

2016

Behaviour, Student Support,
Restorative Practice and
Anti-Bullying Policy



GROVE
SCHOOL & COLLEGE
A mind set to succeed

A: Behaviour & Approaches to Learning (AtL)

1. Principles

We believe that in order to achieve the aims of Grove School & College and to enable effective teaching and learning to take place, good behaviour in all aspects of school and college life is necessary. This is based on the twin values of respect and responsibility: respect for the individual, the balance of fundamental rights and responsibilities together with the fostering of a sense of community for all those involved.

The philosophy of Grove is based on inclusive principles which recognise and respect diversity, strive to promote equality and gives both rights and responsibilities equal weight.

The Grove's behaviour policy aims to develop in students an acceptance of responsibility for their own learning and behaviour. It also identifies ways in which we endeavour to remove barriers to learning and promote self-reliance, resilience and independence.

We believe that everyone has the right:

- To feel safe at Grove;
- To enjoy and achieve;
- To be treated with respect and consideration;
- To learn/teach without unnecessary interruption;
- To be listened to;
- To work in a pleasant environment for learning;
- To be treated fairly.

We seek to create an effective learning environment at Grove by:

- Promoting good behaviour and discipline;
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- Ensuring fairness for all;
- Encouraging consistency of response to positive or negative behaviour;
- Promoting early intervention in response to negative behaviour;
- Providing a safe, caring environment free from disruption, violence, bullying and any form of anti-social behaviour;
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the Grove's policy and associated procedures.

2. Values and expectations – a shared ethos

We expect our staff to support students to become young people who:

- are confident, resilient, enquiring, creative and respectful;
- take pride in their achievements;
- are able to succeed in an ever-changing world.

Our Values will create and sustain our culture of excellence by operating with:

- Trust
- Determination
- Positivity, and
- Resilience.

3. Teaching and Learning

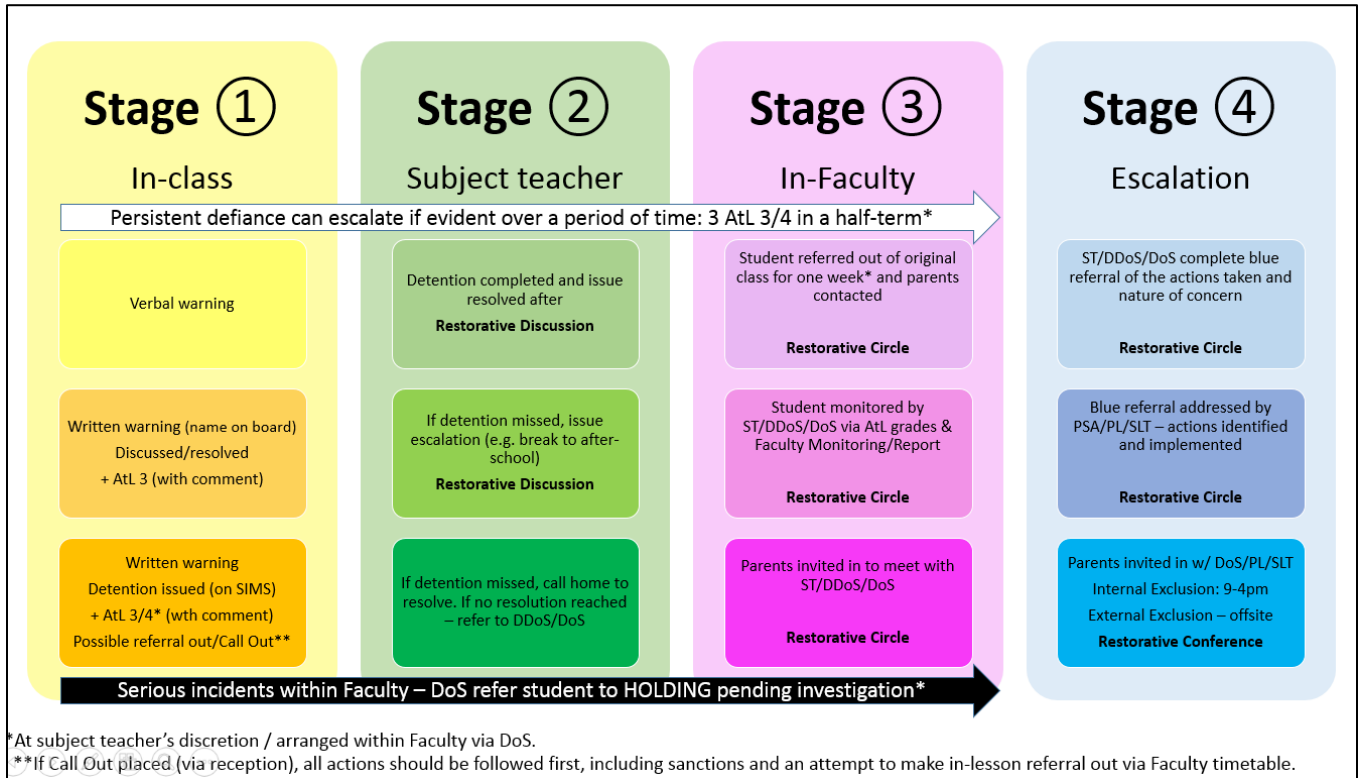
The teaching of good behaviour is done both explicitly and implicitly. Respect, politeness, punctuality and restorative practices are implicitly taught and modelled on a daily basis. There are also aspects of behaviour that are taught through explicit curriculum areas.

