

THE FRANCES BARDSLEY ACADEMY FOR GIRLS



BEHAVIOUR MANAGEMENT IN PRACTICE

Ratified by Local Governing Body 29.1.19

To be reviewed by E Darabasz January 2020

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The Principles

At Frances Bardsley Academy our intention is to educate girls within a moral, spiritual and cultural context. We expect that girls will show through their actions that they know what constitutes appropriate behaviour and that they understand what is expected of them and respond accordingly. We value behaviour which is considerate and courteous, where individuals can relate well to each other. We aim to ensure that girls take responsibility for their own actions appropriate to their age and maturity.

The staff at the school work in partnership with parents in helping girls develop high levels of discipline in order that a proper 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 girls 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, the Academy 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
- respect has to be given in order to be received. Parents and carers, students and teachers all need to operate in a culture of mutual regard
- 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 & Responsibilities

Behaviour for Learning and Achievement

Key Roles: Headteacher, Deputy Headteacher, SLT, Progress Managers, Heads of Department, Form tutors, Classroom Teachers, On Call and the WISE (Welfare, Inclusion, Safeguarding and Emotional Wellbeing) Team.

The WISE Team supports the Welfare, Inclusion, Safeguarding and Emotional wellbeing of students

The Classroom teacher will:

- be on time and ready to greet the class at the door
- remain calm and behave in a professional manner at all times
- demand and model high standards of behaviour from all students
- follow a suitable seating plan

- address any issues of poor behaviour in the first instance by verbal warnings, setting break or lunch time detentions.
- record lateness to Period 1 on SIMS
- contact home using the planner, letter, email or by phone call to inform parents/carers of lack of progress/behaviour which disrupts others' learning
- record incidents of behaviour and positive achievement on SIMS
- place student on subject report
- refer significant issues that need to be dealt with immediately to the Head of Department, who will then call for On Call.

The Head of Department will

- ensure that the classroom teacher has followed the Behaviour policy, appropriately referred a student to them and set a detention and called home
- set a department detention and speak to the student or students involved
- refer to the Head of Faculty for serious incidents and persistent poor behaviour refer issues that need to be dealt with immediately via On Call
- monitor behaviour of students in their department

The Form tutor will

- be on time and ready to greet the form at the door and check uniform
- remain calm and behave in a professional manner at all times
- demand and model high standards of behaviour from all students
- follow a suitable seating plan
- address issues of poor behaviour in the first instance by verbal warnings, setting break or lunch time detentions
- mark students absent (as late to gate will place late comers on SIMS)
- contact home using the planner or by phone call to inform parents/carers of lack of progress/behaviour which disrupts others' learning and notify Progress Manager
- monitor behaviour, achievement, attendance and punctuality of students in their form
- record incidents of behaviour and positive achievements on SIMS
- place student on tutor report
- refer significant issues that need to be dealt with immediately via Progress Manager or SLT link. On Call will be informed if needed

The Progress Manager will

- monitor the behaviour and progress of the year group on SIMS and liaise with HODs, and SLT.
- take appropriate action for persistent offenders e.g. place students on report, set detentions, contacting parents/carers
- be a first point of contact and follow up incidents that occur outside lesson time

On Call will

- respond to the call of the Head of Department, complete documentation and circulate paperwork so a detention can be set.
- take students to the Head of Department, where a decision will be made to keep them for the lesson or place the student in the Isolation Room until investigations are completed

The SLT will

- provide support for faculties and HOD/Progress Manager
- regularly circulate school to monitor and support behaviour system
- follow up students who do not attend any school detentions by placing them in a 45 minute SLT detention on a Friday evening
- circulate the school at least once a day

Vice Principal responsible for behaviour will

- oversee behaviour management system
- oversee smooth running of inclusion system

- ensure students who fail to attend detentions are placed into a Friday night SLT detention
- ensure students who fail to attend SLT's detention are placed in Isolation on Monday

The Senior Vice Principal will

- be a final arbiter in behaviour matters in absence of the Headteacher and the Vice Principal responsible for behaviour
- circulate school on daily basis to monitor and support staff
- ensure students who fail to attend Head's detention are placed in inclusion on Monday

The Isolation unit will

- ensure that the student reflects on behaviour that led to Isolation
- encourage students to apologise accordingly to staff and discuss strategies for making good choices
- ensure students will work in silence
- make sure students are not allowed social time

Expectations

Expectations with regard to students

Students will be expected to:

