



Behaviour Policy

Every student has a responsibility in ensuring that they behave in a kind, responsible and caring manner to ensure that everyone their time at the academy and stays safe. We have developed this Behaviour Policy so that the expectations for staff, parents and students are clear and can be applied in a consistent way across the school. We have a commitment to support our students in working together in a cooperative and supportive way throughout their time with us.

We value:

- the right to feel happy and enjoy our time ; the right to have fun and enjoy each other's company; the right to feel safe and be safe in our body and feelings;
- the right to learn to the best of our ability;
- the right to be respected and treated with dignity at all times; justice and a sense of fairness;
- the right to reflect and debrief after incidents, sharing feelings in regard to how incidents are managed by staff; the right to make reparation; equal opportunity and accessibility for everyone.

We believe that:

- Students who feel safe, valued, cared about and successful tend to respond in a more positive and appropriate way;
- When students are treated consistently, they are able to distinguish between desirable and undesirable behaviour, they begin to feel safe and trust in the predictable environment, enabling them to take risks in their learning;
- if the ethos of the classes and the school is positive, there will be an atmosphere of mutual respect and enhancement of self-esteem in which students are behaving in an actively positive manner, and teaching and learning is leading to achievement;
- good discipline can be clear and firm, yet supportive; when we feel happy and enjoy, we learn far better.

We aim:

- to create a warm, caring, calm and orderly atmosphere of belonging in the academy that positively promotes learning and a sense of community;
- to achieve consistency of attitude and response by staff which gives a sense of security and safety; to promote and encourage the continual development of all staff in the understanding and working with students with social, emotional and behavioural difficulties
- to promote in all students a sense of self-discipline and an ability to take responsibility for their actions;
- to help pupils change their anti-social behaviour that causes them so much unhappiness and to learn ways of behaving and solving difficulties that enable them to feel safe in their ability to manage feelings and control their behaviours;
- to create an environment that is safe, physically and emotionally, for everyone.



Anti-Bullying Policy

At LIPA 4-19 we believe in providing a safe, friendly environment where children and adults can learn together. In such an environment, children are able to learn effectively thus improving their life chances and inspiring them to maximise their potential.

We believe teaching and learning is about human interaction, it is about the transference of energy, enthusiasm, passion and learning. At LIPA 4-19 we seek inspirational people who are able to facilitate inspirational learning. We aim to nurture these characteristics in ourselves and our students to value them.

Our policy is that a pro-active, pre-emptive and therefore preventative approach to behaviour management is crucial. We always look to catch our students doing the right thing. Acting with integrity is modelled and celebrated at every opportunity. All adults will take every opportunity to model at all times, the behaviours we expect from our students.

As a student we would expect to;

- Feel safe in our feelings and our bodies
- Feel happy
- Have a clear set of rules and expectations which help us to make good choices
- Be with people we trust
- Be taught by adults who care for us and act as role models
- Be given learning opportunities which develop our skills to allow us to reach our dreams

As a parent, we would expect our academy to provide;

- A place for our students to learn where they are safe emotionally and physically
- A caring learning environment where any kind of prejudice is not tolerated and challenged

- Challenging, well-resourced learning opportunities which allow our children to reach their potential

Positive relationships are key – LIPA 4-19 is a NO put down area, that is no put downs even in joke from anyone.

LIPA 4-19 Anti-Bullying policy has the following aims;

To promote our academy rules with particular reference to;

- Treat others kindly or leave them alone
- Everybody has the right to feel safe in their bodies and their feelings
- Try your best to be the best you can be
- To minimise incidents of bullying

Our academy Definition of Bullying

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

To make this statement more accessible to the needs of all of our students, this can be summarised;

Several

Times

On

Purpose

And if this is behaviour which is experienced or observed, students are taught to;

Start

Telling

Other

People

Bullying differs from teasing and falling out between friends or other types of aggressive behaviour where;

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyber bullying including sexual, racist, sexist and homophobic bullying. It will also be considered when those with disabilities are involved. If the victim might be in danger then intervention is urgently required.

Bullying is the use of aggression with the intention of hurting another person and which results in pain and/or distress to the victim.

Children can be hurt;

- Physically – being hit, kicked, pushed or pinched
- Verbally – being called names, teased, criticised, shouted at or being the subject of rumours
- Emotionally – being left out of games, ignored, avoided, tormented, subjected to gestures
- Sexually – having unwanted physical contact or receiving abusive comments

Bullying occurs when one child (or group of children) hurts another child;

- On purpose
- Over and over again
- Knowing that it upsets them

What does bullying look like?

Bullying can include;

- Name calling
- Taunting
- Mocking
- Making offensive comments or using inappropriate language, including the language of prejudice against beliefs or lifestyles
- Physical assault
- Taking or damaging belongings
- Cyber-bullying – inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet (please refer to our ICT policy for further information)
- Producing offensive graffiti
- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'. Bullying is the persistent use of aggressive behaviour with the intention of hurting another person and which results in emotional or physical pain or distress of the victim.

Behaviour is a means of communication – what is the behaviour of individuals communicating to us?

All staff, students and parents should have an understanding of bullying. Bullying will not be tolerated. Clear procedures for reporting incidents of bullying should be understood and followed. Incidents of bullying will always be dealt with.

Reporting and Responding to bullying

Our academy has clear systems to report bullying. This includes those who are the victims of bullying or who have witnessed bullying behaviour (bystanders).

Systems of reporting include;

- Incident report forms
- Parents/carers informed of bullying incidents by class teacher or head teacher (Where appropriate)

Procedures;

All reported incidents will be taken seriously and investigated involving all policies. The staff are aware of and follow the same procedures. These are;

- Interviewing all parties
- Informing parents (where appropriate)

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