



Behaviour for Learning – Appendix M



The Grove School's vision

Our school vision is **A Mind Set to Succeed** and we aim to achieve this by striving to engender an infectious, lifelong, enthusiasm for learning, creating a community with ambition, a sense of self-worth and belonging, belief, and personal growth who are successful in an ever-changing world. We seek to engage students and staff by offering a range of quality inclusive opportunities and experiences that lead to the highest standards of achievement and mastery of key skills.

A Mind Set to Succeed is the foundation of all that we do where a 'can do' attitude is constantly encouraged. We foster independent learning, confidence and leadership in our students, through stimulating and challenging lessons. Here, the students develop high aspirations, achieve success and are well prepared for future study and the world of work. Many of our sixth form students go on to study at the top universities.

Relationships between staff and students are excellent and we offer the very best pastoral care in a nurturing and supportive environment, with student well-being at the heart of all that we do. The Grove School is committed to providing an excellent all-round education.

We expect students to always aim to:

- Take part in all learning with a positive attitude, aiming for the highest standards of achievement and to develop and sustain a love of learning for life.
- Know their current achievement and the next steps they need to take in each subject to improve.
- Seek help and guidance for all classwork, coursework, controlled assessments, and homework as needed, including taking up personalised programmes of support when offered by the school.
- Take responsibility for their own behaviour and ensure it doesn't negatively affect the experience of other students in the school.
- Take part in regular conversations with their tutor, parents / carers about their progress and attitude to learning.
- Take advantage of opportunities outside of the school day where necessary to assist them in maximising their potential.
- Discuss with staff any problems with attendance, punctuality or issues that may affect their work or behaviour and work with us to find solutions.
- Work with other students within an atmosphere of respect and friendship.
- Read comments on their work, respond to targets, and take the next steps to improve the quality of their responses.
- Attend school every day, making sure they arrive on time, ready for learning and with all the correct equipment.
- Have a mind set to succeed and understand that through sustained effort they can achieve.
- Comply with the school's ICT User Agreement and Internet access policy.
- Always follow the school's code of dress and SMART systems.
- Know that if they choose not to follow the behaviour policy, there will be fair and consistent consequences that need to be accepted and understood.



Behaviour for Learning

Teaching of expected behaviours:

At the start of every term, a session is delivered to all students within their Daily Discovery programme to reinforce the behaviour expectations, and ensure students are educated about how to behave within the school environment.

Every morning students meet their tutor in their year group lines on the tennis courts, where uniform and equipment are checked, ensuring students are prepared to start their day. Key messages are delivered by leaders before the students are taken to their form rooms.

Tutors deliver the Daily Discovery programme, where expected behaviours are reinforced. Students are made aware of their rewards and praise, and attendance figures to date.

Expectations of how to move around school safely are reinforced by staff being proactive at social times and between lessons. Students are encouraged to behave appropriately and to always be respectful of staff and other students.

Year group and House assemblies are an opportunity for teaching expected behaviours, students enter and leave the assembly hall via the main corridor, in silence, with their bags and coats off.

All staff follow the same routine for the start of lessons: meet, greet, SMART and for students to have planners and pencil cases on the desks ready to learn to ensure the swift and efficient start to every lesson.

Classroom management and environments for learning

Staff are to adopt the assertive discipline theory as their teacher-centred classroom management approach. They are to also use restorative practice to ensure behaviours are taught to students and restore relationships following an incident.



Behaviour for Life – Appendix N

Daily Discovery Programme

Each morning students engage in a structured programme that 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) are delivered in year groups. House assemblies are also delivered to celebrate the success of students and to build a culture of achievement and belonging.

Setting the Standard

Weekly review of attendance, behaviour, expected standards of behaviour and reinforcement of both school and Modern British Values.

Character Development

Students will reflect on current news issues related to Modern British Values, through debate to foster spiritual, moral, social and cultural development (SMSC). They will also have opportunities to listen to aspirational and successful role models through vlogs and other resources.

Future Me Session

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. This is also an opportunity for students to complete student voice activities.

Quiz

Every Tutor group participates in a weekly quiz of current news events where scores are linked to the House System, with scores reviewed in House assemblies on a half-termly basis.