It is understood that the better the teaching, the better the behaviour will usually be and that dealing with behaviour problems is primarily the responsibility of teaching staff themselves.

Where intervention is necessary, a four stage progressive intervention model will be used:

- Stage 1 - behaviours, strategies and sanctions dealt with by classroom teacher;
- Stage 2 - subject teacher deals with matters beyond the classroom and may involve parents/carers;
- Stage 3 - escalation to (Deputy) Director of Studies and managed within Faculty;
- Stage 4 – persistent issues and isolated serious matters escalated to Pastoral Support Assistants, Progress Leaders and Senior Leadership Team.

Figure A: Behaviour Steps



>> See C: Restorative Practice, 'Figure D: Restorative Practice Approaches: stages of intervention' for more information

4. Approaches to Learning

At Grove we apply the Approaches to Learning (AtL) system to ensure all staff and students are consistent in their expectations of the learning environment and the application of the behavior steps. In every lesson students' approaches to learning will be graded in the following way:

- AtL 1 - Outstanding
- AtL 2 - Good
- AtL 3 - Requires Improvement
- AtL 4 – Inadequate

Students are expected to aim for 1s and 2s in every lesson. On SIMS each student is awarded a 2 automatically and this is updated at the end of the lesson and shared with the students.

Figure B: Approach to Learning descriptors

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Approaches to Learning Grades Aim for Outstanding

To get a grade of...	You will:
1 Outstanding	<ul style="list-style-type: none"> • be positive, enthusiastic and highly motivated; • show an exceptional level of effort and commitment; • work independently; • be punctual and have appropriate equipment/kit/books; • complete work to the highest level you can; • complete all the work, including homework that is set.
2 Good	<ul style="list-style-type: none"> • demonstrate a high level of enthusiasm in your work; • be positive in class and contribute to a good classroom ethos; • be able to work independently; • be punctual and have appropriate equipment/kit/books; • complete all the work, including homework that is set.
3 Requires Improvement	<ul style="list-style-type: none"> • demonstrate enthusiasm and commitment at times but... • be lacking motivation at times; • at times be inattentive and may not behave appropriately; • be inconsistent in your effort and commitment to learning (e.g. bringing equipment/kit/books to lessons); • sometimes not complete work (including homework); • usually be punctual; • be causing some concern.
4 Inadequate	<ul style="list-style-type: none"> • be causing continued concern and require intensive intervention; • demonstrate behaviour, inattention and/or a negative attitude which adversely affects your own learning and that of others; • make minimal effort and show poor commitment to the subject; • be causing concern with your punctuality; • have an attitude to learning that is impeding your progress and/or the progress of others.

5. Rewards

It is recognised that praise is more effective than punishment and that positive behaviour and good attendance is more likely to be fostered in a climate of rewards and encouragement.

Positive recognition includes:

- Positive feedback – praise (oral and written);
- AtL scores of '1' in lessons;
- Note in planner/record book;
- Phone calls home;
- Praise postcards;
- Certificates;
- Golden Tickets;
- Display of good work;
- Invitations to rewards events.

Termly praise assemblies and prize draws are held to celebrate and reward achievement and effort. Occasional reward activities are organised for worthy students.

6. Sanctions

At Grove we recognise that, in keeping with society at large, the school & college should have a set of approved sanctions which can be used to respond to incidents of misbehaviour. This section aims to set out those sanctions which have the approval of Trustees and should be read in conjunction with the four stage intervention model (*Figure A – Behaviour Steps*).

Grove will consider each incident individually and recognises that a variety of responses will be necessary to deal with incidents. Grove will consider very carefully the implications of any action it may take. It seeks to balance the interests of the student involved, the other school & college members and the local community. In general, all staff have access to these sanctions with the following exceptions:

- Only the Headteacher may exclude (internally or fixed-term external) a student from Grove and all decisions as to the reason for exclusion, fixed-term or beyond, are at the Headteacher's discretion;
- Only a member of the Senior Leadership Team or Pastoral Support Assistants may place a student in Supervision;
- Only Progress Leaders or Directors of Studies may place student in Holding, pending investigation – this is located in the Supervision room.

6.1 Detentions

Parents/carers should be informed that their child has been given a detention, why it has been given and when, where and for how long it will take place. It is acceptable in law to inform parents/carers by 'any effective method', which includes student post, via a note in the student planner, by telephone, e-mail or, of course, by letter.

