

# Grace Academy Solihull

## Student Behaviour Policy

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## 1. Principles

Grace Academy Solihull seeks ‘...to provide a positive environment for learning, which inspires all to discover, develop and fulfil their potential and aspirations.’ It seeks to create an inclusive, caring learning environment through;

- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring equality and fairness of treatment for all using a restorative approach;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment; free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the Academy’s policy and associated procedures;
- promoting a culture of praise and encouragement in which all students can achieve.

Grace Academy Solihull is committed to the promotion of positive behaviour and full attendance for all students and to supporting students to develop their social, emotional and behavioural skills. This policy provides the framework within which all staff, students, parents and carers can contribute to the development and maintenance of an environment where learning will flourish.

The Academy has two key values that underpin this commitment:

- meeting the needs of all students
- including all students, regardless of their ability or background

These values inform the behaviour of all members of the Academy community - students and adults alike - and will form the basis upon which the Academy asks for support and assistance from parents, carers, other members of the community and supporting agencies.

We aim to:

- work to sustain a caring community, fostering a love of learning
- promote a calm and orderly environment where every child feels safe
- use positive, restorative and age-appropriate methods to develop responsibility, mutual respect and independence
- boost self-esteem and a respect for individual differences
- develop skills of cooperation, collaboration and negotiation
- teach students how to work and play in a variety of social settings through the Academy’s restorative approach
- teach students to appreciate the choices and consequences of their words and actions
- ensure that all adults act as role models so that every-day behaviour reflects our shared values
- use rewards and consequences to reinforce agreed behaviour
- teach students constructive ways of dealing with negative emotions and of resolving disputes
- ensure that students are punctual, motivated, appropriately dressed and prepared for their Academy routines
- prepare students to take increasing responsibility for their own learning, including looking after equipment.

## 2. Learning and Teaching

Promoting positive behaviour and full attendance enables high standards of teaching and learning to be achieved and for students to complete assigned work. A well-designed and relevant curriculum helps develop and maintain positive behaviour and full attendance.

- Staff should use the most appropriate method of teaching, which draws on students’ experiences and values their contributions

- Students should be received into a classroom where clear routines are established and high standards of behaviour and attendance are expected
- Explicit and regular praise should be used for all types of achievement

All staff have a responsibility to model, promote and teach social, emotional and behavioural skills. Staff need to use learning and teaching approaches that will support students to develop these skills.

The PSHE programme delivered at each academy provides learning opportunities for this.

### 3. Roles and Responsibilities

The promotion of positive behaviour and full attendance is the responsibility of all members of the Academy community, including parents and carers.

The Governing Body will establish, in consultation with the Principal, staff and parents, individual academy guidelines for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. The Governing Body will support the Academy in maintaining high standards of desired behaviour of students and staff.

The Principal will be responsible for the implementation and day-to-day management of the guidelines and procedures.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the guidelines and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the guidelines are essential. Staff have a key role in advising the Principal on the effectiveness and they also have responsibility, with the support of the Principal, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed guidelines and procedures consistently.

The Governing Body, Principal and staff will ensure there is no differential application of the guidelines and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

This will include:

- monitoring suspensions and permanent exclusions; and
- ensuring the needs of students at risk of permanent exclusion are met

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the Academy. The Academy will encourage parents to work in partnership with the Academy to assist it in maintaining high standards of desired behaviour.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the Academy expectations across all aspects of school life. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

### 4. Training

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the guidelines and this policy. Staff induction and development training are delivered on a regular basis.

Students have regular induction on the behaviour curriculum at regular transition points.

## 5. Grace Academy Solihull Expectations

Grace Academy Solihull has very high expectations for all our students, their learning, their progress, their dress, their conduct and their behaviour. We expect all students to follow our expectations:

- Follow staff instructions.
- Always try your best.
- Phones are not to be SEEN, HEARD or USED in the academy.
- Wear school uniform correctly.
- Attend everyday and be on time.
- Respect yourselves and others e.g. bullying, discrimination, sexually harmful behaviour, racist or homophobic language will not be tolerated.

