

Positive Behaviour Policy including Anti Bullying and Physical Restraint



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Overview

At ESPRIT Multi Academy Trust and in our academy, we are committed to creating an environment where everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our school rules are...

Be Ready, Be Respectful, Be Safe

- We understand that not all pupils arrive to our school knowing how to behave and what our high expectations are, these must be taught.
- We ensure that all pupils are taught the rules, relentless routines and all staff must follow visible consistencies so that our children are proud of belonging to Grove Academy and wear their badge with pride.

We agree with Paul Dix;

‘Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private’.

All staff have the highest expectations, modelling the behaviour we expect from the children. Positive and productive relationships are central to effective behaviour management. Adults manage and influence behaviour and children are responsible for the choices that they make. Adults take the lead with pupils who struggle to maintain positive relationships. Our Personal Social and Health Education Policy, Circle Time lessons and assemblies teach children about how to treat others well, be polite, kind, have personal discipline and how to seek help for themselves and/or others to keep safe.

Each of our schools has a school motto which underpins our values. Our Grove motto is Every Child Really does Matter’

Our MAGIC learning behaviours are promoted and expected at all times.

M motivation
A attitude
G gumption
I independence
C communication

Our Aims

- To ensure every child and adult lives our core values every day.
- To keep everybody safe and comfortable in a caring environment where optimum learning takes place.
- To create an ethos of excellent behaviour which reflects ‘The Grove way’.
- To promote a positive attitude to learning in line with our MAGIC ethos.
- To provide clear guidance for everybody in our MAT community in sustaining high expectations of the conduct and behaviour of all children and adults
- To apply a consistent and calm approach which establishes and maintains the same clear boundaries
- To ensure everybody in our community takes responsibility for managing behaviour and follow-up incidents personally
- To ensure all adults use consistent language to promote positive behaviour
- To ensure that restorative approaches are used as an alternative to punishments
- To create a culture of self-discipline-where children know that good behavior is expected as the norm.
- To help children take control over their behaviour and be responsible for the consequences of it.
- To build a school community, which values kindness, care, good humour, good temper, obedience and empathy for others.

Our Promise

At Esprit all staff will:

- Welcome all children warmly at the start of each day, on entry to school grounds and to classrooms.
- Always identify when pupils/staff struggle to meet expectations and follow up each incident personally.
- Maintain consistent practice with adults establishing the same boundaries, always redirecting or encouraging children by referring to 'Be Ready, Be Respectful, Be Safe.'
- Deliberately and persistently catch children doing the right thing and praise them in front of others moving the attention from those who make poor choices
- Know their classes/ groups well and relentlessly develop positive relationships and mutual respect with all children.
- Carry out class coaching/mentoring to teach positive behaviours daily, this may be tailored for some individual needs.
- Communicate effectively on the individual needs of pupils, with regard to their difficulties and the strategies which work best to gain a deeper understanding of individuals.
- Remain calm and keep their emotion for when it is most appreciated by children.
- Demonstrate unconditional care and compassion.
- Give the children a voice.
- Give children a 'fresh start' after mistakes have been made.
- Remind children when they make mistakes, quietly and not in public
- Directly teach and celebrate good behaviour routines, for example, moving inside and outside the Academy, moving from the tables to carpet.

The Academy Principal, The Senior Leadership and The Middle Leadership Teams will:

- Relentlessly follow the above.
- Be a visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/texts/ stickers/certificates.
- Ensure staff training needs are identified and met.
- Use behaviour records to target and assess interventions.
- Support teachers in managing children with more complex or challenging behaviours.
- Celebrate in specific ways with children who display 'above and beyond' behaviours.

Positive Reinforcement, Responsibility and Reward

Our Academy has 3 simple rules **Be Ready, Be Respectful, Be Safe**, these encompass 'The Grove way', which can be applied to a variety of situations and are taught and modelled explicitly. We ensure that our children's excellent conduct is acknowledged, valued, appreciated and recognised.