Detentions at break and during lunchtime in cases where students are on the school & college site anyway would be an exception to this requirement.

During a detention, the member of staff who set the sanction will complete a Restorative Discussion with the student(s). This is to ensure that the student is fully aware of the reason for the detention and to discuss methods of avoiding further issues in the future.

6.2 Faculty Referral

Where students persistently disrupt the learning of others within a subject, they will be referred out of the subject for a fixed-term (this will vary from subject to subject due to timetabling). This process includes the student being relocated within the faculty in order for them to complete learning activities set by the student's subject teacher. If a student is referred out of a subject, parents will be informed by either a telephone call, email or letter, by the subject teacher or (Deputy) Director of Study for that Faculty.

Prior to the student reintegrating into their timetabled lesson, a Restorative Discussion will be held between the subject teacher and the student. If the issue is more complicated than would warrant a Restorative Discussion, a Restorative Circle would be facilitated by another member of staff to ensure that the harm is repaired before the student returns to the lesson.

6.3 Faculty Report/Monitoring

Students are placed on faculty report or monitoring based on their cumulative Approach to Learning scores. Students are expected to achieve a '1' or '2' in all lessons but where this is not the case and students accrue a large number of '3' or '4' scores, a student will be placed on either Faculty Report (if the issues are isolated to one Faculty) or Monitoring. The level of monitoring varies depending on the persistence of a given issue. This escalates as follows: Tutor, Pastoral Support Assistant, Progress Leader, Senior Leadership, Pastoral Support Programme. Should a student fail the first level, they will move through the stages. Pastoral Support Programmes are the ultimate form of monitoring within the school and failure to adhere to the targets set in the PSP will lead to a Pupil Planning Meeting with a representative from the Local Authority.

6.4 Supervision Room

The philosophy behind the Supervision Room is that students whose behaviour warrants a serious sanction should be excluded from the normal activity and social interactions of Grove life, yet be expected to work and learn under close supervision. As an alternative to a short fixed-term external exclusion from Grove, we believe that a period in the Supervision Room is a more effective deterrent and sanction. Students may be in the Supervision Room for three reasons:

- a student has been placed in Holding following a serious incident that requires further investigation; in order to facilitate the timely investigation, a student may be removed from normal circulation;
- a student has been placed in Supervision following a series of persistent issues in lessons or around school; for failing a referral from subject; for failing their monitoring report; for an infringement of Grove uniform code that cannot be rectified by sending the student home to change; or for an isolated incident;
- a student is Internally Excluded (08.40 – 16.00).

Grove will follow the procedures laid down in the Department for Education guidance with regard to good practice and the parental right to appeal to an independent appeal panel against an exclusion.

Where a student has been placed in Supervision or Internally Excluded and the harm caused by the incident(s) was not addressed prior to the commencement of the sanction, the student(s) involved will be involved in a Restorative Circle prior to reintegrating into normal circulation. This will be facilitated by a member of staff and may include members of staff who were involved in the original incident(s).

6.5 Fixed-term or Permanent Exclusion from Grove School & College

Where a decision is taken to exclude a student, it is invariably done on the grounds that the student's behaviour constitutes such a serious challenge to the good order of Grove School & College that other punishments are not sufficient. All exclusions, whether fixed-term or permanent are put into effect strictly within the terms set out in current educational law. Permanent exclusions can only be recommended to the Governors in very serious situations when no alternatives are deemed possible. The Governors recognise that misdemeanours which can result in exclusion include:

- Violence, whether expressed in actions or threats, towards other people on the premises; (*see Appendix 1 - Fight Procedure*)
- Actions or words to a member of staff, or in the presence/hearing of a member of staff, which are judged to have the effect of seriously undermining their authority;
- Offensive written material (this may include social media activity) which is judged to have the effect of undermining the authority of a member of staff;
- Persistent misbehaviour (e.g. refusal to comply with reasonable instructions)

- which prevents other students from learning;
- Bringing to Grove, or handling, items likely to endanger the safety of other people or to be injurious to the well-being of others; this includes weapons of all kinds and any dangerous substances, including alcohol, illegal drugs and volatile substances;
- Attending Grove under the influence of alcohol, illegal drugs or volatile substances;
- Acts of major and/or malicious damage;
- Actions likely to cause significant disruption to the orderly running of the school & college;
- Being in persistent or serious breach of a SLT monitoring report or Pastoral Support Programme (PSP).

As part of the readmission process, students who were excluded from Grove will be involved in a Restorative Readmission. This is part of the meeting held with Grove staff, the excluded student and their parents/carers.

7 Uniform

Students' are expected to adhere to the Grove School & College Uniform expectations. This includes:

- grey blazer with embroidered school badge
- plain, white shirt
- school tie with logo
- black school trousers for boys
- black school trousers or a black, tailored, knee-length skirt for girls.
- plain, black V neck jumper of a fine knit type may be worn under the blazer during the winter months, but not in place of
- black leather or leather look **shoes** appropriate for school. Please note that no other style of footwear will be acceptable.