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
YEAR 7	Assembly Hall	Incidences Setting the standard	The Day reflection time	E-Learning	Quiz
	Monday	Tuesday	Wednesday	Thursday	Friday
YEAR 8	Incidences Setting the standard	Assembly Hall	E-Learning	The Day reflection time	Quiz
	Monday	Tuesday	Wednesday	Thursday	Friday
YEAR 9	Incidences Setting the standard	The Day reflection time	Assembly Hall	Quiz	E-Learning
	Monday	Tuesday	Wednesday	Thursday	Friday
YEAR 10	Incidences Setting the standard	Character development	The Day reflection time	Assembly Hall	Quiz
	Monday	Tuesday	Wednesday	Thursday	Friday
YEAR 11	Incidences Setting the standard	Character development	The Day reflection time	Quiz	Assembly Hall
	Monday	Tuesday	Wednesday	Thursday	Friday
SIXTH FORM	Incidences Setting the standard	Character development	Reading and Reflection	E-Learning	Quiz

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
YEAR 7	Assembly Hall	Incidences Setting the standard	The Day reflection time	Character development	Quiz
	Monday	Tuesday	Wednesday	Thursday	Friday
YEAR 8	Incidences Setting the standard	Assembly Hall	Character development	The Day reflection time	Quiz
	Monday	Tuesday	Wednesday	Thursday	Friday
YEAR 9	Incidences Setting the standard	Character development	Assembly Hall	The Day reflection time	Quiz
	Monday	Tuesday	Wednesday	Thursday	Friday
YEAR 10	Incidences Setting the standard	The Day reflection time	E-Learning	Assembly Hall	Quiz
	Monday	Tuesday	Wednesday	Thursday	Friday
YEAR 11	Incidences Setting the standard	Quiz	The Day reflection time	E-Learning	Assembly Hall
	Monday	Tuesday	Wednesday	Thursday	Friday
SIXTH FORM	Incidences Setting the standard	Character development	Reading and Reflection	E-Learning	Quiz



Behaviour for Life PSHE and SRE Curriculum Map

Over the course of each half-term, every student has one dedicated Discovery Lesson (every two weeks) which incorporates the 'Future Me' programme. The curriculum is designed to support students in many diverse aspects of life and extend beyond the academic, technical and vocational. The 'Future Me' programme provides opportunities for students to have meaningful engagements with employers, as well as further and higher education establishments, to help them build the knowledge and skills needed 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. Each half-term every student participates within a Discovery Day which provides in depth learning 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. Please find more details about the program on the website using this [link](#).

Within the curriculum, students in Year 9 have the opportunity to complete the Arts Award and Duke of Edinburgh Bronze Award (with additional attendance at after-school sessions required) to provide them with knowledge, skills and experiences to enable them to become well-rounded individuals.

The delivery of the 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)
- Timetabled Religious Studies lessons (one lesson every two weeks)



Behaviour for Life

Extra-Curricular Clubs

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 is recorded and rewarded as it demonstrates students having 'A Mind Set to Succeed'.

The extensive range of clubs and extra-curricular activities take place during lunchtimes and after school and include offers from PE, Music, Drama, IT, English, History, Science to name just a few.

School life is about much more beyond academic achievement. Engagement with our provision will allow students to develop important life skills, develop time management, diversify interests, learn about resilience and commitment, contribute to school life, raise self-esteem and develop relationships.

Activities change from term to term depending on the seasons and popularity of individual clubs. A current list can be found on the school website.

Social routines and behaviours

Students socialise at break time (11am until 11.20am) and at lunchtime (Year 7 starts at 1.05pm, Year 8-13 start at 1.15pm and all finish at 1.45pm). The areas they can socialise are the tennis courts, the back paved area, the canopy and the bistro. During the drier months, students can use the grassed areas, where only Year 7 are allowed on the grassed area next to the bungalow. Students line up to receive a hot dinner at the bistro at the following times:

- Year 7: 1.05pm onwards
- Year 8 and 9: 1.15pm onwards
- Year 10 and 11: 1.25pm onwards.
- Year 12 and 13: Students are able to use any of the facilities at any time.



Recognising behaviour – Appendix O

The Grove School Wellbeing Staffing Structure

Ensuring the behaviour culture is embedded within the students is the responsibility of every adult in the school. There are some specific roles that different adults take on within the school structure.

