



# LIFE Education Trust

## Learning Is For Everyone

Our Aim is that every School will be:

- An efficient school
- An effective School
- An enriching school
- An enabling school

## BEHAVIOUR PRINCIPLES including ANTI-BULLYING POLICY

<b>Policy</b>	<b>Behaviour Principles inc. Anti-Bullying Policy</b>
<b>Policy adopted by Trust Board</b>	<b>16/5/17</b>
<b>Reported to LGBs for implementation</b>	<b>22/5/17</b>
<b>Implementation Date</b>	<b>17/5/17</b>
<b>Review Date</b>	<b>May 2018</b>
<b>Policy Source</b>	<b>FBA and Benhurst Policies</b>

## **KEY DEFINITIONS USED IN THIS POLICY:**

The Trust	LIFE Education Trust
The Board/Directors/Trust Board	The Board of Directors of LIFE Education Trust
School/Trust school	An Academy or school within LIFE Education Trust
Staff	All staff employed by LIFE Education Trust and working with academies, schools or units within LIFE Education Trust

All schools within the LIFE Education Trust are legally defined as academies, regardless of whether the term “school” is used to describe them in the following policy.

## **Principles and Values**

It is our intention to educate all students within a moral, spiritual and cultural context. We expect students will show through their actions that they know what constitutes appropriate behaviour and they understand what is expected of them and respond accordingly. We value behaviour that is considerate and courteous, where individuals can relate well to each other. We aim to ensure students take responsibility for their own actions appropriate to their age and maturity. It is expected that all schools in the Trust will have a clear set of behaviour rules and associated reward and sanction schemes.

Staff in all LIFE schools work in partnership with parents to help students develop high levels of discipline in order that an appropriate regard for authority is developed.

We aim to create an inclusive caring, learning environment in the school by:

- promoting desired behaviour and discipline;
- promoting self-discipline, proper regard for authority and positive relationships based on mutual respect;
- working with parents and carers to help students develop high levels of self-esteem, resilience and perseverance;
- ensuring equality and fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment for all.

## **Core Beliefs**

- Poor behaviour cannot be tolerated as it is a denial of the right of students to learn and teachers to teach.
- To enable learning to take place, all schools within the Trust must have clear, firm and intelligent strategies in place to help students manage their behaviour.
- We aim to raise standards by consistently implementing good practice in learning, teaching and behaviour management.
- Learning, teaching and behaviour are inseparable and the quality of these is the responsibility of all staff.
- All stakeholders should show and expect respect at all times, regardless of their position within our Trust or school community.
- The support of parents and carers is essential for the maintenance of good behaviour. Parents, carers and schools each need to have a clear understanding of their rights and responsibilities
- School leaders have a critical role in establishing high standards of learning, teaching and behaviour.

## **Roles and Responsibilities**

The Classroom teacher will:

- ensure the lesson starts on time and is fully resourced;
- remain calm and professional at all times;

- demand and model high standards of behaviour;
- follow a suitable seating plan;
- address any issues of poor behaviour in the first instance;
- contact a parent/carer using the planner, letter, email or by phone call to report and discuss a lack of progress/behaviour which disrupts others' learning; (methods of communication will vary in each school)
- record incidents of behaviour and positive achievement in line with the school's policy.

The role of a Middle Leader will be to support Class Teachers where necessary and liaise with students, parents and carers. In instances where behaviour falls significantly below the school's expectations, a member of the Senior Leadership Team may be asked to intervene.

### **Rewards System**

At LIFE, we will praise, reward and celebrate the achievements and efforts of those students who work hard and follow the school's expectations. Each school will have a bespoke and extensive range of rewards where students will be rewarded for high levels of attainment and effort.

### **Sanctions/Consequences**

At LIFE, we expect all students to follow a school's Behaviour Policy. Where this does not happen, it is the role of the school to listen to the student and redirect where possible. In some instances, the actions of a student may result in a sanction. This will be in line with the school's Behaviour Policy.

### **Expectations of students in the classroom**

- Effectively cooperate with teachers (or designates) so that the exchange of teaching and learning can happen
- Be responsible for their own belongings (this is age appropriate).
- Have respect for school equipment.
- Be polite in their communication with others using good manners and common courtesy.
- Be kind and considerate to their peers, supporting and praising each other where possible.
- Carry out activities within an acceptable level of noise appropriate to the task.
- Ask permission before leaving the classroom.