Our Rules	Visible Consistencies and minimum expectations from staff	Over and Above Recognition strategies to be used
1. Be Ready 2. Be Respectful 3. Be Safe	<ul style="list-style-type: none">• Daily meet and greet for all children – premises and classroom• Persistently catching children doing the right thing• Challenge children/adults who are failing to meet expectations• Accompany children to and from the playground at the end of every session/ day• Praising in public (PIP), Reminding in private (RIP)• Use consistent language and scripted responses• Identify the behaviour we expect• Explicitly TEACH the behaviour we expect• MODEL the behaviour we expect• PRACTISE the behaviour• NOTICE excellent behaviour• CREATE conditions for excellent behaviour	<ul style="list-style-type: none">• Recognition boards• Certificates/ Stickers/ Dojos• Phone call/text home• Verbal praise• SLT praise• Class Rewards/ Celebrations• Show work to another adults (inc SLT)• Well done Principal award• Hot Chocolate Monday /Friday

We want all adults to recognise the positive behaviour of our children whenever they see it. Visitors are asked to find examples of positive behaviour and feedback to the reception staff at the end of the visit, staff are overheard in the corridors thanking children for their Ready, Respectful and Safe behaviour, School Leaders walk into classrooms excited to discover the very best behaviour. Our recognition culture should be at the forefront of our behaviour and relationship management. It should delight the children who do the right thing every day but rarely get noticed; it should surprise visitors with its visibility and slowly gain a reputation in the community for its relentlessness

Delivering Consequences with Dignity

Behaviour management begins at classroom level with systematic consistency and a kind, positive and proactive approach. This could include any and all below:

Redirection and or distraction	Non-verbal strategies	Gentle encouragement	Sitting in another part of the classroom but still within the lesson
Choices	Set expectation and reminder	Sitting with or near an adult	Peer led approaches – groupings, positive pairings

We encourage all staff to look for natural consequences in the first instance. For example, school-based community service such as clearing up a mess, encouraging a sincere apology, catching up with work. We also recognise that not every incident of poor behaviour should result in a Restorative Conversation. Adults will use a range of appropriate consequences that seek to teach better behaviour.

Midday Supervisors will give out recognition rewards during each lunchtime.

Systematic consistency - Our **BEHAVIOUR PATHWAY** is very clear: Reminder- Warning - Time Out - Follow up/Restorative Conversation and must be followed.

Behaviour Pathway stepped boundaries - Gentle approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	Remember the school rule 'Be R...' Please... Thank you for listening. Example – "Remember the school rules: Be Ready. Please show me super sitting, thank you."
2. WARNING	I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening Example - "I have noticed that you chose to run down the corridor. Remember the school rule: Be Ready. I expect to see wonderful walking. Thank you for listening"
3. LAST CHANCE	I have noticed that you chose to... It is the rule about 'Being ...' that you have broken. If you continue to do this...' Can you remember when...? That is who I need to see today Thank you for listening. Example - "I have noticed that you have chosen not to start your work. Remember the school rule: Be Ready. If you don't complete your learning, then you will have to complete it at break time. Remember last week when I sent a picture of the work that you completed to your mum on dojo? Remember how proud we felt? That's the Jack that I expect to see today – you know you can do it. Thank you for listening." *DO NOT describe child's behaviour to another adult in front of the child*

<p>4.Natural Consequence or FOLLOW UP – REPAIR & RESTORE or</p> <p>This will be carried out at the earliest opportunity and MUST be done by the person who has issued the consequence)</p>	<p>Natural Consequence to behaviour</p> <p>Or</p> <p>Repair and Restore</p> <ol style="list-style-type: none"> 1. What happened? (Neutral, dispassionate language.) 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make people feel? 5. Who has been affected? What should we do to put things right? How can we do things differently? <p>Example – “I have noticed that you have chosen to kick Harry. Remember our school rule: Be Safe. You are choosing to go and sit on the bench and I will come to speak with you in two minutes. Thank you for listening.”</p>
<p>It's not the severity of the consequence, it's the certainty that this follow up will take place that is important. Each new session during the day presents an opportunity for children to have a 'fresh start'. If children are repeatedly reaching a high-level classroom consequence, senior leaders will support class teachers to create a behaviour plan. Parents/ guardians are expected to support this plan. Class teachers are responsible for the behaviour plan with full support from senior leaders.</p>	

Where further consequences may be used:

There are some behaviours that have no place within our school and the community and some behaviours may lead to immediate removal from the classroom and others may be investigated further.

The list below of 'serious breaches' is not exhaustive:

- Physical assault on any member of the school community
- Demonstrating inappropriate or sexualised behaviour
- Stealing from another person or school
- Leaving the school grounds without permission
- Child-on-child abuse including, but not limited to: cyber bullying, prejudice based and discriminatory bullying, abuse in intimate personal relationships between peers, physical abuse, sexual violence, sexual harassment, causing someone to engage in sexual activity without consent, consensual and non-consensual sharing of nudes or semi-nude images or videos, up skirting and hazing type violence and rituals.
- Throwing objects with the intention to harm or hurt someone
- The use of homophobic or racist language
- Spitting at another person
- Persistent disruptive/ unsafe behaviour
- Intentionally damaging property

Our systems ensure that ALL children are aware that making positive choices about behaviour results in positive consequences and acknowledgements.