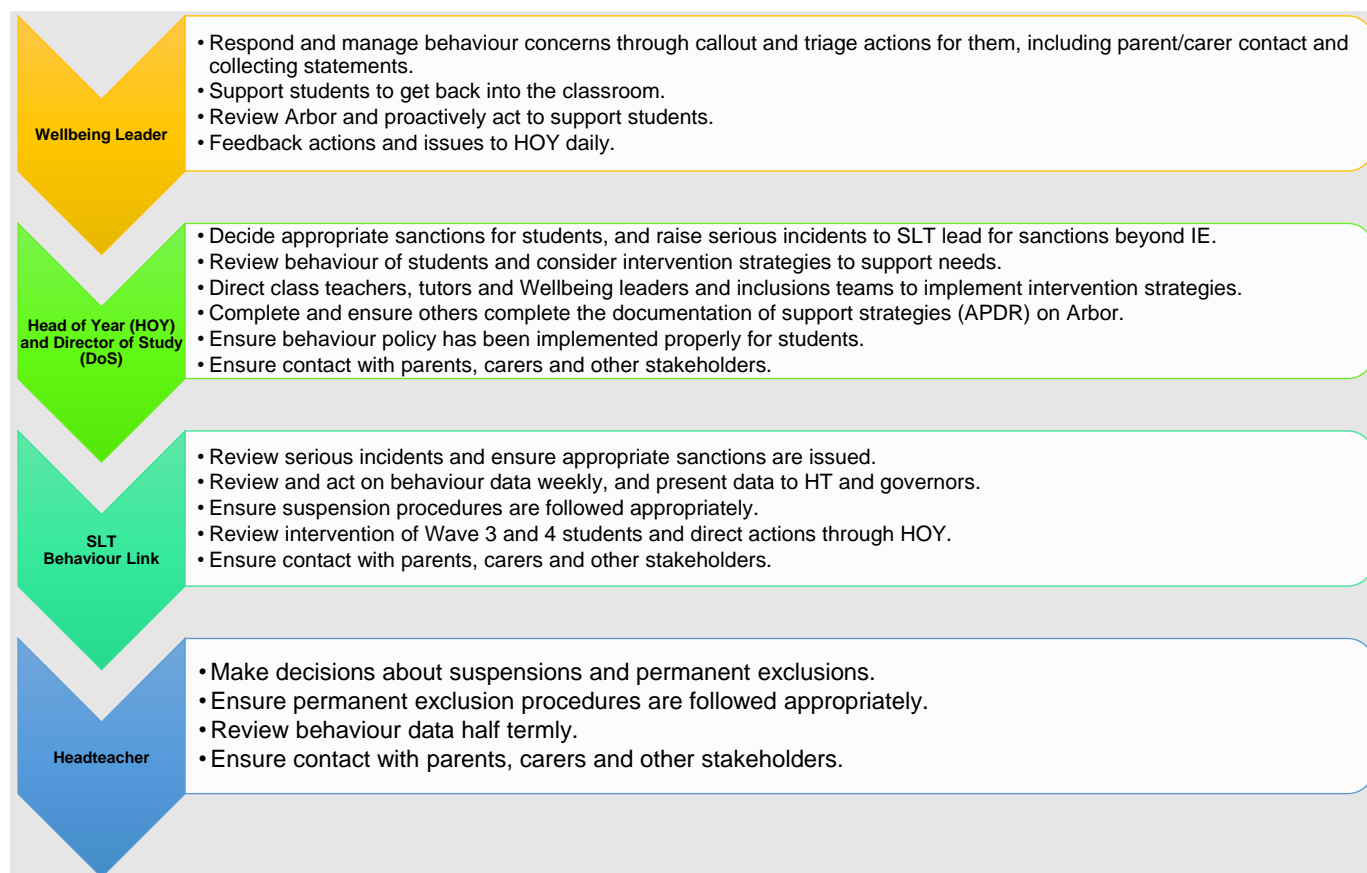
The **class teacher's** responsibility is to ensure the behaviour policy is being implemented consistently for all students, and to know the needs of the students in their classroom to ensure the behaviour policy is adopted appropriately for them. The class teacher must:

- adopt the ethos of behaviour management in the school through the assertive discipline model.
- ensure that restorative practice is used to rebuild relationships with students that may have had a behaviour concern within their classroom.
- document behavioural incidences on Arbor.

The **Tutor's** responsibility is to review the general behaviour of students within their Tutor group. They are the trusted adult of most of their tutees, and therefore must develop relationships to allow students to be able to share any concerns they have. This information is to be shared on CPOMs or Arbor. The tutor is to implement Wave 1 strategies with their tutees as directed by Head of Year (HOY).

The **Director of Study** is to review the behaviour of students within their subject. If a student is causing a concern in their subject, they are to liaise with the HOY to discuss these concerns further, and to identify an intervention strategy to support these students.

Below is the staffing structure with general roles and responsibilities of the wellbeing team.





Recognising behaviour

Rewards - ABC

Every member of staff has a stamp to reward House Points (HPs) in student planners where a student demonstrates a positive element of Grove ABC:

- **Attendance** - striving for 100% attendance and meeting the minimum 96% attendance target, along with positive punctuality to school and lessons. Most improved attendance and punctuality will also be celebrated and recognized.
- **Behaviour** - students who go above and beyond lessons in the classroom and complete work to a consistently high standard will be acknowledged.
- **Character** - students who demonstrate our school values in and around school, also attending extra-curricular/enrichment activities and making a positive impact in our school and local community will be celebrated and acknowledged.