### Specific Classroom Expectations

- Arrive to your lesson on time
- Always try your best
- Sit in the seat allocated to you
- Start the work set in silence
- Answer the register with “Yes Sir” or “Yes Miss/Yes Mx” rather than “Here” or “Yes”
- Never talk whilst a teacher is talking
- ALWAYS follow instructions from any member of staff first time.
- Reflect on your learning
- Tidy your desk and the area around you (even if it isn’t yours) make sure your books have been put away where your teacher has instructed you.
- Only leave the classroom when dismissed by your teacher

### **Other Expectations**

- No fizzy drinks allowed in school
- Attendance should be over 95%
- You should arrive at school on time and ready to learn
- No outdoor coats allowed inside the Academy

## 6. The Code of Conduct

When starting at Grace Academy Solihull all students and their parents/carers are expected to adhere to the code of conduct

### **6.1. Principles:**

These principles are informed by our academy values. We should all be:

- considerate (we treat everyone as an individual with equal rights)
- polite and helpful always
- co-operative with everyone
- friendly towards everyone
- hard working (we do our best)
- honest about everything
- responsible for our actions
- punctual
- self-respecting
- respecting of others

- respecting of property & the environment
- be restorative towards each other, give second chances and say sorry when needed.
- show integrity, and uphold our expectations even when no one is watching

#### **6.2. Teachers Will:**

- Provide high quality teaching and learning
- Respect and value each student as a unique individual
- Record, reward and celebrate good performance and progress
- Provide a safe, well-ordered and caring environment in which a personal learning programme can take place
- Encourage excellent attendance and punctuality
- Encourage each student to work to the best of their ability and reach their maximum potential
- Provide a personalised and challenging curriculum, which meets individual needs
- Provide opportunities for students to discuss issues and recommend changes
- Provide regular mentoring time for students where appropriate
- Provide progress feedback and assessment to inform learning
- Provide regular formal reports and meetings on each student's progress
- Provide extra curricular activities
- Provide a wide variety of enrichment activities e.g. trips, visits and events
- Keep parents/carers informed about Academy developments
- Listen to and respond quickly to any concerns
- Communicate our values and ethos with all members of the community
- Promote pride in our community and in our students' successes

#### **6.3. Parents/Carers Will:**

- Support the Academy and its values and encourage their child to adopt a positive attitude at all times
- Send their child to the Academy daily, on time, in full uniform and equipped for learning
- Arrange safe arrival and departure to and from the academy on a daily basis
- Take an interest in his/her education by encouraging him/her to complete all coursework and homework, and by providing other opportunities for learning
- Keep the Academy informed about any issues which might affect his/her learning
- Attend Parents'/Carers' meetings to ensure I am fully aware of my child's progress
- Support the Academy and its policies
- Ensure that doctor/dentist appointments and family holidays are taken out of Academy time
- To work in partnership with the Academy whilst accepting parental responsibility for the behaviour, wellbeing, welfare and safety of their children
- To monitor and be aware of their child's use of ICT and online safety outside of the Academy and on personal devices
- Treat all those in the Academy community with respect and compassion both in and outside of the Academy

#### **6.4. Students Will:**

- Wear the uniform with pride and maintain a neat, clean and tidy appearance
- Take responsibility for their learning and support the learning of other students.
- Work to the best of their ability at all times
- Arrive at the Academy fully prepared and equipped (i.e. a bag, books, pens, pencils and PE kit when required)

- Complete all work, homework and coursework and hand it in on time
- Adopt a positive attitude towards, and participate fully in, the life of the Academy
- Treat all those in the Academy community with respect and compassion both in and outside of the Academy
- Act in a restorative and caring way and engage in the Restorative Justice Programme
- Learn from mistakes and move forward in a positive way
- Move sensibly and safely around the Academy
- Arrive at the Academy and to lessons on time
- Achieve excellent attendance at all times.
- Look after the Academy environment and take pride in its appearance.
- Take care of personal and Academy equipment.
- Have regard for the safety of others
- Follow the Academy Code of Conduct
- Classroom expectations:
  - (a) Arrive on time and be prepared to learn
  - (b) Sit in your allocated seat
  - (c) Put up your hand when you want to speak
  - (d) Follow instructions the first time
  - (e) Do the work set as well as you can and allow others to do the same Departments may also have additional rules e.g. safety instructions etc

## 7. Rewards

Good behaviour is recognised with praise and reward, so that students receive recognition for their positive contributions to Academy life. Rewards include:

- Praise from the Teacher
- Text messages sent home
- Postcard home
- Phone call to Parents/Carers
- Grace and Ready to Learn Points
- Head of Year and Principal Commendation
- Celebration Assemblies – gift vouchers, certificates, special prize draws
- Special Awards evening
- Availability of trips and activities.

