

GROVE

Promotion of Good Citizenship Policy (Incorporating Behaviour Policy and Anti-Bullying Policy)

May 2011

2008 policy reviewed and amended May 2011

Signed.....
Headteacher

Signed.....
Chair of Governing Body

Date.....

Review Date: May 2014

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In line with the Every Child Matters Agenda at Grove we aim to ensure that every child is able to achieve the following outcomes:

Outcome	What is included in the outcome
Be Healthy	<ul style="list-style-type: none"> • Physically healthy • Mentally healthy • Sexually healthy • Healthy lifestyles • Choose not to take illegal drugs • <i>Parents, carers and families promote healthy choices</i>
Stay Safe	<ul style="list-style-type: none"> • Safe from maltreatment, neglect, violence and sexual exploitation • Safe from accidental injury and death • Safe from bullying and discrimination • Safe from crime and anti-social behaviour in and out of school • Have security, stability and are cared for • <i>Parents, carers and families provide safe homes and stability</i>
Enjoy and Achieve	<ul style="list-style-type: none"> • Ready for school • Attend and enjoy school • Achieve stretching national educational standards at primary school • Achieve personal and social development and enjoy recreation • Achieve stretching national educational standards at secondary school • <i>Parents, carers and families support learning</i>
Make a Positive Contribution	<ul style="list-style-type: none"> • Engage in decision-making and support the community and environment • Engage in law-abiding and positive behaviour in and out of school • Develop positive relationships and choose not to bully and discriminate • Develop self-confidence and successfully deal with significant life changes and challenges • Develop enterprising behaviour • <i>Parents, carers and families promote positive behaviour</i>
Achieve Economic Well-being	<ul style="list-style-type: none"> • Engage in further education, employment or training on leaving school • Ready for employment • Live in decent homes and sustainable communities • Access to transport and material goods • Live in households free from low income • <i>Parents, carers and families are supported to be economically active</i>



The Aims and Values of Grove School

Principal aim:

Grove School is a learning community within the wider community of Market Drayton and surroundings. Working with a common purpose and through a climate of continuous improvement and development, we aim to encourage everyone in Grove School to benefit from educational opportunities and appreciate the rewards of life long learning.

Aims:

1. EQUALITY

To develop curricular and organisational practices which fulfil the comprehensive ideal of placing an equal value on the personal and academic development of each individual.

2. QUALITY

Students and staff should first understand and then aim to achieve quality in their learning and teaching.

3. STANDARDS

In aiming to achieve this quality, everyone should be encouraged to strive to reach their potential through an emphasis on high standards. This should be reflected in a wide range of achievements and developments: academic, artistic, cultural, sporting, moral and spiritual.

4. ATTITUDES

Everyone should be encouraged to develop as good community members and citizens demonstrating courtesy, honesty, responsibility and appropriate behaviour, valuing and respecting each other and their environment.

5. REWARDS

The school should be a place where everyone can develop their initiative and a willingness to participate, and by doing so, become more independent and self-confident, ready to give and receive recognition, reward and appreciation.



Values:

In working to achieve these aims, we believe that these values are important:

1. **Every individual matters** and all should be given equal opportunities to fulfil their potential.
2. **All achievements are valued** and pride taken in them, whether they are sporting, artistic, academic or inter-personal.
3. **Respect for others matters.** We should all accept responsibility for our behaviour, show care and respect for others, be good citizens and act politely and courteously at all times.
4. **Success comes from working with one another** and being prepared to work in partnership with our wider community.
5. **Our working environment matters.** This means we must take care of our school for the future.

We aim to achieve these aims through a curriculum which is based on the National Curriculum but offers far more than the basic requirements. This provides flexibility relevant to individual needs and opportunities to participate actively in the organisation of Grove School.

PROMOTION OF GOOD CITIZENSHIP POLICY

INTRODUCTION

The School Council and student working parties have over time been involved with discussing, giving their views and making changes to the school systems contained in this document.

In response to a discussion at a School Council meeting regarding behaviour in lessons and around the school, the School Council and a student working party formed The Good Citizens' Charter. This has been presented by School Council members at a Governors meeting, placed in the student record book and promoted around the school with posters in classrooms.