7.1 PE Uniform

- red and white shirt
- red and white or black shorts
- red football socks (boys and girls)
- white sports socks for indoor (girls)

Excessive jewelry and make-up are not allowed. One stud, sleeper or small earring per ear is acceptable, as is a small finger ring. These will need to be removed for some activities such as PE. No other studs or jewelry or any other body piercing (such as tongue, lips, nose) are acceptable.

The following are not acceptable for either boys or girls:

- extreme hair styles and colours
- any form of headwear inside the school building
- trainers, fashion shoes, canvas or plastic footwear
- hoodies

Adaptations may be made to the uniform for medical, disability or religious reasons. If parents/carers wish to discuss this, they should contact a member of the Senior Leadership team.

8 Monitoring and evaluation

The identification, recording, monitoring and evaluation of behaviour will be undertaken by reviewing the following sources of information:

- Student planners
- SIMS - AtL scores
- Pastoral Tracking spread sheet/data
- Learning Support Register
- Attendance Register
- Data Collection Points – attainment/achievement data, also parental communication
- Raising Standards Meetings
- Inclusions Meetings
- Faculty data systems
- Target Setting data
- Outside Agency data e.g. Education Welfare Officer / Police data/health service

B: Student Support

Grove School & College recognise that the following roles are not exclusive, that titles vary from site to site and that responsibilities are shared.

1. Tutors

- To teach interpersonal skills by promoting positive supportive relationships within their tutor group – this is supported by weekly (this may occur more often) Restorative Practice Check-Ins.
- To keep a record of attendance and to monitor lateness and absence.
- To record aspects of positive and negative behaviour via SIMS' comments.
- To maintain positive communications between home and School & College.
- To check uniform and that students have the basic equipment.
- To provide guidance and assistance to individual students as necessary.
- To support Grove's behaviour policy with particular regard for the school & college's approach to learning.

2. Teachers

- To provide opportunities for students to learn to the best of their ability by:
 - Setting suitable learning challenges
 - Removing barriers to learning
 - Recognising diversity
- To provide an environment in which students can learn.
- To teach positive behaviour through the restorative language of choice.
- To plan and prepare lessons.
- To teach respect by treating students with fairness and consistency.
- To teach interpersonal skills by promoting positive supportive relationships within their teaching groups.
- To administer sanctions and rewards for Stage 1 & 2 behaviours.
- To record aspects of positive and negative behaviour via SIMS.
- To support Grove's behaviour policy with particular regard for the school & college's approach to learning.

3. Directors of Study

- To ensure that subject schemes of work suggest activities designed to suit different learning styles.
- To provide a positive learning environment within the Faculty for both staff and students.
- To ensure that the Grove's behaviour and special education needs ("DSEN") policies are consistently implemented.
- To ensure that a climate of reward and praise is upheld within the Faculty.

- To respond to the outcomes of the Grove’s Spotlight monitoring system in a proactive and reflective manner.
- To monitor the attendance, behaviour and learning of individuals and groups of students within the Faculty especially looked after children, pupil premium students, ethnic minorities and students who require greater stretch and challenge.
- To administer sanctions and rewards for Stage 2 & 3 behaviours and record outcomes via SIMS.

4. Pastoral Support Assistants & Inclusions Staff

- To liaise and communicate with Directors of Study, Progress Leaders, Senior Leadership Team, parents/carers, outside agencies and the SENCo.
- To support individual students by:
 - Making and maintaining appropriate interventions and communicating these to parents and staff;
 - Tracking the student’s behaviour/well-being;
 - Identifying disaffected students and use the support system to best effect and to implement Monitoring and Pastoral Support Programmes (PSP) as appropriate.
- To administer sanctions and rewards for Stage 4 behaviours.
- Investigate reported incidents.
- Inform appropriate staff regarding necessary actions to be taken, or those that have been taken, following investigations.
- Contact parents where appropriate.
- Implement and monitor the AtL tracking system and provide regular reports from SIMS to relevant staff.
- Liaise with and have knowledge of outside agencies (as necessary).
- Supervise the Supervision Room.
- Contribute to half-termly Inclusion Meetings.
- Report regularly to the Senior Leadership Team.
- Provide a Call Out service to members of teaching staff.

5. Learning Support Advisers

- To support DSEN students within the classroom.
- To support DSEN students in interventions beyond the classroom.
- To work in collaboration with the classroom teacher to remove barriers to learning for individuals and groups of students.
- To support the teacher to create and sustain a positive culture for learning where praise and encouragement outweigh sanctions.
- To consistently implement Grove’s DSEN and behaviour policy.

6. Senior Leadership Team

- To support staff in managing student behaviour by ensuring that systems for

managing and monitoring behaviour and attendance exist and are consistently implemented.