## 8. Consequences

Consequences should be used to help students make appropriate choices about their behaviour and attendance. When students choose not to follow our expectations, students have a right to expect fair consequences, applied consistently. Whole groups will not be punished for the poor behaviour of a few, nor will a sanction be imposed that may humiliate students. Reasonable adjustments to routines and sanctions can be made to suit the needs of pupils with SEND or additional needs.

Grace Academy Solihull's consequence system uses the following staged approach:

(at all stages students are given chances to make the right choices through the Restorative Justice Programme )

- **C1** - is a verbal warning from the teacher to reinforce standards and expectations. Students are reminded this is their opportunity to change their behaviour before they receive a sanction. If the student's behaviour improves there will be no further sanction

- **C2** - Once they have been given a chance but still fail to change their behaviour, the sanction will be a 15 minute detention after school- Students are still encouraged to make the right choice so their sanction does not escalate – they cannot work off a sanction
- **C3** - If the student still fails to change their behaviour they will be sent to work in another allocated room. Students cannot choose which room they will or will not go to. The sanction is now a 20 minute detention at the end of the day .
- **C4** - If a student still fails to change their behaviour they will be placed in Internal Exclusion for the rest of the day and complete a half hour detention after school. Students will complete a restorative workshop whilst in Internal Exclusion to support them to make the right choices in the future
- If a student walks away from staff and continues to refuse to follow staff instruction and staff are unable to ensure the student is supervised this will be treated with zero tolerance. This will be assessed on an individual basis.

Parental consent is not required for detentions however the Academy will give advance notice to parents/carers if the detention is going to be longer than 30 minutes.

Combined with sanctions our restorative approach will allow all students to be given a chance to reflect on their behaviour, and move forward, by having the opportunity to repair any hurt caused. Our restorative practices centre around a set of key questions

- What happened?
- What were you thinking then/now?
- How were /are you feeling?
- Who do you think has been affected/how?
- What do you think needs to happen to make things right?

There is a relationship between the requirements under the Equality Act 2010 and the consequences system.

## **9. Promoting good student behaviour**

- Staff will praise students when they see good behaviour
- Staff will tell students clearly what is expected of them
- Students will remember what is asked of them
- Rules are consistent, fair, and will be kept
- Rules will be regularly reviewed with staff and students
- Responsibilities and expectations will be matched to individuals and their development
- Staff will regularly inform a student's parents of exemplary behaviour as well as achievement (letter of commendation, praise postcards, parents evening, or informally via phone-call)
- When students have worked hard to support others, in or out of the Academy, they will be commended – exemplary acts will be commended in year group assemblies.

Disciplinary action, in line with this policy, will be taken where students are found to have made malicious accusations against academy staff.

## **10. Strategies for Managing Behaviour**

All strategies for managing behaviour are focused on achieving a positive environment in which students feel safe and can thrive. At Grace Academy Solihull we combine a restorative approach with sanctions; rewards, support structures and restorative justice operate alongside a clear and appropriate consequence system.

All aspects of behaviour are monitored and placed on a database from which staff can respond to patterns of positive behaviour and devise strategies as appropriate.

Restorative strategies will be applied between the issuing of all sanctions where appropriate. Students who display continuous disruptive behaviour will be referred for targeted and specialist support from external agencies as appropriate.