HPs are counted on a weekly basis and added up so students can earn rewards throughout the year:

Reward	Attendance	Behaviour	Character
Annually	Students who consistently meet their ABCs across the academic year will be invited for an external trip at the end of the academic year.		
Termly	Students who have 100% attendance and most improved attendance will receive a certificate and reward.	Subject teachers nominate students for a letter of commendation home for demonstrating ABCs.	Students are recognised by their tutors and HoY in celebration assemblies for their contribution (including extra-curricular/ enrichment attendance).
	Golden Tickets are awarded termly for students who have: <ul style="list-style-type: none">• At least 96% attendance• No more than 5 incidences• 0 4-5 severity incidences• No more than 10 minutes late in a term		Termly events for students who positively contribute to the school and local community, along with attending extra-curricular enrichment events via attendance and nominations from staff.
Half-Termly	Half-termly House assemblies will reward and recognise students in each House demonstrating ABCs.		
	Tutor group with the best attendance will achieve a Tutor reward.	Students with highest number of HPs over half-term receive a postcard home from Head of Year and receive a draw for £10 Amazon voucher	HPs are given weekly for blank smart cards, demonstrating school values and rewards on a half-termly basis.
Weekly	Attendance target hit = Tutor HPs stamp in planner.	Highest number of HPs stamps in planner = Tutor free cookie ticket	
Daily	Verbal praise, recognition, HPs stamped in planners and communication home. Attendance at extra-curricular/enrichment activities is registered and acknowledged by staff.		



Recognising behaviour

Punctuality

By 8:37 all students to be lined up on the tennis courts in tutor groups. Any student arriving late to school through the front gate will be logged by the Attendance Officer (AO).

The class teacher is to record as a late mark and the number of minutes, determining that anything past 4 minutes from the start of lesson will be deemed as late. Staff are to sign the SMART card of the student who is late. Students who are late to lesson will have their late marks accumulated over the day and sanctioned. Any student that is late for more than 15 minutes will be classed as truant and sanctioned appropriately. For a student truanting off-site, they will receive a serious sanction.

SMART Card

The SMART card in the planner is used to address concerns with pupils not meeting the basic expectations. If a student has the following issues and is seen by a member of staff with this concern, they will sign the student's planner. The SMART card is monitored and sanctioned issued by tutors every morning.

Use of Mobile Phones, Smart Watches and Earphones or Ear Pods

The use of mobile phones, smart watches and ear pods are prohibited on site. If a student device is seen or heard, the item, including mobile phone, will be confiscated and given to reception. Home can collect the device on the day between 3pm – 4pm, or the student can collect at the end of the second school day. Refusal to hand in the phone or device will lead to an incident of defiance and will be sanctioned appropriately.

Consequences:

We attempt to make all our dealings with students positive, constructive and consistent. We will be very firm in dealing with unacceptable behaviour of any kind. When necessary we will use sanctions, because maintaining an ordered working environment for all students must be our first concern. The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Asking a student to move seats
- Sending the student to have some time out before correcting the behaviour and reintegrating into lesson
- Expecting work to be completed at social times or at home
- Breaktime 'late' C04 detention 11am – 11.15am
- Lunchtime C04 detention 1.15pm – 1.40pm
- Middle Leader detention after school Monday, Wednesday Thursday and Friday 3pm – 4pm
- SLT detention after school every Tuesday 3pm – 5pm
- Internal Exclusion (IE) running from 8.40am – 4pm.
- Referral within department to another classroom
- Reports to tutors, Heads of Year, Senior Leaders and Attendance Office
- Letters or phone calls home, with follow up meetings as required
- Agreeing a behaviour contract
- Social isolation
- Suspension
- Pupil Planning Meeting with Local Authority Inclusion Team
- Personalised Learning Plans
- Offsite provision

Refusal to follow a sanction or behave appropriately whilst completing a sanction will lead to an escalation in sanctions. Failure to follow instructions or expectations in Internal Exclusion could lead to a suspension.

In the situation where a student has multiple infringements in a given time frame, the student will have an escalation in sanction.

A permanent exclusion can be used in line with the Exclusion Policy and implemented by the Headteacher.