We: Citizens of Grove School

- Always try our best
- Take pride in our school uniform and everybody's achievements.
- Support and co-operate with others
- Are polite to one another, the general public, visitors and all members of staff
- Discuss our problems and queries
- Are responsible for our own actions
- Respect others, their property and ourselves
- Consider and value other people's point of view
- Present ourselves as good role models for the school and others.

This reflects the behaviour students wanted to establish in lessons and around the school.

Rewards

Rewards form an important aspect of our school ethos.

When a student does something well their teacher can recognise this by speaking to them in class, writing comments in their book and giving high marks.

A student's achievements or effort may be rewarded by the teacher giving House Points.

These can be earned in 5 ways:

- Good work in a lesson, homework or an extra curricular activity
- Gaining a 'Good News Slip' for an excellent piece of work
- Attending school at least 95% of the time
- Receiving a nomination from your teacher for Student of the Term
- Representing the school e.g. as a tour guide

Every term lists of the top twenty students for each House in KS3 and KS4 will be displayed on the House notice boards. A letter is sent home recognising this achievement by the Progress leader. This achievement is celebrated in House assemblies.

Guidance Leaders and Progress Leaders monitor the awarding of Good News slips which are given to the student to take home. The Guidance leader sends a letter home when a student achieves 10, and the Progress Leader when 20, 30, 40 or more Good News slips are achieved.

At the end of each term, students are nominated by subject teachers for Student of the Term awards. Nominations are recognised in assemblies and all students who receive a nomination have a letter sent home. Those students with 5 or more nominations receive a certificate.

At the end of the academic year the Progress Leaders total the achievements of students and the top twenty in KS3 and KS4 from each House are rewarded with prizes.

Each year a presentation evening is held where Awards of Excellence are made to those students who have shown exceptional effort or achievement.

In a drive to improve attendance, from September 2008 a competition has been organised within each House between the 8 Guidance Groups. This is totalled half termly and the Guidance Group with the best attendance has the prize of a group breakfast. There is also a competition between the four Houses for a trophy.

Sanctions

At Grove we expect a high standard of behaviour and a positive attitude to learning. If a student does not meet these high standards there is a system of consequences.

1. If there is a problem with work or behaviour in class the student will be given two warnings, if poor behaviour/non co-operation persists the student will be asked to wait outside the room. The teacher will allow a cooling off time of 5 mins (approx) then if the situation is resolved the student will be allowed back into class.
A Conduct Record will be filled in and an appropriate sanction given.
2. If the problem is not resolved or poor behaviour continues once back in class, the student will be referred to the subject leader or another member of the department. This means the student will leave their class and go to another.
If the problem stops here the subject leader and class teacher will complete the Conduct Record and an appropriate sanction will be given.
3. If the student continues to be a problem for the subject leader a member of the School Leadership Team (SLT) will be called to remove the student from class. If this happens the student may be placed in the Supervision Room (internal exclusion) and teachers will set work or the student may face a fixed term exclusion at home. Parents will be contacted if issues reach this level of seriousness.

If there is a serious incident with any student; swearing at teacher, violence to teacher or another student, then a member of the SLT will be called immediately to remove the student without going through the above. In this case the student is likely to face either an internal exclusion in the Supervision Room or a fixed term exclusion.

Out Of Class

It is the responsibility of **all** members of staff (not just teachers) to maintain the safety and good discipline of students on the school site.

Sanctions used by staff may range from speaking to a student, short detentions at break or lunchtime or an after school detention which is usually 1 hour (this is usually given if a student has not attended a shorter detention). Every effort will be made to note short detentions in the Record Book. Parents are given 24 hours' notice of an after school detention, usually by letter. If a student persistently misses detention a Headteacher's detention will be issued.

Report Card System

Cards are completed by the student's teacher each lesson and checked by the member of staff who has issued the card. A student is usually on a card for 5 days.

White; issued by Guidance Leader can be at student's request or parent's request.

Blue: issued by Guidance Leader in response to conduct logs.

Yellow; issued by Progress Leader if a student is not responding to blue card.