### **Zero-tolerance approach to sexual harassment, sexual violence, discrimination against protected characteristics, bullying, and child on child abuse.**

The school will ensure that all incidents of sexual harassment, bullying, child on child abuse, violence and/or discrimination are met with a suitable response, and never ignored. The 'It's Not Banter' initiative is used to further develop the behaviour curriculum, promote zero tolerance and to promote high levels of respect for others.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing – including the 'It's Not Banter' initiative.

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

## **11. Bullying & Antibullying Strategies**

### **11.1. The Equality Act 2010**

11.1.1. A key provision in The Equality Act 2010 is the Public Sector Equality Duty and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The duty requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

11.1.2. Maintained schools and academies are required to comply with the RSHE Policy. In addition to the duties in relation to students with disabilities under the Equality Act, schools also have duties under Part 3 of the Children and Families Act 2014 to ensure that students with special educational needs engage in the activities of the school together with children who do not have special educational needs.

11.1.3. Grace Academy is committed to providing a caring, friendly and safe environment for all students so they can learn in a calm and secure atmosphere, where everyone matters. Bullying of any kind is unacceptable, whether it is in the academy or online or outside of the academy. We recognise that bullying can occur, and if bullying does occur, all students should report it and know that incidents will be dealt with promptly and effectively.

- 11.1.4. When bullying happens, it can be harmful, both physically and emotionally for the victim. It can also be a sign that the student carrying out the bullying has underlying issues that need to be addressed. The purpose of this document is to produce a consistent academy response to any bullying incidents that may occur.
- 11.1.5. All members of the academy, staff, students and parents should have an understanding of what bullying is and what the academy's procedures are for responding to bullying.
- 11.1.6. The use of the term 'parent' for the purposes of the education acts and this policy is broadly drawn. In addition to the child's birth parents, references to parents in this guidance include any person who has parental responsibility (which includes the local authority where it has a care order in respect of the child) and any person (for example, a foster carer) with whom the child lives.

## **11.2. What is Bullying**

- 11.2.1. Definition of bullying: "behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally" (*Preventing and Tackling Bullying DfE 2014*)
- 11.2.2. There are a number of types of bullying:
- Emotional: excluding from a group, tormenting, ridiculing, humiliating.
  - Physical: hitting, punching, pinching, kicking or taking someone's belongings.
  - Verbal: name-calling, insulting, indirect bullying through spreading stories about someone, threats, making fun of someone's appearance.
  - Racist: racial taunts, gestures, making fun of someone's religion.
  - Sexual: unwanted physical contact, sexually abusive or sexist comments.
  - Ability based: because of learning ability or physical ability.
  - Cyber bullying: using social media in an inappropriate manner relating to offensive messages or images (individually or within group settings).
  - Mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities.
- 11.2.3. Bullying also includes prejudice-based bullying including:
- Asylum seekers and refugees.
  - Body image.
  - Homophobia.
  - Transgender.
  - Looked After Children.
  - Race and ethnicity.
  - Religion and belief.
  - Sectarianism.
  - Sex and gender.
  - Disabilities.
  - Young carers.
  - Social and economic prejudice.
  - Equality and diversity prejudice.
- 11.2.4. What bullying is not.

It is important to understand that bullying is not an occasional falling out with friends, occasional name-calling or arguments. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns. We all have to learn how to deal with these situations and develop social skills to repair relationships. However, the academy takes all incidents which undermine the safety and well-being of students seriously, and comments are not 'Just Banter'.

### **11.3. Why is it important to respond to bullying?**

- 11.3.1. Bullying hurts. No one deserves to suffer from bullying. Everybody has the right to be treated with respect. Students who are bullying others need to learn different ways of behaving. Whenever the opportunity arises, it must be made profoundly clear that bullying will not be tolerated at Grace Academy. We are committed to providing a caring, friendly and safe environment for all students so that they can grow and learn in a relaxed and safe setting. Tackling bullying is the responsibility of all members of the academy community.
- 11.3.2. We tackle bullying as an issue because we are an effective, caring academy and we believe that:
- Bullying makes people unhappy and leads to low self-esteem.
  - Students who are being bullied are unlikely to concentrate fully on their schoolwork.
  - Some students avoid being bullied by not attending school.
  - Students who observe unchallenged bullying behaviour may copy this anti-social behaviour.
  - We wish to build the self-esteem of all students, especially bullies and victims.

