Grove School

Behaviour Policy

Dawson Road

Handsworth

Birmingham

B21 9HB

Tel: 0121 464 4669

E-mail: enquiry@grove.bham.sch.uk

Headteacher: Ms Justine Baker

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1. Aims

All adults working at Grove School and all visitors, including parents and carers, are expected to understand and promote the Grove Expectations and recognise positive behaviour.

In every classroom and the main school areas there are copies of the Grove Expectations.

Children, parents and staff evolved our “Grove Expectations” in 1995. They have been reviewed regularly with staff, pupils and governors and have not changed over time.

As pupils, staff, parents and visitors:

- We treat others as we would like to be treated
- We are kind and don’t hurt others or their feelings
- We respect all property
- We always try to do our best
- We are honest and tell the truth
- We are good listeners and thoughtful speakers.

At Grove School we aim to:

- Promote good behaviour;
- Develop excellent attitudes to learning;
- Celebrate achievements;
- Foster an atmosphere where pupils are proud of their achievements and those of others and where pupils show respect for the ideas of their peers;
- Develop in pupils’ self- discipline, an ability to self-regulate and show resilience;
- Ensure pupils feel safe and secure at all times.

In summary this policy will support our aims by:

- Creating a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establishing a whole-school approach to maintaining high standards of behaviour that reflect the values (Grove expectations) of the school
- Outlining the expectations and consequences of behaviour
- Providing a consistent approach to behaviour management that is applied equally to all pupils
- Defining what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

Behaviour and discipline in schools: advice for headteachers and school staff, 2024

Searching, screening and confiscation: advice for schools 2023

The Equality Act 2010 (last updated 2018)

Group equality, diversity and inclusion strategy 2025 to 2028

Keeping Children Safe in Education 2026

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2026

Use of reasonable force in schools

Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy draws upon:

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

Behaviour is a key priority for Grove School and therefore clear understanding of what constitutes misbehaviour is helpful for children and parents.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude towards learning, staff or peers.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking vaping or possession of tobacco, cigarettes or vaping devices
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: ▪ Racial ▪ Faith-based ▪ Gendered (sexist) ▪ Homophobic/biphobic ▪ Transphobic ▪ Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Our Grove School Anti-bullying policy sets out in more detail the specific measures that have been put in place to prevent all forms of bullying (including cyber-bullying, prejudice-based and discriminatory bullying. A copy of this can be found on the school website.

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The Headteacher

The headteacher is responsible for:

- Leading the implementation and review of the school's behaviour policy.
- Promoting a positive, safe and respectful school culture.
- Making sure behaviour expectations are clear to pupils, staff and parents.
- Ensuring behaviour is managed consistently and fairly across the school.
- Supporting staff to maintain high standards of behaviour.
- Recognising and rewarding positive behaviour.
- Ensuring sanctions are reasonable, proportionate and applied appropriately.
- Meeting the needs of all pupils, including those with SEND and additional vulnerabilities.
- Monitoring behaviour, attendance, suspensions and exclusions, and taking action where improvements are needed.
- Working with parents, carers and outside agencies to support pupils' behaviour and wellbeing.
- Ensuring behaviour management supports the school's safeguarding responsibilities.
- Making decisions about suspensions and permanent exclusions in line with statutory guidance.
- Reporting to governors on behaviour and the effectiveness of the behaviour policy.

5.3 Teachers and staff

Teachers and staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils

- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key expectations and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with support sessions wherever appropriate. They will be supported to develop an understanding of the school's behaviour policy and wider culture.

6. School behaviour curriculum

In summary pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff, visitors and each other
- Make it possible for all pupils to learn in class
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Rewarding and celebrating good behaviour

At Grove we recognise and celebrate positive attitudes to learning and behaviour in the following ways:

- Verbal praise
- Physical gestures to communicate good behaviour and work
- Sharing of good work with peers in class, in other classes and on the school website
- Celebrating work of a high standard and/or effort with leaders, stickers and prizes awarded
- Congratulations postcards awarded by class teacher and celebrated in Friday assemblies
- Being recognised and selected by peers to represent the class as a school council member
- Being selected by staff to welcome and show visitors around Grove School
- Personal development projects where children are selected and act as peer support e.g. play leaders, peer mediators, buddy readers, helping in EYFS, green team or attendance ambassadors.
- End of year award ceremonies
- Residential visits
- The whole school approach for rewarding positive behaviour is through the use of J2Stars. This is an application on BGFL. Pupils are rewarded with stars for working hard and positive behaviour.
- Where pupils demonstrate exceptional behaviour and attitudes to learning, they are rewarded with coins to spend in the Grove Bank

6.2 Classroom management

All staff are responsible for setting the tone and context for positive behaviour within the school.

Class teachers will:

- Create and maintain their working walls which creates a supportive and stimulating environment that encourages pupils to be engaged
- Display the Grove Expectations in their classrooms
- Develop a positive relationship with pupils, establishing clear routines and highlighting and promoting good behaviour when appropriate to do so.