- To ensure that good practice is both developed and shared through the use of Spotlight and whole school & college continuing professional development (CPD).
- To ensure that CPD is provided for staff that develops the individual and supports Grove's priorities.
- To ensure that Grove has systems in place to work with outside agencies.
- To attend Grove's half termly Inclusion Meeting to ensure that disaffected and challenging students receive additional support and intervention where necessary.
- To ensure that Grove regularly communicates with parents and carers.
- To provide clear leadership and monitoring through the use of SIMS and Grove's behaviour policy.
- To analyse behaviour data and devise an appropriate graduated response system together with appropriate staff/agencies.
- To administer sanctions and rewards for Stage 3/4 behaviours.

7. Governors

- To ensure that Grove's behaviour policy promotes positive behaviour.
- Supports the Headteacher in the monitoring of attendance and exclusions of different groups of students including looked after children and those from vulnerable groups.
- To form a Personnel/Behaviour Committee which meets on a regular basis to review exclusions and on an occasional basis to hear exclusion appeals.

8. Parent/Carers

- To ensure their child's regular attendance and punctuality.
- To ensure their child brings the correct equipment and dresses appropriately.
- To co-operate with Grove to ensure that their child follows the school & college's positive behaviour policy.
- To keep Tutors/Pastoral Support Assistants/Progress Leaders (in order of priority) aware of any circumstances which may affect their child's learning.
- To encourage and support their child in completion of homework.
- To maintain regular contact with Grove School & College through attendance at parents' evenings and, as appropriate, through planners, letters and telephone calls.

9. Additional Support Systems for Students

In addition to lessons which are well paced and delivered, and set suitable learning challenges while remove barriers to learning, some children will need additional support.

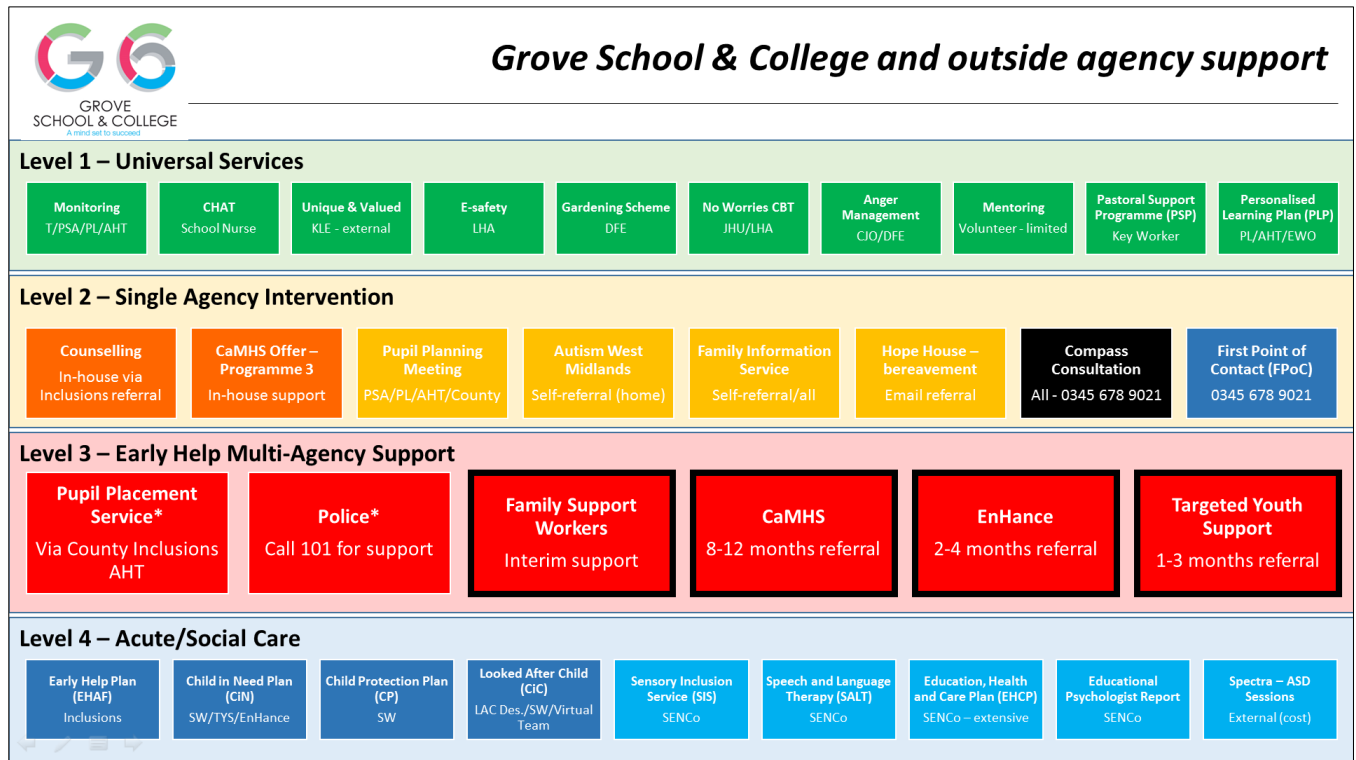
Children who experience Social, Emotional and Behavioural difficulties or struggle to access mainstream curriculum without additional, focused support, will be identified through Grove's DSEN screening system. Grove School & College follow the SEND Code of Practice and has a staged intervention process. For further information, please see Grove's SEN Policy.