### **11.4. Signs and Symptoms**

- 11.4.1. A student may indicate by signs, words or behaviour that he or she is being bullied. To those who know the student, this may simply be a feeling that 'things aren't quite right'.
- 11.4.2. Adults should be aware of these possible signs (this list is not exhaustive) and that they should investigate if a student:
- Is frightened of walking to or from the academy.
  - Does not want to go on the academy / public bus.
  - Insists on being driven to school, changes their usual routine.
  - Is unwilling to attend the academy after previously enjoying being part of the academy community.
  - Begins to truant.
  - Becomes withdrawn.
  - Becomes anxious, or lacking in confidence.
  - Starts stammering, attempts or threatens suicide or runs away.
  - Cries themselves to sleep at night or has nightmares.
  - Feels ill in the morning.
  - Begins to do poorly in school work.
  - Comes home with clothes torn or books damaged.
  - Has possessions which are damaged or unexpectedly go missing.
  - Asks for money or starts stealing money (to pay bully).
  - Has unexplained cuts or bruises.
  - Comes home starving (money / lunch has been stolen).
  - Becomes aggressive, disruptive or unreasonable.
  - Is bullying other children or siblings.
  - Stop eating.
  - Is frightened to say what's wrong, gives improbable excuses for any of the above.

- Is afraid to use the internet or mobile phone, is nervous & jumpy when a cyber-message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### **11.5. Responsibilities**

11.5.1. The Academy Leadership Team will:

- Determine the strategies and procedures.
- Discuss development of the strategies with the academy leadership team.
- Ensure appropriate training is available for all staff.
- Ensure that the procedures are brought to the attention of the local governing board, all staff, parents and students.
- Report annually to the local governing board as part of the principal's report.
- Be responsible for the day-to-day management of the policy and systems.
- Ensure that there are positive strategies and procedures in place to help both those being bullied and the bullies.
- Determine how best to involve parents in the solution of individual problems.

11.5.2. All Staff will:

- Know the policy and procedures.
- Be observant with students and log any reported incidents on CPOMS.
- Deal with incidents according to the policy.
- Never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity.
- Participate in the PSHE curriculum discussion in tutor group time or in lessons when allocated.

Parents and students perform an important role in managing all incidents of bullying and in preventing incidents from occurring (see *section 11.7* for further details).

### **11.6. Anti-Bullying Education in the Curriculum**

11.6.1. The academy will raise the awareness of the anti-social nature of bullying through the PSHE Curriculum, academy assemblies, tutor sessions, community cohesion sessions, as well as the use of workshops and mentoring sessions. These are coordinated by the safeguarding team, pastoral team and inclusion panel.

### **11.7. Anti-bullying Procedures**

11.7.1. Parents:

Parents have an important part to play in managing any incidents of bullying policy. We ask parents to:

- Look out for unusual behaviour in their child – for example not wanting to attend school, feeling ill regularly, or not completing work to their usual standard.
- Always take an active role in their child's education, enquire how their day has gone, who they have spent time with etc.
- Inform the academy if they feel their child may be a victim of bullying behaviour. Their

complaint will be taken seriously and appropriate action will follow.

- If they feel a child has bullied their child, do not approach that child, but inform the academy immediately.
- Refrain from advising their child to fight back or to repeat the bully's behaviour.
- Tell their child it is not their fault they are being bullied.
- Reinforce the academy policy on behaviour.
- If they know their child is involved in bullying, discuss the issues with and inform the academy. The matter will be dealt with appropriately. Ensure their child is not afraid to ask for help.

If parents suspect their child is being bullied they should contact their child's Head of Year. Parents should be prepared to talk about the signs and symptoms and any suspicions they have regarding those carrying out the bullying.

Parents must leave the initial investigation to the academy. Any attempt to resolve the issue themselves may make the matter worse.

Parents should encourage their child to talk to their Head of Year, Assistant Head of Year or another member of staff in the first instance.