- conduct themselves around the building in a safe, sensible manner and show regard to others
- arrive on time to lessons
- bring equipment appropriate for the lesson
- follow reasonable instructions given by the teacher
- behave in a reasonable and polite manner to all staff and students
- show respect for the opinions and beliefs of others
- complete all class work in the manner required
- hand in homework at the time requested
- show respect for the working environment
- follow the school rules

Expectations with regard to staff

Staff will be expected to:

- arrive on time to their lessons
- create a swift and purposeful start to the lesson
- reinforce clear expectations of behaviour
- deliver a suitably planned and structured lesson which meets all individual needs
- deal with incidents of inappropriate behaviour by following the school's procedures
- promote and reinforce positive behaviour in the classroom
- record, monitor and follow up behaviour issues

Expectations with regard to parents/carers

Parents and carers are expected to:

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns
- respond to concerns raised by members of staff
- ensure students come to school correctly equipped and prepared to work
- have a positive, respectful approach and be supportive of staff

Year display board:

- the highest number of Achievement Points in each year group
- the lowest total number of Behaviour Points in each year group
- a list of the most able '10' students in each year group to be published
- a list of the individual students with highest number of Achievement Points and Zero Behaviour Points to be published

Notice Board / Plasma Screen

To be updated weekly or fortnightly by the ASO'S to show the forms and year group with:-

- the highest attendance in each year group
- the lowest number of lates in each year group
- a list of the individual students with highest Attendance and Zero lates can be published

Note:- if a certain student is affecting a form's attendance because of 'extenuating' circumstances then that student can be removed from the figures to enable this form to compete 'fairly' for highest attendance of the week/fortnight.

Progress Manager can have photos and information about Achievement Points, Zero Behaviour Points, Attendance and Punctuality on year noticeboards. Departments can do something similar as well. At the end of each half term Progress Managers to have an assembly to celebrate all of the above.

The Positive Rewards System

Assemblies (Years 7 – 11)

Rewards Assemblies led by Progress Manager and Raising Standards Leader take place at the start of the Spring Term (to reward achievements in the Autumn Term), at the start of the Summer Term (to reward achievements in the Spring Term), and in the final weeks of the Summer Term (to reward achievements in the Summer Term).

The three assemblies are held with each year group to celebrate and reward students who have a 'Positive Attitude to Learning, Behaviour and Homework', Excellent Attendance and Punctuality, high number of Achievement Points and zero strikes on their Behaviour Card. This is celebrated each term and is cumulative across terms.

Annual Celebration Evening Event at the end of the Academic Year (Years 7 – 10)

Form Tutors, Progress Manager and SLT link and Raising Standards Leaders attend. Parents of award winners are invited to the evening to celebrate their daughter's success. Awards are given for:-

- Excellence in Subject, Highly commended in Subject,
- Outstanding Effort in Subject
- Excellent Attendance & Punctuality over one year
- Positive Attitude to Learning & Homework over one year
- A combined award for 'Positive Attitude to Learning & Homework and Excellent Attendance & Punctuality' over the academic year
- Service to the School
- Progress Manager's Award
- An award for a student who has turned themselves around over the year
- Excellent Attendance & Punctuality over more than one year

Year 9, 10 and 11 Special Reward

Outstanding Learner – Raffle to award free Prom Ticket each half term for Year 10 and 11 and termly for Year 9.

An additional prize for the student with most Outstanding Learner reward cards at the end of Year 11 - a voucher for Prom make up.

Year 11 Golden Ticket Reward

10 Theatre tickets given in mock results envelope to recognise 5 most improved students and 5 high achieving students. Organised by Progress Manager and nominated by HOD.

Year 7-13 Monthly Attendance Reward

The highest attendance in each Year Group. This is for the months September to December inclusive. From January to July the form to make the highest improvement from one month to the next. The form will then be rewarded with a large box of chocolates that can be presented in an assembly.

Progress Managers

They have photos and information about Achievement Points, Zero Behaviour Points, Attendance and Punctuality on year noticeboards.

6th Form Reward Assemblies

Progress Managers for Years 12 and 13 identify students who have Excellent Attendance and Punctuality, Progress, Attainment and Star Awards. Assemblies are held three times a year to recognise students in line with the main school

SIMS Achievement Points Categories

Category A: Excellence in subject

Category B: Service to the school

Category C: Other positive achievements

Individual Rewards

Subject Teacher/Form Tutor to award Achievement Points and record on Sims. This can be acknowledged in planner by department stickers/stamps/signature.

Support structures for students causing concern

The following structures exist within the school to support students whose behaviour is causing concern. Referral to these areas of support is via the Progress Manager and in all cases parental involvement is essential.