Grove's Pastoral Support Assistants, Progress Leaders, SENCo, Inclusions Team and SLT collaborate in regular meetings to review academic progress, well-being concerns and to identify students at risk of underachievement, disaffection or exclusion. Students who may require additional pastoral care or further interventions beyond those available to all students (1-4, 6-8 detailed above) will be reviewed and necessary measures will be identified to support students to success. The following strategies *may* be used to support students at risk (this list is not exhaustive):

- Regular contact with the Pastoral Team if necessary in order to modify student behaviour;
- Support from a Mentor (via the Grove Mentoring Programme) who will set appropriate targets in discussion with the student;
- Referral to the Individual Learning Centre (ILC) students may receive support from the Inclusions Team or outside agencies;
- The student may receive specific anger management/Restorative Practice Check-Ins organised and delivered by trained staff;
- Personalised Learning Plan to modify a student's timetable;
- Support from Grove's Counsellor to support positive mental health and well-being.

All cases are individually assessed and reviewed in a timely manner. Services are limited and so waiting lists are imposed to ensure students receive the support at its soonest availability. The main services available within Grove (Level 1) or through outside agencies (Level 2-4) are listed below:

Figure C: Student Support Services (Universal and Outside Agencies)



C: Restorative Practice

1. Principles

Restorative Practice focuses on three main principles:

- Unless we foster positive relationships, we will not achieve effective learning – this can be achieved through affective language
- Perpetrators need to learn and face up to those they have caused harm to
- Victims need to have a chance to be heard and have a say as to how the hurt and harm can be repaired

2. Purpose

This practice may be used in situations within a classroom, for circumstances around the school or in cases of bullying or conflict resolution. This is a system developed for schools from the Criminal Justice system. It underpins emotional literacy and encourages students, staff, parents & carers, and the wider community to behave with empathy and compassion.

‘The use and effectiveness of anti-bullying strategies in schools’, a report by Goldsmiths, University of London, published by the Department for Education (April 2011) recommends that schools consider developing restorative ethos and culture (pp. 21-22, Section 2.2.9 and pp. 93-112, Section 4.3). The report found that “developing a restorative ethos and culture that supports the development of social and emotional skills and the adult modelling of positive relationships and communication were given the highest rating of effectiveness.”

For Restorative Practice to be successful, it is expected that all involved in the process have:

- An understanding of how a community works;
- An understanding of our responsibilities to the communities that we are part of to
 - confront unacceptable behaviour;
 - praise acceptable behaviour;
 - model restorative approaches;
 - develop self-regulating communities;
- An understanding of the skills needed to communicate with each other and a commitment to developing these communication skills - listening , questioning, answering.


As outlined in sections A, B and D of this policy, Grove school is committed to building a restorative school whose ethos is founded in the principles of Restorative Practice.

3. Restorative Approaches at Grove School & College

Figure D: Restorative Practice Approaches – stages of intervention

Check – in

Happens in tutor time weekly (minimum), at start of lessons, as part of a Prepare for Learning or Review.



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1. RPD: Restorative Practice Discussion

Held between member of staff and student regarding an issue that needs to be resolved quickly; this could be briefly outside of a classroom, at the end of a lesson or quietly within a lesson.

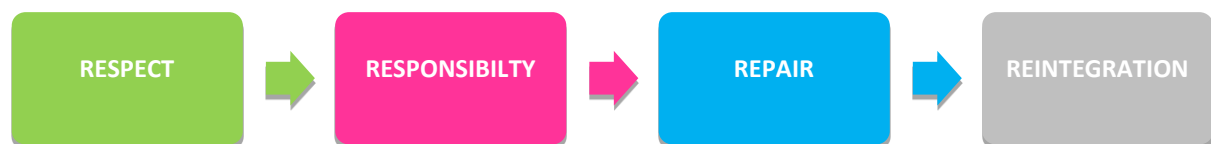
2. RPO: Restorative Practice Circle

Held between two or more students and one or more staff – this takes minimal preparation but will include a number of students or look to resolve a more serious matter.

3. RPC: Restorative Practice Conference

Led by a Facilitator (three-day training) once preparation complete. This is for extremely serious cases involving two or more parties, possibly parents and members of staff.

Figure E: Restorative Processes – The Four Rs



Restorative Practice provides the foundations to Grove School & College’s Behaviour, Student Support, Restorative Practice and Anti-Bullying Policy and is practiced on a daily basis. For Check-Ins, RP Discussions and RP Circles, staff will engage students as a matter of course. For RP Conferences, consent must be given by both students and parents/carers. This will be sought by the facilitating member of staff.