#### 11.7.2. Students:

If a student thinks they are being bullied they must follow the anti-bullying code which is:

*Students have been educated about what bullying is: intended to cause harm, repeated, targeted and over time.*

*We, the students, discussed ways that we can respond to bullying. This is what we decided.*

If you are being bullied:

- Keep calm, get out of the situation and MAKE YOURSELF SAFE.
- ALWAYS go and tell someone – NEVER keep it a secret.
- Tell an adult in school, a friend or put your card in 'Talk it Out'.
- If someone tells you they are being bullied, always tell an adult in the academy.
- If you know about someone being bullied, always tell someone – remember, if you don't tell someone and you know it is happening, you are part of the bullying.
- Remember – if you tell an adult, you will definitely get help.
- If you don't get help, go to another adult until something is done about it.
- Try to avoid the bully as much as possible. Be with other people.
- Do not get your own back or do anything to retaliate.

Remember:

- Bullying happens until it is stopped.
- Bullying can happen to anyone.
- Bullying can be by one person or many people.
- Bullying can happen anywhere.

Students who witness bullying must follow the same procedure as above.

#### 11.7.3. Staff:

Allegations and incidents of bullying at Grace Academy will be taken seriously by all staff and dealt with impartially and promptly. All of those involved will have the opportunity to be heard. Staff will support all children involved whilst the allegations and incidents are investigated and resolved. Incidents of reported bullying need to be reported, and written evidence provided on CPOMS. The 'consequence system' should be used to record the incident if sanctions are required, and logged on Bromcom.

Following a reported incident, staff will investigate using the following strategies with the support of other members of staff, as appropriate:

- The pastoral team will speak to all students involved about the incident separately or if appropriate as a group.
- The problem will be identified and possible solutions suggested.
- Staff will attempt to adopt a problem solving approach through restorative conversations which will move students on from simply having them justify their behaviour.
- Appropriate action will be taken to end the bullying behaviour or threats of bullying.
- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied i.e.loss of privileges, spending break time and lunchtimes with an adult, being withdrawn from class, being withdrawn from participation in a school visit, club or event not essential to the curriculum.
- If possible, the students will be reconciled.
- An attempt will be made and support given to help the bully (bullies) understand and change their behaviour.
- If the bullying continues or in more serious cases of bullying, parents will be informed and invited into the academy for a meeting to discuss the problem.
- Mediation meetings, with both parents and students present may be used to resolve the issues. In all cases, a written record will be maintained on CPOMS.
- In repeated or serious cases, the academy may use suspension or exclusion.

Victims of bullying should have:

- A named key contact.
- An understanding of the anti-bullying code.
- Personalised strategies to respond.

11.7.4. Parents should be informed and will be asked to attend the academy to discuss the problem. All conversations will be recorded. This should include any actions.

11.7.5. If necessary and appropriate, police will be consulted.

### **11.8. Student Support**

11.8.1. Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a teacher or member of staff of their choice.
- Reassuring the student.
- Offering continuous support with a designated member of staff.
- Restoring self-esteem and self-confidence.
- Referral to in school support if appropriate.
- Referral to a named counsellor if appropriate.
- Offering continuous support and advice to parents.
- Being informed about the outcome of the investigation into their concerns.

### **11.9. Student Perpetrators**

11.9.1. Students who are perpetrators will be helped by:

- Discussing what happened.
- Discovering why the student became involved.

- Establishing wrong-doing and the need for change.
- Informing parents to help change the attitude of the student.
- Referral to a counsellor if appropriate.
- Attend a mediation (restorative justice) meeting with the affected student to resolve issues and prevent recurrence if appropriate and agreed by all parties.

11.9.2. Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the academy. However, the academy recognises that sanctions will also have to be used against bullies.

### **11.10. Sanctions**

11.10.1. Incidents of bullying will be dealt with through an escalation process similar to that outlined in the Behaviour Policy. Staff dealing with incidents of bullying will consider an appropriate sanction based on a number of factors, including the number of incidents a student has been involved with, the actions taken and the seriousness of the incident. For persistent offenders, or incidents considered as gross acts of aggression, a student may be suspended.