Response to behaviour

Staff are to ensure they utilise the behaviour system when issuing sanctions. They are responsible for ensuring all incidences are **added to Arbor**, and if it is a serious incident, the wellbeing team informed to further investigate. Whenever a member of staff experiences an incident with a student, it is integral that the staff conducts a **restorative conversation** with that student. For more serious incidences, this can be completed with another adult leading the conversation from the wellbeing team. If there is conflict experienced between students, the Head of Year or a member of the wellbeing team need to organise a restorative conversation between the students involved. The staff involved in any incident must ensure **communication home** is made to inform parents / carers of the students involved. This can be done via the wellbeing team.



Support – Appendix P

The Grove School Support Staffing Structure

The main support of any student is the form tutor in the first instance. The HOY is responsible for monitoring the attitudes of their year group. The wellbeing and SEND team will work with those students needing additional support. The following are the specific support roles dedicated to supporting students:

- Assistant Headteacher SEND & Safeguarding (Designated Safeguarding and Mental Health Lead)
- Assistant Headteacher Attendance, Behaviour and Inclusions
- Associate Assistant Headteacher Behaviour and Inclusions
- Special Education Needs Coordinator and Designated Lead for Looked After Children
- Deputy Special Education Needs Coordinator
- Access Leaders
- Wellbeing Leaders
- Emotional Literacy Support Assistant
- Looked After Children (LAC) teacher
- Speech and Language Therapist (SaLT)

Support Systems

Within The Grove School we have a dedicated team of support staff that are available throughout the day to deal with matters that may arise. We also work with a range of outside agencies such as, Family Support Workers, BeeU, the Community Nurse, Police, EWOs, 'We are With You', Youth Work team, Careers Advisors, Mentors, Educational Psychologists, Social Workers and External Educational Providers to give our students every chance of success. We follow a Wave system to ensure students receive the most appropriate support efficiently.

Wave 1 and Wave 2

HOY review incidences of students in their year groups and decide who should enter the Wave and what intervention to implement to support pupils to achieve. Interventions for Wave 1 include:

- Reports – focused on the need of student
- Postcards for positive achievement tutor/class teacher
- Contact home – tutor, class teacher
- Faculty referral – to act as a time to reset before having a restorative conversation in preparation for re-entering the classroom
- Class changes
- Behaviour contracts

HOY can move a student to Wave 2 following review of intervention impact from Wave 1 and completion of an APDR (that will be pinned to the student's profile on Arbor). HOY will discuss with tutors the students who should enter Wave 2 and what intervention to implement. Interventions for Wave 2 include:

- Pass assessment – review a specific intervention from their profile
- HOY / Wellbeing leader / SLT report
- No worries
- Anger management
- Mentoring
- In class support
- Check ins
- Fresh start
- ELSA
- RAG-rated timetable
- Referral to external specialist support



Support

Wave 3 and Wave 4

SLT behaviour link and SLT inclusion link will assess students moving into Wave 3. They will review the impact of Wave 1 and Wave 2 interventions with the Head of Year during inclusion meetings, and complete an APDR of impact of current interventions. Intervention considered for the student and implemented by the inclusions team. In addition to Wave 1 and 2 interventions;

- Bespoke intervention
- Alternative curriculum
- Pupil planning meetings
- Review with the MAT Director of Inclusions
- Referral to specialist placement panel
- Meet with Governors
- Vulnerable students review
- Multi-agency meeting

Hub Provision

The Hub is situated in the Learning Support Faculty and is used by students who have modified timetables, PLPs and GPLPs, or who may need additional support due to SEMH challenges or their academic work. It is staffed by Access Leaders who support the students with their learning and work to reintegrate students back to their lessons where needed.

The REACH centre

The REACH centre is a provision on the school site which supports our most vulnerable students who are unable to access the main school building. Students who have timetabled lessons in the REACH centre will have this arrangement in place due to having a bespoke package of education created in order to meet their individual needs.

The REACH centre is managed by the wellbeing team. Students can access the REACH centre via a pre-arranged agreement and cannot drop in ad-hoc. There is a qualified teacher on site at all times and all staff in the REACH centre are trained in managing SEMH needs. Additionally, the Bungalow utilises a range of external specialist professionals.

The Grove Mentoring Programme

The mentoring scheme gives students an opportunity to meet with a volunteer who will be able to offer additional support in a number of ways such as:

- Raising students' awareness of themselves and others;
- Helping students to address antisocial issues – giving an alternative view;
- Acting as an advocate;
- Exploring with students how they can reach their goals;
- Encouraging students' interests as well as helping students with learning problems.

Specially trained volunteers from the community give their time and experience to act as mentors to students in need of support. Many students who might be facing difficulties in either their home or school life, benefit from having an adult connected with their home or school who will give the time to listen, advise and support and in whom they can confide. Support staff and teachers from the school may also act as mentors.

The Grove School Behaviour Policy on a Page

Direct

Inform