For the very small minority of pupils who do not respond to our behaviour policy or where poor behaviour is persistent or extreme then we will consider;

- 360 review meeting with a personalised behaviour plan
- Access to individual/ group intervention for additional support
- Coaching, mentoring and targeted behaviour support
- Family support
- CAHMS referral and therapeutic work
- SEND review and possible assessment
- Protective consequences, including internal reflection and fixed term exclusion from school

Recording Keeping

- Time Out of class or poor behaviour incidents are recorded and monitored termly.
- All extreme consequences, following discussion with SLT are logged on CPOMS. This is monitored by SLT and ELT.
- Registers are also kept for those children who have personalised behaviour plans.

Working with Parent/ Carers/ Other Agencies

Class teachers and parents will need to work in partnership to ensure that children who struggle with their personal discipline benefit from a consistent approach at school and in the home. Parents will be informed at an early stage where a child is experiencing problems and if their child has been required to take time out for their poor behaviour choices.

School will actively support parents in managing their child's behaviour in a consistent manner. Where appropriate, parents will be given the opportunity to engage in support through the Early Help process.

The school's special educational needs coordinator will provide support for pupils who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Academy Behaviour Support Meeting

If a child's poor behaviour persists and a child does not respond to our policy then the child and their parents will be invited to a Behaviour Support Meeting to agree on next steps and actions. Parents must accept responsibility for and actively support us with their child's behaviour.

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate; this may include where our children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

For serious incidents such as those detailed in the sections above, a senior member of staff needs to be part of the investigation.

The Principal may notify the police and or the local PCSO of any actions taken against a pupil.

If an incident occurs where a child or others are at risk, a child is causing serious damage, staff may need to use physical intervention. No teacher or adult working with children ever wants to use physical intervention.

Physical restraint will be viewed as a last resort and staff will exhaust other strategies before intervening. This is closely monitored. In all matters of physical intervention staff will seek the least intrusive intervention with the least possible force. All physical interventions must be proportionate. Our staff are provided with training on managing behaviour. Any incidents will be recorded using CPOMS and reported to parents and Governors.

Anti-bullying

The DfE (Department for Education) defines bullying as:

‘Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.’

This definition includes the key characteristics of bullying, i.e.: it is deliberately hurtful (including, but not solely, aggression) and is repeated often over a period of time.

Our Trust does not tolerate bullying of any kind and all staff act immediately to stop any further occurrences of such behaviour. We do our utmost to ensure that all children attend our academies free from fear where they can learn best.

Within the Multi Academy Trust the following persistent behaviours are classed as bullying:

1. Name calling
2. Using verbal insults or personal remarks to upset another child
3. Racist remarks
4. Physical assault – such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
5. Deliberate damage to another’s belongings
6. Intimidating or threatening another child
7. Blackmail
8. Spreading unkind rumours about others
9. Excluding other children from groups
10. Cyber bullying
11. Prejudice based
12. Discriminatory bullying
13. Abuse in intimate personal relationships between peers
14. Sexual violence – such as rape, assault by penetration and sexual assault
15. Sexual harassment – such as sexual comments, remarks, joke and online sexual harassment which maybe stand alone or part of a boarder pattern of abuse
16. Causing someone to engage in sexual activity without consent – such as forcing someone to strip
17. Consensual and non-consensual sharing of nudes or semi-nude images or videos
18. Up skirting- which typically involves taking a picture under a persons’ clothing without their permission
19. Hazing type violence and rituals – this could include activities involving harassment, abuse and humiliation used as a way of initiating a person into a group

Please refer to the Academy’s Anti-Bullying Policy for further information.

Screening and Searching

Where the need for searching or screening is identified within the academy, full regard will be held for the guidance outlined in **“Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies” (July 2022).**

School staff can search a pupil for any item if the pupil agrees. The Principal and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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).

Exclusions and suspensions

In extreme circumstances the Principal or member of the Senior Leadership Team may decide to carry out an exclusion.

A permanent exclusion or suspension from the academy will only be considered in the most extreme circumstances and the DfE (Department for Education) document 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement' (September 2022) will be followed, ensuring that all contributing factors have been considered and alternative educational provision will always be sought where possible from the 5th day of exclusion.

CPD

Professional development is high priority for our school and it is essential that staff attend and access ongoing positive behaviour training both in school and through external agency providers.

Staff training is provided to give a wider understanding of the contributing factors to some behaviours that are displayed by some children in school (Adverse Childhood Experiences).

Staff are supported through coaching systems on an ongoing basis to ensure that staff well-being is always considered and protected.