### **11.11. Strategies for the prevention and reduction of bullying/cyber-bullying**

Whole academy initiatives and proactive teaching strategies will be used to develop a positive learning environment with the overall aim of reducing opportunities for bullying to occur. These include:

- Work by DSL/DDSL
- Regular PSHE teaching – Life curriculum
- Taking part in national anti-bullying week
- Taking part in Safer Internet Day
- Awareness through anti-bullying assemblies
- Restorative practice
- Drama and theatre company activities
- Following the Expectations for Learning Policy, which includes using praise to reinforce good behaviour.
- Encouraging the whole academy community to model appropriate behaviour towards one another in person and when online.

### **11.12. Additional support for students and families.**

It is always important that students and families are able to access support even when they are not in the academy. The following websites and helplines are useful sources of support and information:

Helplines:

- **ChildLine:** ChildLine is the UK's free, confidential helpline for children and young people. They offer advice and support, by phone and online, 24 hours a day. Call 0800 1111. They have a designated page for bullying issues that includes a new video about building up confidence after bullying.
- **Direct Gov:** Information for young people on cyberbullying, bullying on social networks, Internet and email bullying, bullying on mobile phones, bullying at school, what to do

about bullying, and information and advice for people who are bullying others and want to stop.

- **EACH:** EACH has a freephone Helpline for children experiencing homophobic, biphobic or transphobic bullying or harassment: 0808 1000 143. It's open Monday to Friday 10am-5pm.
- **Victim Support:** They offer support to young people affected by crime. Their Children and Young People's (CYP) Service also deals with cases of bullying; offering advice and working with professionals to ensure young people get the support they need. Supportline for free on 08 08 16 89 111.

#### Websites

The websites below have lots of information and advice for anyone who has experienced bullying.

- **The Child Exploitation and Online Protection Centre (CEOP-** <https://www.thinkuknow.co.uk/> maintains a website for children and young people, and parents and carers about staying safe online: Think U Know Childline (<https://www.childline.org.uk/>)
- Information about bullying **Kidscape** (<https://www.kidscape.org.uk/>): information for young people about bullying

#### Reporting cyberbullying

If someone makes you feel uncomfortable or upset online, talk to an adult you can trust, such as a relative or a teacher. If you would prefer to talk to someone in confidence you can contact Childline (0800 1111)

## 12. Suspicion of Theft, Weapons or Illegal Drugs

The Academy Leadership Team will lead this activity and is authorised to search bags, uniform and lockers. If students are suspected of having a stolen or banned item searches will be agreed. All searches will have two members of Academy staff present. Parents will be informed of any searches undertaken, and support will be offered to the student if required.

Banned items include, but are not limited to:

- Drugs and alcohol
- Weapons
- Blades
- Vapes
- Cigarettes
- Fireworks

The Academy will exercise discretion over any behaviour perceived as anti-social or in any way harmful to the health, safety and welfare of other individuals or the wider Academy community.

Other policies will be considered if appropriate, such as RSHE Policy, Safeguarding and Child Protection Policy.

## 13. Reports

The Academy operates a Behaviour report system to help monitor and target behaviour support :

- **Subject Report-** If problems are recurring within one particular department a student may be placed

on report

- Tutor Report - if the tutor is concerned with the number of sanctions being given
- Assistant Head of Year Report - if problems seem to be more widespread
- Head of Year Report – if problems persist

#### **14. Lates**

Students who arrive after the start of the Academy day will be issued with a 'late detention' of 10 Minutes, repeat offenders will receive a 30 minutes to 1 hour detention and parental support requested. Other sanctions will be served for persistent lates.

#### **15. Suspensions**

The Academy's response to challenging and disruptive behaviour will encompass a range of strategies with suspension as one option.

The Assisted Restorative Centre (ARC) may be used to provide placements for students on suspension- according to need. ARC placements will allow for supported academic studies to continue alongside bespoke restorative work aiming to teach students how to behave.

Permanent exclusion will only ever be used on rare occasions and as a last resort; in line with the current DFE guidance.

#### **16. Student Behaviour Outside the Academy**

Students' behaviour on Academy business is subject to this Student Behaviour Policy

Students' behaviour on a journey to or from the Academy can be grounds for exclusion. The Principal will use their judgement in such matters

For behaviour (online and offline) outside Academy, but not on Academy business, the Principal will decide if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole.