6.3 Identifying and supporting pupils with social, emotional and mental health (SEMH) needs

i. All staff in Grove School adopt the Emotion Coaching technique when discussing feelings and emotions with pupils on a daily basis. Emotion Coaching is used to support pupils with recognising and understanding their current emotional state.
There are four steps of emotion coaching which includes: recognising the pupil's feelings; naming the feeling or emotion; setting limits if needed; and problem solving together.

ii. Class teachers and teaching assistants support pupils with social, emotional and mental health (SEMH) needs using the school's behaviour management target card programme. This provides children with the opportunity to be reminded of appropriate behaviour and the Grove Expectations and self-correct behaviours.

iii. Teaching and administration staff have been trained in the use of de-escalation techniques to support children at times of dysregulation. This includes the use of physical reassurance and guidance when necessary. The child's needs and support to help the child regulate themselves are at the centre of this process which is based on a trauma informed approach.

iv. All staff at Grove School adopt a restorative justice approach. Where incidents of misbehaviour or serious misbehaviour occur, staff support children to reflect on the incident including the impact of the incident on themselves, the victim (where appropriate) and others around them. Staff from City of Birmingham Schools have supported the development and implementation of this approach.

6.4 Behaviour Management Programme - If a child is not meeting the Grove Expectations:

1. Remind the child of the behaviour you wish to see and provide them with an opportunity to show you they can improve.
2. If the behaviour persists, inform the child you may need to ask them to move them to another area within the learning space.
3. If the behaviour persists, inform the child you may need to ask them to leave the classroom and spend time in another class. Be specific about why this needs to happen, who they are spending time with and for what length of time. Monitor the number of incidents and record.
4. As a consequence of a pupil not meeting behaviour expectations, a pupil may be requested to stay with a member of staff at playtime and/or lunchtime to finish work or discuss concerns/incidents
5. If the negative behaviour persists, discuss the need for a target card with a senior member of staff, usually a Year Group Leader.

A pupil's behaviour concerns will be discussed with the pupil and their parents or carers and a behaviour target will be agreed. The target will be linked to the Grove Expectations and will focus on one specific behaviour that the pupil is working to improve. Targets should be clear, easy for the pupil to understand and measurable.

The Target Card System

- Where appropriate, the target card system may be introduced to support a pupil's behaviour. In these cases, a meeting will be held to agree the behaviour target and any support required to help the pupil succeed with the pupil's parent and carer. The school may implement a target card as a supportive intervention where it is considered necessary, even if parental agreement is not obtained. The purpose of the target card is to support the pupil in achieving success and making positive improvements in their behaviour.

  Decisions regarding participation in educational visits, residential visits and extra-curricular activities will be made on an individual basis, taking account of the pupil's behaviour, safety considerations and any risk assessments that may be required.

- To fully support the child making progress against their target's parents are invited to attend a weekly meeting with the class teacher. Progress against the target is discussed and a comment added to the card by the teacher and parent. The target card is signed and dated. The number of times a target is met is recorded in numerical form as is the number of targets not met. Eg 4/25 target not met, 21/25 target met. In EYFS and KS 1 a smiley face is used to

denote target met, a sad face means the target was not met. In KS 2 the two terms ‘target met’ and ‘target not’ met are recorded. If a target is not met the teacher records a number in the box. On the back of a target card there is a form to log and record: the date, time and lesson; what the behaviour was; and what the consequence was. At a target card review meeting these are shared with parents and discussed.

- Yellow target cards are monitored by the class teacher for a minimum of two weeks. If insufficient progress is made, targets will be reviewed and the pupil will move to a green target card, monitored by the Year Group Leader for a further two weeks.

- If there is still limited improvement, the Assistant Headteacher will meet with the pupil, parents or carers and class teacher to agree revised targets. The pupil will then be supported through a purple target card, monitored for a further two weeks by the Assistant Headteacher

- Pupils must demonstrate sustained improvement over time. Where progress is evident during the second week of a purple target card, support will be stepped down to a green target card for 2 weeks, followed by a yellow target card for 2 weeks.

- The target card system provides pupils with regular opportunities to reflect on their behaviour, discuss progress, take responsibility for their actions and work towards agreed targets. Expectations, support and consequences are clear, consistent and immediate.

- Pupils may be supported by target cards for class, playtime or lunchtime behaviour.

Yellow target card	Class teacher monitors and meets with parents
Green target card	Year Group Leader monitors and meets with parents
Purple target card	Assistant Headteacher monitors and meets with parents

- For some pupils it may be appropriate to include a reward to encourage them to meet the target. Depending on the age and understanding of the child this reward may be sessional, at the end of a day or at the end of a week.

- If a child is supported with a playtime or lunchtime target card, the play care coordinator or lunchtime supervisor completes the card with the pupil and communicates outcomes with the teacher.