Red; issued by the Headteacher or Deputy Headteacher if student is not responding.

Parents are notified if a student is on a card, it has to be signed by a parent and returned to school.

(In the near future we aim to trial a system of electronic report cards at the White and Blue stage).

If there are persistent issues resulting in serious breaches of school discipline and these are not rectified through the above systems, fixed term exclusion and work with parents, the school may contact a County officer for support in providing alternative provision for the student's education or seek a permanent exclusion.

Students must not bring any item onto the school site which may be used as a weapon to threaten or hurt someone.

ANTI SOCIAL BEHAVIOUR

As part of a review of our Anti-bullying policy we worked with students to examine a range of Anti-Social behaviours. From a School Council and student working party this was then done by the whole school as an extended tutor time activity.

What do we mean by Anti-Social Behaviour?

Anti-Social Behaviour/Bullying is aggressive or insulting behaviour by an individual or group which can be a one-off event or repeated over a period of time. It hurts or harms someone emotionally, physically or socially. It is difficult for victims to defend themselves against it. Many people do not understand that what they say and do is seen as bullying by other people.

It is desirable but difficult to eliminate anti-social behaviour within a large and diverse community. Our aim is to empower students to deal better with unpleasant situations and reduce the number of incidents. We will ensure that the school has a range of appropriate responses.

What will we aim to do?

1. Subject to note one below, we will take very seriously all claims of anti-social behaviour reported by students or their parents. They will be investigated thoroughly and sensitively.
2. We will create a strong ethos in the school which promotes understanding and respect, including respect for difference and diversity.
3. We will raise awareness in all students and staff of the many forms of anti-social behaviour and the impact it can have.
4. We will create a school environment in which everyone feels safe and listened to.
5. We will provide a range of support systems and responses so that every student feels able to discuss instances of anti-social behaviour openly or, where appropriate, confidentially.

Notes to remember: Why things sometimes go wrong

1. All students need to be aware of how best to report instances of anti-social behaviour. Teachers need to be in a position where they can listen carefully and judge the seriousness of what a student is trying to say to them. Speaking to teachers at the beginnings and ends of lessons or on corridors between lessons cannot be guaranteed to lead to the kind of response envisaged in 'what we will aim to do'.
2. Students should also be prepared to go back for further help if an intervention by an adult or mentor proves unsuccessful at the first attempt. Anti-social behaviour can be very complex and not easily solved. We are determined to eliminate the notion that sometimes things get worse for a student when they are reported.

3. Similarly, parents should not assume that nothing has been done when things do not immediately turn out as planned. School regularly deals with problems which begin in the community and at home and while we can to some extent help when these issues surface in school, a lot of provocation goes on outside school and at home and it can be almost impossible to establish the truth of who said and did what and in what order. We believe we have high levels of skill in mediation, investigation, counselling and reconciliation, but we cannot solve everything.

We will

- ensure that students have access to a wide range of people who can support them at break and lunchtime
- provide quiet rooms at lunchtime
- provide areas where no ball games are played at break and lunchtime
- improve supervision at break, lunchtime and between lessons, especially around toilets and in corridors
- involve parents and other members of the family where appropriate and necessary.
- Ask staff to log incidents at students' request which can be referred back to for future reference.

What we have done

- established a School Council
- poster campaign
- discussion materials
- Anti-Social Behaviour on Trial in Court
- teach issues through the new Personal Learning and Thinking skills
- promote via the SEAL programme
- maintain an appropriate level of public information about our approaches to anti-social behaviour
- Page 6 of the Student Record Book – the Good Citizens' Charter
- Page 15 of the Student Record Book – the Anti-Bullying Policy
- Page 16 of the Student Record Book – E Safety advice
- Regular work in PSHEE/C lessons regarding e safety
- continue to work with partner primary schools to enable a smooth transition for junior school students
- deal appropriately with anti-social behaviour
- through Grove Connex and staff training explore approaches to anger management, mediation and restorative justice as valid responses to anti-social behaviour
- use the whole range of disciplinary sanctions against those exhibiting anti-social behaviour including exclusion where this persists despite interventions
- involve parents and other members of the family where appropriate and necessary.