Outcomes

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency. It will promote the excellent ethos of the school and underpin excellent teaching, learning and progress. It will promote the high standards and high expectations of the school. There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply

This Behaviour Policy is linked to the following MAT policies and documents:

- Anti-bullying policy
- Health and safety policy
- Multi Academy Trust Equality, Diversity & Cohesion Policy & Scheme
- Special educational needs (SEN) information report
- First Aid and Medical Policy
- Well-being Policy

Other documents considered in the writing of this policy from the Department for Education (DfE):

- [Behaviour and discipline in schools](#)
- [Behaviour and discipline in schools: Guidance for governing bodies](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance](#)
- [Keeping Children safe in Education](#)

Appendix 1 – Anti-bullying policy

Introduction

Staff at Grove Academy have high expectations of behaviour at all times and we are committed to developing an anti-bullying culture where the bullying of adults and children is not tolerated in any form. The school rules of “Be Ready, Be Respectful and Be Safe” mean that everyone is committed to creating an environment where everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Each of our schools has a school motto which underpins our values. Grove Academy’s motto, ‘Where every child really does matter’ underpins our vision to develop thoughtful individuals who respect the differences of others; who value the fact that everyone is different; who work together with consideration for others.

Aim

The aim of our Anti-Bullying Policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. We recognize that bullying of any description prevents this being able to happen whilst affecting equality of opportunity. It is everyone’s responsibility to prevent this happening and the purpose of this policy contains guidelines to safeguard the well-being of every child in our school. Where bullying exists, the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to always challenge attitudes about bullying behaviour, increase understanding for bullied pupils and to maintain an anti-bullying ethos in the school.

Definitions

Bullying is defined as Behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally.

The four main types of bullying are:

- **Physical** - kicking; hitting; taking belongings;
- **Verbal** - name calling, taunting, mocking, making offensive comments;
- **Indirect** - producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours;
- **Cyberbullying** - sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos. (See Safeguarding and e-Safety Policy)

Bullying is recognised by the school as being a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development. Bullying can happen to anyone.

The school works hard to ensure that all pupils know the difference between bullying and isolated incidents of conflict.

Potential causes

This policy covers all types and forms of bullying and at Grove Academy. We recognise that bullying can occur for no apparent reason but can often be related to various factors:

- Bullying related to physical appearance;
- Bullying of young carers, children in care or otherwise related to home circumstances;
- Bullying related to physical/mental health conditions;
- Bullying related to race, religion, faith and belief and for those without faith;
- Bullying related to ethnicity, nationality or culture;
- Bullying related to Special Educational Needs or Disability (SEND);
- Bullying related to sexual orientation (homophobic/bi-phobic bullying);
- Gender based bullying, including transphobic bullying;
- Bullying as a result of underlying mental health issues.

Impact of bullying

Staff are vigilant in looking out for potential signs of bullying which may include:

- **Physical:** unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches;
- **Emotional:** e.g. losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, signs of depression;
- **Behavioural:** asking to be taken to school, wanting to go home from school, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties.

Strategies are in place to teach children and raise awareness of issues surrounding bullying to ensure incidents are minimal and prevented where possible:

- Weekly assemblies cover themes including bullying and the surrounding issues;
- P.S.H.E. curriculum coverage and where possible, opportunities are provided in other areas of the curriculum;
- Circle times;
- School Council provide peer support;
- Anti-bullying messages displayed around school;
- Anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week;
- Systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem are provided regularly;
- Pupil's views on the extent and nature of bullying are regularly sought.
- Clear guidelines are given regularly to ensure pupils understand the school's approach by:
 - Knowing how to express worries and anxieties about bullying;
 - Being aware of the range of sanctions which may be applied should bullying occur;
- Pupils are involved in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying;
- Pupils are involved in anti-bullying campaigns in schools and messages embedded in the wider school curriculum;
- Pupil voice is utilised in providing pupil-led education and support;
- The details of internal support, as well as external helplines and websites, are publicised.

School actions

All reported incidents will be investigated and taken seriously by all members of staff. In the case of suspected bullying, the following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by a member of staff. The victim will be reassured that the report will be fully investigated;
- A clear account, detailing the allegations, will be recorded as an incident on CPOMS and passed to a member of the senior leadership team for full investigation;
- Relevant STAFF will be notified of the alleged incident to raise awareness of the situation via staff briefing;
- A member of the Senior Leadership Team will contact the parents of the victim and the perpetrator to inform them of the actions taken by the school. The actions will be added to the incident record on CPOMS;
- A meeting will take place with the parents/carers of the child who has made the bullying allegation and a member of the SLT team. Following the bullying allegation process an action plan will be written and agreed.
- A Senior Leader will interview all concerned and ensure that all actions from the action plan are completed within the agreed timeframe. Outcomes will be recorded on the action plan.