D: Anti-Bullying

1. Statement of Intent

Grove is committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and college. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a “TELLING” community. This means that anyone who knows that bullying is happening is expected to report it to someone they trust, which can be a member of staff, tutor, Pastoral Support Assistant, Progress Leader, member of SLT or Anti-Bullying Ambassador. Knowing about incidents of bullying but not reporting them is unacceptable in The Grove.

This policy is written from the perspective of students being the subject of bullying; it applies *mutatis mutandis* to teachers, support staff and visitors.

2. Definition

Bullying is the use of strength or aggression with the intention of hurting another person or making them fearful, **over a period of time**. Bullying results in pain and/or distress to the person being bullied.

Examples of bullying include:

- Emotional being intentionally hostile, unfriendly, excluding, tormenting
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunt, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber all areas of internet, such as e-mail and internet chat-room misuse, mobile threats by text messaging and calls, misuse of associated technologies, ie camera and video facilities.

3. Objectives

- 3.1. To create a restorative ethos amongst students, staff, parents and carers, and the wider community in order to permit all involved to recognise harmful actions and avoid these.
- 3.2. To develop the skills necessary to deal securely with incidents as they arise.
- 3.3. To instil in all students the desire to eliminate any behaviour which can be construed as menacing, threatening or physically damaging.
- 3.4. To develop in all students a confident and sociable manner which enables them to

- look after their own interests, and those of their fellow students.
- 3.5. To create in parents/carers a feeling of confidence that their son/daughter is safe at Grove School & College and an assurance in the Grove's ability to deal with any such problems.
- 3.6. To involve all students in making decisions about the school's position on bullying via the Ambassadors.
- 3.7. To notify parents/carers of those students involved in incidents of bullying and that action has been taken by the school (details of actions will not be disclosed to parents/carers).
- 3.8. To record incidents and action where appropriate.

4. Anti-Bullying Procedures

In practice most incidents of bullying will come to the attention of staff, either directly from students; via the "telling process"; through the Pastoral Support system; from parental/carers contact (e-mail or phone call). The following procedures will ensure that bullying incidents are dealt with appropriately as they arise:

- 4.1. All staff must be vigilant in watching for activity both inside and outside lessons which might be evidence of bullying. They should look particularly for early signs of distress in students and follow this up to find out the cause. Any serious matters should be referred on to the appropriate member of staff.
- 4.2. Tutors and Pastoral staff (this includes all staff providing pastoral care and not just simply Pastoral Support Assistants) will make it clear that students may confide in them if they are experiencing problems of any kind. Tutors and Pastoral staff also need to say that if for any reason students are unhappy to talk to them, then other members of staff are available. The atmosphere should be receptive and sympathetic.
- 4.3. Grove School & College has a system for reporting incidents of bullying and Student Ambassadors should be able to offer advice, collect information about what has happened and refer on to specific staff when appropriate. Students should be confident that incidents will be investigated fully and fairly.
- 4.4. Once a complaint has been made the facts will be established, usually by asking any students concerned to write accounts of what has happened. In some cases, false and exaggerated allegations will be made, whilst in others witnesses will give conflicting evidence. A judicious balance between the accounts of the alleged bully, the student being bullied and reliable witnesses will need to be kept, taking account of personal knowledge of the children concerned.
- 4.5. Serious allegations of bullying should be dealt with by a member of the Pastoral Support Assistants or Progress Leaders in the first instance, who will ensure that a member of the Senior Leadership Team is made aware of the situation. The Senior Leadership Team will give further support in terms of investigation, discussions with parents/carers and counselling/punishment as appropriate.
- 4.6. Parents/carers will be contacted and involved. Educational research makes it clear that both parents and students being bullied almost always need advice and counselling from a variety of sources and parents need to be aware of this. Grove School & College will be open about the way in which it intends to deal with a

particular incident. Two situations which are particularly difficult are those where physical bullying has been preceded by a degree of verbal provocation by the student being bullied and also where the problem is in fact caused by the break-up of a friendship group of students with mutual recriminations.

- 4.7. Once the matter has been investigated the unacceptable nature of the behaviour will be made clear to the bully and his or her parents/carers in a Restorative Circle or Conference, depending on the nature of the issue. The consequences of any repetition need to be emphasised with the details of punishment depending upon the nature of the incident – this would be outlined in a Restorative Practice Conference Contract.
- 4.8. Both the bully and the student being bullied will be advised and counselled about their future behaviour.
- 4.9. Periodic monitoring of the situation will be necessary. In most cases Pastoral Support Assistants will do this automatically by observation and occasional contact with students. Some students may wish to spend time with staff out of lessons for a period because of nervousness about further incidents. This may involve the use of the Individual Learning Centre, Burrow or Pastoral Area. This is a perfectly acceptable situation but students will be encouraged to return to a more normal school life over a period. Support groups of reliable friendly students can be used to great effect during this period.
- 4.10. There will be occasions where despite all efforts, problems continue. It is particularly difficult to deal with bullying or harassment that takes place outside Grove School & College and in these cases the school will advise parents to make contact with the Police if they feel that this is appropriate or other supportive agencies. There are other circumstances, for example, where the school may be unable to achieve the desired result. In such cases it is sometimes necessary to persuade students and parents/carers that they need to change their aspirations and build up relationships with other students.