#### **17. Support Systems for Students**

Grace Academy Solihull is committed to the concept of equal outcomes for all students. Some students will, therefore, need differentiated forms of support to help them fulfil their behavioural and academic potential. The Academy will ensure that differentiated strategies are available to students to meet their particular needs.

The Academy monitors students whose behaviour causes concern and organises appropriate support to meet their individual needs.

This support might include:

- Engaging with our restorative justice process.
- Child Concern meetings through the Common Assessment Framework
- Support from the Local Authority - Children's services, Specialist Inclusion Support Service (SISS) and Education Participation Advice Service (EPAS)
- Support from Assistant Head of Year and Head of Year
- 1: 1 or group behaviour mentoring
- Group sessions to develop emotional literacy, social, emotional and behavioural skills
- Support from external agencies such as: Grace Foundation, Place2Be and Malachi offering one-to-one support with a trained specialist
- Contact with parents/carers in the early stages of a problem

- Intervention through the Academy's Ethos and Family Support teams
- Placements within the Assisted Restorative Centre (ARC) or Internal Exclusion (IE)
- Referral to the Academy's SENCO.
- Pupil Support Plan (PSP)
- Alternative curriculum considered
- Changes of teaching group or class
- Directed off site/Alternative provision placements explored

## 18. Support Systems for Staff

All staff have a shared responsibility to promote and maintain positive behaviour and full attendance in the Academy.

The Academy has a staged behaviour support process for staff to offer differentiated support according to need. At any time staff may ask for and will receive support and additional advice.

The Oncall system and C3 'buddy system' are used to support staff with behaviour during lesson time. Standards of behaviour and attendance are monitored regularly to ensure that success is identified and recognised and areas for improvement are included in an action plan to address the problem. It is the responsibility of all staff to monitor behaviour and attendance.

## 19. Support Systems for Parents/Carers

Grace Academy Solihull is keen to facilitate effective and on-going parent/carer support for all its policies and practices.

Parents and carers who express concern to the Tutor or Head of Year about managing the behaviour and attendance of their child are offered support from a range of services.

If Academy staff have concerns about a student's behaviour, parents and carers will be informed about these concerns at the earliest opportunity and invited to work, together with the Academy, towards a solution to the problem.

## 20. Restrictive Intervention

Grace Academy Solihull is committed to ensuring that all pupils learn in a safe, supportive and respectful environment.

This policy sets out the school's approach to the use of restrictive interventions, including reasonable force, in line with the Restrictive interventions, including the use of reasonable force, in schools, guidance for schools (April 2026).

The school emphasises prevention, early support and de-escalation to minimise the need for restrictive interventions.

Restrictive interventions will only be used:

- where necessary to prevent harm, serious disruption or damage
- as a last resort
- using the minimum force for the shortest time necessary
- in ways that respect pupils' dignity, rights and safety

Please refer to the TLT Restrictive Intervention Policy for further information.

## 21. Monitoring

To ensure that high standards of behaviour and attendance in Grace Academy Solihull are maintained, the Academy has systems for monitoring behaviour and attendance, including punctuality. These systems include monitoring the behaviour and attendance of individual students, so that actions to promote positive behaviour and minimise both authorised and unauthorised attendance are constantly improved.

Monitoring mechanisms include - Reviews of exclusion data to determine the nature of exclusions and whether any particular group of students (for example, by sex, ethnicity or SEN) is over-represented in these figures. The data collected covers factors such as the behaviour leading to the exclusion, the setting, the subject, the time of day and the adults involved. Suspensions or permanent exclusions will result in a careful examination of the events leading up to the exclusion and the forms of support offered to the student.

Positive and negative behaviour and attendance is reviewed and analysed to inform action planning at an individual, group or whole Academy level.

## 22. Policy Review

This policy will be reviewed annually.

The LGB in conjunction with the Principal and staff will monitor and conduct a review of the policy and associated guidelines in order to evaluate and maintain its effectiveness. The outcomes of reviews will be communicated to all involved as appropriate.