- Target cards and target not met logs are recorded on CPOMS each week.

- Occasionally there may be an incident in school which senior leaders assess as being very serious and a child may need the monitoring and support of the behaviour programme at a higher level ie the target card does not commence at yellow level but may start immediately at purple level. Such instances are rare and are in response to a serious breach of the school's behaviour expectations.

- Where children have made no progress on the school's short term behaviour programme, the Assistant Headteacher will discuss with the parents and class teacher the child's special educational needs in relation to emotional, social and behavioural needs. A child may not be responding to the school's support programme and school may need to investigate if the child needs additional support from an external agency. The Year Group Leader and class teacher will complete a behavioural and emotional assessment which will identify the specific needs of the individual child. The specific needs and targets for the Individual One Page Profile will be shared with parents. The support for the pupils will be agreed and how progress will be monitored. The parent will be informed of a review date for the One Page Profile and will agree how they can support their child's targets at home. Where appropriate, and following assessment, a pupil may be identified as having Social, Emotional and Mental Health (SEMH) needs and placed on the SEND register.

6.5 Summary of stages towards SEND support for social, emotional and mental health (SEMH) needs

- Pupil supported with short term behavioural programme: Class teacher target card (yellow)
- Pupil supported with short term behavioural programme: Year Group Leader target card (green)
- Pupil supported with short term behavioural programme: Assistant Headteacher (purple)
- An emotional, behavioural assessment is completed by the teacher and a leader in school to further analyse behaviour and patterns of behaviour
- Year Group Leader/class teacher and parents discuss a One Page Profile for pupil and set specific targets on an Individual Support Plan (ISP). The child is identified as having social, emotional and mental health needs and is registered as SEND Support on the school's register
- Class teacher and parents review the One Page Profile on a termly basis.
- Observations may be carried out by senior staff, the school's SENCO and/or outside agencies to fully assess a child's needs at any point in the above stage.
- A referral to City of Birmingham School (COBS) may be required – parental permission to be sought and referral form completed.
- A referral to Educational Psychology Service (EPS) may be required– parental permission to be sought and referral form completed.

6.6 Monitoring progress with pupils with social, emotional and mental health (SEMH) needs

- Class teacher – weekly monitoring of progress using the behavioural target card system
- Year Group Leader monitoring through discussion with class teacher, discussion with pupils, learning walks
- Observation of pupils by leaders
- Annual review of one-page profile with parents at SEND review meeting
- Senior leaders to review progress of pupils weekly using CPOMS
- Termly review of assessment of emotional and behavioural checklist by the SENCO, Deputy Head, Headteacher with the class teacher and/or Year Group Leader

6.7 Agencies involved in pupils with SEND support of a One Page Profile/Pastoral Support Plan for social, emotional and mental health (SEMH) needs

Once the class teacher, SENCO and Assistant Headteacher have observed a child and completed an Educational Behaviour Development profile, the child will be considered by the Special Educational Needs Lead for referral to external agencies.

Lead staff working to support pupils with social, emotional and mental health (SEMH) needs:

Ms J. Baker – Headteacher

Miss C Dowell – SENCO and Deputy Headteacher

Mr J Bentley – Deputy Headteacher

6.8 Pastoral Support Plans (PSP)

A Pastoral Support Plan may be necessary if a child's behaviour at school means that they have been permanently excluded or are "at risk" of permanent exclusion. "At risk" means that the child is not responding to the school's normal range of strategies and support and several short-term suspensions may be indicative of this. A PSP will be needed in particular for those children whose behaviour is deteriorating rapidly.

A Pastoral Support Plan (PSP) is a school-based programme which is meant to help a child to improve their social, emotional and behavioural skills. The PSP will identify precise and specific targets for the child to work towards and should include the child and parents in the drafting process.

When a PSP is thought to be required a PSP meeting should be held during the normal school day. The teachers and the child's parents will consider whether the child should be present for the whole meeting or only part of it. At the end of the meeting everyone should be clear about what needs to be done, by whom and by when.

PSPs are usually reviewed every 4 weeks and usually run for approximately 16 weeks.

The aim of a PSP is to promote the child's social inclusion and help reduce the possibility of the child's permanent exclusion. The PSP aims to involve the child in the challenge of improving their behaviour and social skills. As a result of a PSP, a child should be able to better manage their behaviour at school.

6.9 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7. Suspensions and Permanent Exclusions

Suspensions and permanent exclusions will only be used as a last resort, where all reasonable and appropriate support, intervention and safeguarding measures have been considered and where it is necessary to maintain the safety, wellbeing and good order of the school community, including where persistent disruptive behaviour is having a significant impact on the education, wellbeing or safety of others.

Any decision to suspend or permanently exclude a pupil will be made in accordance with the Department for Education's Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement statutory guidance. Further information can be found in the DfE guidance.