to move to Wave 3/4

Students are discussed as part of weekly Wave meetings. Intervention strategies for the student is discussed, along with quality assuring that Wave 1 and 2 strategies have been implemented. If students have been support appropriately at Wave 1/2 then they can access Wave 3 provision.

Moving into Wave 3 will also result in a referral to MATi who will be able to support with the student with their expertise and support around steps moving forward.

Moving into Wave 4 will support students around a bespoke timetable offer to meet their needs, along with referrals to outside agencies to identify what further steps need to be taken to support the student staying within mainstream education.