- **Mentoring Scheme** – Staff and student mentors work within the school to support and encourage students who are not achieving their potential
- **Placement on the SEN Register** – students on the register are monitored by the SENCO and appropriate interventions are put in place
- **Involvement of Behavioural Support Specialist Teacher** – the school buys in a Behavioural Support Specialist Teacher to work with students on an individual basis, and this includes students who are frequently on call
- **Placement in Isolation** – placement, for up to 2 weeks, in the schools on-site unit, is available for students for whom all other forms of support have been unsuccessful. An off-site Isolation Unit is also available as a further sanction.
- **Behaviour Improvement Plans or Pastoral support Plans**– These plans are intervention plans for students who are in danger of underachieving due to poor behaviour or other concerns. Students are set targets and the schools interventions are stated

Procedures for dealing with unacceptable behaviour

It is the responsibility of subject teachers to deal with minor incidents which occur in the classroom. More serious incidents can be dealt with by the teacher, but must also be recorded on SIMS and passed to the Head of Department who deals with the matter.

It is the responsibility of the Progress Managers to monitor students' behaviour across the curriculum. They will become involved if a student's behaviour is causing concern in a number of subject areas. They will take appropriate action. They are also responsible for dealing with serious incidents which are likely to result in inclusion and exclusion.

Members of the On Call Team are available throughout the day to remove students from lessons where there is *serious* disruption. Subject teachers should call the main office or send a sensible student to the main office who will contact the member of the On Call Team, who is on duty. However, these incidents still need to be recorded to enable Progress Managers/SLT to deal with the matter.

The Headteacher (or member of the SLT deputising for the Head) is the only member of staff who can sanction a fixed term or permanent exclusion. In the case of all exclusions, parents/carers are informed in writing of the reasons for the exclusion and their right of appeal. Excluded students are provided with work for the duration of the exclusion.

Sanctions

Outlined below are examples of unacceptable behaviour and sanctions which are available. This is not a tariff, and each case must be dealt with according to its merits. Sanctions will be applied fairly in accordance with DCSF guidance and exclusion used when no other alternatives are available.

Minor Incidents

These incidents are dealt with and recorded by the classroom teacher and include, for example: throwing paper; calling out; chewing; not following instructions; incomplete class work; no homework; lack of equipment.

Sanctions could include

- verbal reprimand
- short cooling off period outside the classroom (maximum 5 minutes)
- note to parent/carers in Student Planner
- detention
- phone call home
- sent to a temporary alternate space (supervised by an adult)

Persistent incidents or incidents of medium severity

These incidents must be recorded on SIMS and passed to HoD. Unacceptable behaviour in this category:

- persistency of minor incidents as above
- verbally aggressive behaviour to another student
- being continually off-task

HoD's sanctions include

- calling on-call
- meeting with student
- contact with parents/carers by phone or letter
- placement on Departmental Report
- departmental detention
- discussion with Form Tutor
- referral to Progress Manager

Serious incidents

Serious incidents are dealt with by the HoD, Progress Managers and/or SLT as appropriate and include:

- truancy from school and lessons
- rudeness to staff
- aggressive behaviour
- refusal to comply with other sanctions
- bullying

HoD/Progress Manager Sanction

- meeting parents/carers
- placement on Daily Report
- Progress Manager's detention
- For truancy, students make up missed time in departments for lessons, or with Progress Manager or SLT
- Isolation or exclusion (at SLT's discretion)

Very Serious Incidents

These incidents are dealt with by Progress Managers and SLT. They include:

- persistency of the above
- serious incidents of bullying
- sexual contact
- racial/sexual harassment
- fighting
- bringing an offensive weapon to school (laser pens, knives, pellet guns, fireworks, scissors, this list is not exhaustive)
- involvement with drugs or alcohol
- physical aggression to a member of staff will be treated with the utmost severity
- smoking
- theft

Sanctions available include

- internal exclusion
- fixed term exclusion
- permanent exclusion
- police involvement
- offsite Isolation at another school

Reintegration meetings following exclusions will involve Progress Manager/ SLT links or the Headteacher if appropriate.