### **Expectations of students in assemblies**

At LIFE schools, much importance is placed on the role of assemblies and collective worship. In assemblies, we expect students to:

- Enter the hall quietly;
- Listen to the music whilst waiting for assembly to begin;
- Listen to the speaker(s) during the assembly and actively participate when invited;
- Raise their hand if they wish to answer a question (unless given a different instruction);
- Show thought and respect to prayers and religious stories;
- Leave the hall quietly and in an orderly fashion at the end of assembly.

### **Moving around the school building**

At LIFE schools, we expect everyone to show respect and consideration for others and the school environment.

- We walk around the school in an orderly and quiet fashion.
- We display good manners and common courtesy, for example, holding doors open and using polite and pleasant greetings to one another.
- Students only enter the building during breaks or lunchtime if it is absolutely necessary. In some schools, permission is often required to enter the school building. This will form part of the school's Behaviour Policy.
- Everyone takes pride in their school by picking up items and returning them to their correct place (including litter).

### **During Lunchtimes**

Mid-day Assistants (MDAs) supported by Senior Staff are responsible for supervising and maintaining high standards of discipline during lunchtimes. MDAs liaise closely with Senior Staff at lunchtime regarding any behaviour issues or concerns. Specific staffing arrangements will differ in each school.

At **LIFE schools**, we expect students to maintain a high level of behaviour at lunchtimes:

- Students having school dinners should, when called for lunch, line up at their designated point and stand quietly and calmly whilst waiting to be served.
- Students must move quietly and in an orderly manner around the school.
- Noise should be kept at an acceptable level in the dining hall during the mealtimes.
- Students must exhibit good table manners when eating their lunch.
- Students must always follow MDA's instructions.
- Students must show respect to lunchtime staff and all students.

### **Visits, Trips and other Sporting and Extra Curricular Events off site**

At all **LIFE schools**, we expect the same high standards of behaviour when students and staff are representing the school off site.

### **Contact Points for Parents**

If parents or carers have a concern about their own or another student's behaviour, they should refer their concerns to first point of contact in their designated school (e.g. in primary, it will be the class teacher, at secondary it will be the form tutor). If they are unsure, they should phone the school office and ask for guidance.

# ANTI-BULLYING POLICY

## **Principles and Values**

In all **LIFE schools**, we take bullying and its impact seriously. We encourage all students claiming to be bullied to tell a member of the school staff. Students, parents/ carers should be assured that known incidents of bullying will be responded to.

Bullying will not be tolerated. The schools will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our schools fosters high expectations of behaviour and we will consistently challenge any behaviour which falls below that.

## **Core Beliefs**

The purpose of this policy is:

- to make it clear that all forms of bullying are unacceptable in all LIFE schools.
- to enable everyone to feel safe while at school and encourage students to report incidents of bullying.
- to deal with each incident of bullying effectively, taking into consideration the needs of all parties and of our community and, as a result, to reduce the incidents of bullying.
- to support and protect victims of bullying and ensure they are listened to.
- to help and support students displaying bullying behaviour to change their attitudes and understand why it needs to change
- to liaise with parents/carers and other appropriate members of the school community.
- to ensure all members of our community feel responsible for helping to reduce bullying.

## **Defining Bullying**

DfE “Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing Bodies” defines bullying as:

“behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”

### **Bullying can be**

- Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical – pushing, kicking, hitting, punching or any use of violence
- Sexual – unwanted physical contact or sexually abusive comment
- Racist/racial taunts – graffiti, gestures
- Homophobic – because of, or focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology – i.e. camera and video facilities

Bullying can take place in all relationships:

- between students and students
- between staff and students
- between staff

It is important to understand the bullying is not odd occasional falling out with friends, name calling, arguments or when the occasional “joke” is played on someone. Students do sometimes fall out or say things because they are upset. When an occasional problem of this kind arises it is not classed as bullying. It is an important part of a student’s development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. These behaviours, however, do not in and of themselves mean that bullying is taking place. Likewise, bullying may occur without these behaviours appearing. Students must be encouraged to report bullying at school.

### **Signs and Symptoms for Staff and Parents/Carers**

A student may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a student:

- is frightened of walking to or from school
- doesn't want to go on the bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn 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 "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- does not want to attend additional clubs

There may be other signs or behavioural changes that parents / carers will see.

### **Roles and Responsibilities**

#### **Statutory duty of schools**

The Headteacher has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents/carers and students.

#### **Roles and Responsibilities of the Trust Board of Directors and its appointed Local Governing Bodies (LGBs)**

Directors, members of LGBs and Headteachers have a legal duty to ensure the safety of students in their care with particular responsibilities for tackling bullying.