5. Roles & Responsibilities

5.1 Student

- To refrain from any bullying activity.
- To refrain from responding violently to any incident of bullying.
- To report any incident of bullying.

5.2 Anti-bullying Ambassadors

- To be available to hear complaints and concerns about bullying.
- To collect information about bullying behaviour.
- To offer advice to the student being bullied of bullying.
- To refer students to appropriate members of staff.

5.3 Support Staff (including Learning Support Advisers)

- To be observant each time they see students and talk to any student who appears to be distressed.
- To be supportive to students who wish to report/disclose information relating to any incident of bullying.

- To report incidents of bullying to the student's tutor or respective Pastoral Support Assistant.

5.4 Subject Teachers and Tutors

- To be observant in class and act upon any incident of bullying that occurs in, or on entry to or departure from, the classroom.
- To state the school's position on bullying and report all incidents to the student's tutor and Pastoral Support Assistant.
- To follow Grove's procedures when dealing with incidents.
- To be observant each time they see their groups and talk to any student who appears to be distressed.
- To be receptive to students who wish to report/disclose information relating to any incident of bullying.

5.5 Pastoral Support Team and Progress Leaders

- To take an active role with all year groups in encouraging an ethos where students tell someone if they are being bullied or tell them when other students are being bullied.
- To ensure anti-bullying features are part of the pastoral programme (Discovery Days/Ambassadors).
- To act on information received from any individual of the school's community, investigating incidents as they arise.
- To inform the parents/carers of both bully and the student being bullied that an incident has been reported and that it is being investigated.
- To inform the parent/carer of action taken in respect of major incidents of bullying.
- To be a first point of contact to receive reports relating to incidents of bullying.
- To consult with colleagues as to appropriate action to be taken.
- To gather information/statements about incidents of bullying.
- To liaise with the Leadership Team regarding incidents and consequences of those who bully others.
- To facilitate Restorative Circles and Conferences between victim and bully.

5.6 Leadership Team

- To ensure active supervision at breaks, lunchtimes and entry to school.
- To ensure that a consistent approach is taken in making decisions about incidents of bullying.
- To ensure that all incidents are reviewed on a case-by-case basis and appropriate actions are taken.
- To ensure that staff are advised and supported in dealing with incidents of bullying.
- Support parents/carers by giving strategies to help them in difficult situations where necessary.
- Assistant Headteacher to report to Governors termly on alleged bullying incidents.

5.7 Governors

- To review substantiated incidents of bullying on a termly basis.

Signed:

Date: 18.11.2016

Review date: November 2018

Appendix 1 – Fight Procedure

In the event of a fight:

1. If the fight is witnessed by members of staff, this should be stopped by the members of staff and the participants separated. If there is only one member of staff, a student should be sent to draw more staff to the scene. If this is brought to a member of staff's attention but the fight has ceased, the member of staff should keep the witness with them.
2. Students should be taken to different locations within the school: LTO's Office and The Burrow, unless these are not appropriate.
3. SLT (2255 or radio 2) and Pastoral (2258 or radio 2) should be contacted and called to the students.
4. First Aid should be called – this may include both the First Aider on duty and an additional First Aider. All involved in the fight should receive first aid whether injuries are visible or it is believed that no injury sustained.
5. The person investigating the situation should contact parents to inform parents of the incident, this may be prior to further investigation and/or an outcome and consequence. The initial call should be to inform parents of the situation and the parents of the student who has sustained the most serious injuries should be contacted first.

6. CALL SCRIPT:

Hello [parental salutation]. My name is [member of staff] and I am calling from The Grove. I am calling with regard an incident that has taken place [give details of time, i.e., 'today at break time'] involving [first name of child]. [He/she] has received first aid and is currently [give an update of current state, i.e. 'fine and with Pastoral']. I will contact you [give a time, i.e. 'later today'] to update you about the incident once we have furthered our investigations. [If leaving a message] If you would like to speak to me before I call again, please do not hesitate to contact [repeat name of member of staff] on 01630 652121. Thank you.

7. A member of SLT or Pastoral should speak with the students separately; where possible, the same member of staff should speak with both students for consistency and clarity. Notes should be made for reference – these should be in the students' own words.

8. Once the situation has been investigated, the outcome should be articulated to parents by the member of staff who has conducted the investigation. This should be recorded on the Pastoral Tracker and any statements placed in both students' files.
9. Both students should be made aware of any consequences.
10. At a later date, where the conflict has been deescalated, all participants should complete a Restorative Practice Circle, or Conference* with an appropriate and impartial member of staff. If it is felt this may not be an isolated incident, an agreement should be drawn up for all participants to sign and parents should be made aware of this. This should be placed in the students' files.

**dependent on the severity of the conflict and the feelings of the participants*