- All observations, interviews and any other evidence from the investigation will be recorded as an incident onto CPOMs.
- Following the investigation and completion of the action plan, parents/carers of the child who made the bullying allegation will be invited to a further meeting. Here the outcomes of the investigations will be discussed and parent/carers' views sought. Within this meeting it will be communicated as to whether the bullying allegation was founded or unfounded.
- If bullying includes racist abuse, then it should be reported to the Principal or Deputy Principal to be recorded and reported as a Racial Incident to Governors.
- Harassment of pupils with a disability will not be tolerated and will be dealt with in line with the school's behaviour policy;
- Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. If it is deemed to be a friendship issue, a problem-solving and monitoring approach is implemented and parents kept informed.
- Where necessary staff will refer to the school's Positive Behavior Policy regarding any necessary immediate sanction;
- If the incident is related to some form of Cyberbullying, the staff will refer to the school's E-Safety Policy - keeping any evidence (screenshots) of the bullying activity, providing advice on blocking or removing people from contact lists and if required, working with online service providers to assist in removing offensive material from circulation;
- Bullying outside of school will also be the concern of the school. Incidents of such should be reported to the school so action can be taken;
- Persistent bullying may result in permanent exclusion.

Support for victims:

- Reassurance for the victim;
- Providing continuous pastoral support;
- Buddy system / play leaders;
- Offering an immediate opportunity to discuss the experience with a Senior Leader, their teacher or a member of staff of their choice;
- One-to-one support from the Pastoral team;
- Offering continuous support – daily opportunity to chat with a trusted adult for a fixed period of time;
- Restoring self-esteem and building resilience and confidence;
- Strategies will be implemented for victims who are worried about openly discussing an incident;
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance, which may support through Early Help or Children Social Work Service, or through the Children and Adolescent Mental Health Service (CAMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change the behaviour;
- Informing parents/carers to support the school changing their attitude towards bullying;
- Providing emotional and social support, promoting self-esteem and self-discipline, in circumstances where behaviour has indicated mental health needs;
- Support from the Pastoral Team – appropriate social interventions;
- Consequences and sanctioning, in line with school Behaviour Policy;
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance, which may include involvement from the Police or referrals to Early Help, Children Social Work Service, or the Children and Adolescent Mental Health Service (CAMHS);
- Monitoring to ensure their actions comply with the school's policies and expectations.

School Procedures

The school will ensure that:

- Bullying is tackled from the perspective of the victim and the perpetrator by focussing on building resilience, reparation and understanding the bullying behaviour;
- All pupils are aware that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff;
- We acknowledge, support and value the involvement of our pupils in identifying and reporting bullying in school;
- The School Council liaises with school staff and reports back regularly on behaviour in the playground;
- Records and reports of incidents are regularly monitored and evaluated to ensure that the policy is being consistently applied;
- Any issues identified will be incorporated into the school's action planning;
- The principal will be informed of bullying concerns, as appropriate;
- The Safeguarding Governor will report on a regular basis to the Governing Body on incidents of bullying, including outcomes.

Working in Partnership

Parents are strongly encouraged to inform the school of any concerns regarding their children. All reports will be taken seriously. The parents of bullies and their victims will be informed of an alleged incident and the action that has taken place, and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences and the sanctions for repeated incidents will be clearly explained. A follow-up meeting between parents and a member of SLT will be arranged.

This Anti- Bullying' policy has been produced following consultation with pupils, parents, staff and governors, and is recognised as an integral part of our Well-Being Policy and Positive Behaviour Policy.

Bullying allegation process



At Grove Academy, we take bullying very seriously and this is the process that will be followed should there be an allegation of bullying made.

Step 1:

Parent / child alleges bullying and reports to class teacher

Step 2:

A senior leader will investigate the allegation, speaking to all parties and witnesses.

Step 3

Action plan to be implemented, parents and children informed.

Step 4

2 week monitoring period

Step 5:

Action plan to be reviewed with parents and children involved.

Is it bullying?

Yes

No

Step 6A

Further discussion with parents and children. Further actions implemented. Monitor for 2 weeks

Step 6B

Further review in 2 weeks to check no reoccurrences.

Step 7

Has the bullying stopped?
Yes No

Repeat Step 6A

We are fully committed to working together to ensure that your children feel safe in school. We welcome your feedback along the way.