Our Directors and their LGBs are committed to meeting their legal duties through:

- promoting the well-being of students in their schools (Education and Inspection Act 2006)
- safeguarding students (Education Act 2002)
- establishing procedures for dealing with complaints about bullying, and all matters relating to the school, and publicise these procedures (Education Act 2002)

#### **Students/ Parents wishing to report bullying**

## **For Students**

Victims of bullying can voice their concerns to any member of staff they feel comfortable telling within our school community. Parents/carers are also welcome to contact staff to express concerns over bullying.

If all efforts fail to help students stop bullying, the school can take a range of measures to deal with and prevent violent bullying.

## **For parents/carers**

Parental support is vital for our schools anti-bullying policy procedures. If a parent/carer suspects their child is being bullied, we ask them to report the incident immediately. If bullying is happening via a social networking site or mobile phone, it is very important to keep a record of what is written / posted by taking screenshots

**The following guidelines may be useful for parents/carers wishing to report the bullying of a student:**

- try to stay calm
- be as specific as possible about what your child says has happened
- make a note of the action the school intends to take
- ask if there is anything you can do to help your child at school
- remain in contact with the school

## **If your concerns are not being met**

- check the school anti-bullying policy to see if agreed procedures are being followed
- make an appointment to meet a Senior Member of staff, this could include the Headteacher
- if the above fail to help, write to the Chair of the Local Governing Body explaining your concerns.
- If you are dissatisfied with the response from the LGB you may refer the matter to the Chair of LIFE Education Trust.

## **Dealing with incidents of bullying**

The following steps may be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with promptly by the member of staff who has been approached
- a clear account of the incident will be recorded and given to the member of staff in charge of dealing with bullying incident within the school, they will interview all concerned and will record the incident
- when/if possible staff will be kept informed and if it persists the staff member in charge of dealing with the incident will advise staff appropriately
- parents/carers will be kept informed
- measures will be put in place as appropriate and in consultations with all parties concerned

## **Logging the incident**

Bullying incident records should include details of the nature of the incident (outline of what happened, where, when, type); the names of those involved (those bullying, those being bullied and bystanders); an assessment of seriousness (based on severity of impact, frequency, duration, intent, imbalance of power, empathy /remorse); action taken; and details of monitoring including feedback from those involved including parents/carers.

## **Supporting students who have been bullied:**

Students who have been bullied will be supported by

- offering a prompt opportunity to discuss the experience with a member of staff from the pastoral team

- reassuring the student
- offering continuous support
- restoring self-esteem and confidence
- discussing what happened
- establishing the wrong doing and need to change (and discussion of consequences if bullying continues)
- informing parents/carers to help change the attitude of the student
- pastoral interventions as is applicable
- if appropriate, working with other students for peer support in addressing the issue

Where appropriate, a restorative justice meeting might be held, where the students are given an opportunity to restore a positive relationship. In situations where incidents happen outside of school, including cyber bullying, the school will consider referral to the police.

### **The following disciplinary steps can be taken**

- behaviour logged
- fixed term isolation / mentoring programme/ school report
- minor fixed term exclusion
- major fixed term exclusion
- permanent exclusion
- any event of racial bullying will be reported to the Education Authority and may also be reported to the Police

### **Monitoring and Evaluation**

- All instances of bullying will be recorded along with information as to action taken. The person being bullied and the person accused of bullying will be informed of this. The record will include details of the investigation and the responses of the Parent/Carer.
- All staff have a responsibility to maintain a clear watch for bullying. They should also bring any issues to other key staff (i.e. Progress Manager, SLT link, Headteacher).
- Parents/carers should be given the opportunity to comment on the effectiveness of the policy via consultation surveys

### **Prevention**

In all LIFE schools, we recognise that the school plays a significant part in the prevention of harm by providing students with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The ethos and working philosophy of LIFE schools means that all staff actively encourage students to have respect for each other and for other people's property.

Staff will regularly discuss bullying, this will inform students that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other students' behaviour.

### **Prevention of Bullying**

The schools will continue to promote positive behaviour through its pastoral system and curriculum.

The school community will therefore

- establish and maintain an ethos where students feel secure and are encouraged to talk and are always listened to
- ensure that all students know there is an adult in the school whom they can approach if they are worried about any bullying issues
- ensure that all staff receive up to date training on bullying: this includes Mid-Day assistants, support and supply staff

- ensure that vulnerable students are identified and provision is made for them to receive support

### **Involvement of students in the prevention of bullying**

Students might be consulted through the School Council/ Pupil Parliament and through Student Surveys. These tools help gauge opinions and develop strategies to raise awareness of bullying within school.