Use of reasonable force

Strategies for dealing with challenging behaviour

At Frances Bardsley Academy staff should consistently use positive strategies to encourage acceptable behaviour and good order. Every effort will be made to resolve conflicts positively and without harm to students or staff, property, buildings or the environment. Where unacceptable behaviour threatens good order and discipline and creates the need for intervention, some or all of the following approaches should be taken according to the circumstances of the incident

- verbal acknowledgment of unacceptable behaviour with request for the student to refrain (this includes negotiation, care and concern)
- further verbal reprimand stating that this is the second request for compliance
- an explanation of why observed behaviour is unacceptable; an explanation of what will happen if the unacceptable behaviour continues
- warning of intention to intervene physically and that this will cease when the student complies. If possible summon assistance from On Call/ Progress Manager/ SLT.
- physical intervention. Reasonable force being used to prevent a child harming him or herself, others or property

Types of incident that may warrant physical intervention

The incidents fall into three broad categories

- where action is necessary in self-defence or because there is an imminent risk of injury
- where there is a developing risk of injury or significant damage to property
- where a student is behaving in a way that is compromising good order or discipline

Examples of situations, which fall within one of the first two categories

- a student attacks a member of staff, or another student
- students are fighting
- a student is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- a student is causing, or at risk of causing, injury or damage by accident, rough play, or by misuse of dangerous materials or objects
- a student is running in a corridor or on a stairway such that she might have or cause an accident likely to injure herself or others

- a student absconds from a class or tries to leave school (NB: this will only apply if a student could be at risk if not kept in the classroom or at school)

Examples of situations which fall into the third category

- a student persistently refuses to obey an order to leave a classroom
- a student is behaving in a way that is seriously threatening the Health and Safety of staff or students in the classroom

Investigating incidents, searching and confiscation

The following procedures should be followed if a serious disciplinary offence is thought to have taken place. These procedures are for guidance and they may be altered if circumstances require, for example if specific staff are unavailable or if the matter requires expeditious action.

Searches and confiscation

- If a member of staff suspects that a student is in possession of a prohibited object the student may be searched
- this search of a student should be conducted by the Headteacher or a member of staff authorised by the Headteacher (usually Progress Manager and Link SLT).
- the search should be conducted by the same gender as the student and with another adult (where possible of the same gender)
- before any search is undertaken consent will be sought from students. If consent is refused, the student will be asked to say why she has refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances will warrant a sanction
- where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items (referred to in the legislation as “prohibited items”), the student may be searched without their consent. Advice should be sought from SLT if this is the case
- searching the student’s possessions includes searching a student’s goods over which they appear to have control. Searches will be conducted in such a manner as to minimise embarrassment or distress
- when items are found they can be confiscated if it is reasonable to do so and they are not allowed under the school rules. Where any article is thought to be a weapon it must be passed to the police
- it is not necessary to inform parents/carers before or after a search takes place or to seek their consent to search their child. Where objects are found however, the individual students parents/carers will be contacted
- Mobile phones and iPods are not allowed during school hours. If found they will be confiscated and returned to students on the first occurrence. The second time, parents / carers will be asked to collect the items on the same day from Reception by 17.00pm.

Investigation of incidents

- if it appears that a serious disciplinary offence is a matter for Social Services or the Police, staff must stop the internal investigation immediately and refer the matter to the Headteacher and/or the Child Protection officer as appropriate
- if a serious offence appears to have been committed, staff should refer it to the Progress Manager or designated member of SLT attached to that year group
- it may be necessary in such circumstances to isolate a student whilst an investigation is conducted
- notes should be kept by the member of staff interviewing the student(s) and retained for future reference. These should be signed and dated by those parties involved.
- individual written statements should be taken wherever possible and they must be dated and signed by the student concerned.
- any amendments made to these statements by a member of staff should be initialled by the member of staff.

Bus Behaviour Incidents

- in the event a member of the public calls to complain, ask him/her in to identify students from the folder of all students. Pictures kept in Reception or Student Services

- positive ID of student 1st incident: 1 day inclusion for 'bringing the school into disrepute'
- 2nd incident: 2 days Isolation
- 3rd incident: exclusion, referral to Transport police

Malicious Accusations against School Staff

Where a student has been proved to have made a malicious accusation against a member of the school staff, sanctions may be made. This is in line with current government recommendations. The decision on how to proceed should be dealt with sensitively and according to circumstances. In order not to deter genuine allegations from being made by students, the student found to have made a malicious accusation should:

- be offered confidentiality *and may (according to the circumstances):*
- receive counseling to help identify the reasons why they made the allegation
- be included or excluded
- possibly face criminal proceedings

Where a student has been proved to have made a malicious accusation against a member of the school staff, sanctions will be imposed. This is in line with current government recommendations set out in **Ensuring Good Behaviour in Schools: Guidance for Governing Bodies, Head teachers, School Staff and Employers.**

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

Bullying is not

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.