

Behaviour and Discipline Procedure



Introduction and Aims

At Learn4Life we are committed to working with children, staff and parents/carers to create an environment where similarities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. This policy aims to help both prevent and tackle bullying in equal measure.

Learn4Life is a caring, safe place where everyone is equal. At Learn4Life we help each other to be the best that we can be. Everyone at Learn4Life should be treated with respect and kindness.

Bullying of any kind is unacceptable and will never be tolerated in our learning community.

At Learn4Life we expect our children to:

Have Courage – so as to innovate and take risks, inspire change for the better; challenge adversity and complacency; make the most of opportunities; and put fear of failure to one side and stay the course, even when it is difficult

Honour – so as to do the right thing; have the highest standards and lead by example; take responsibility and, ultimately, be worthy of the trust of others

Have Humility – so as to recognize that one's self is a work in progress and that struggling with weaknesses is essential to growth; and become increasingly aware that talent and achievement alone, however impressive, are not sufficient to succeed as a human being

Build Friendships – constructive relationships that help all members of the Learn4Life community to make a positive contribution.

We actively encourage every child to embrace and live by the above values, thereby developing knowledge, skills and attitudes which enable them to develop as reflective learners and grow to be stable, educated, respected and respectful adults in modern Britain. It is our duty to prepare every child for what will be expected of them by society and any further study setting.

The purpose of this policy is to ensure a consistency of approach to hurtful behaviour and bullying within our learning community. While we must understand that we are all individuals, everybody has the right to feel safe, all of the time.

While bullying and making mistakes is a fact of life, bullying will not be tolerated in or outside of Learn4Life.

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What is bullying?

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face and online.”

- [Anti-Bullying Alliance](#)

Table 1: Source - Psychology Today



When someone says or does something *unintentionally* hurtful and they do it once, that's
RUDE.

When someone says or does something *intentionally* hurtful and they do it once, that's
MEAN.

When someone says or does something *intentionally* hurtful and they *keep doing it*—even when you tell them to stop or show them that you're upset—that's
BULLYING.

Whether intended or not, hurtful behaviour must be challenged.

Everybody has the right to feel safe.

No form of bullying will be tolerated at Learn4Life and all incidents will be taken seriously.

Below are some factors that can make people vulnerable to bullying:

When dealing with bullying-related incidents, Learn4Life will refer to the [Equality Act 2010](#) and the 9 protected characteristics within it.

Children and young people who are at most increased risk of being the victims or perpetrators of bullying can be those who:

- are in foster care or residential homes
- are understood to be at risk from a range of safeguarding or Child Protection issues – e.g. organised crime groups
- have specific special educational needs
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start school or an activity group mid term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence themselves

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- have experienced physical or emotional trauma
- have a parent that was a victim of bullying
- experienced poverty or deprivation
- are perceived as different in some way

Types of bullying:

Bullying behaviours can include:

The repeated negative **use of bodily contact** to intentionally hurt others.

- Physical harm – e.g. hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for goods.

The repeated negative **use of speech, sign language, or verbal gestures** to intentionally hurt others.

- Verbal harm – e.g. name calling, insulting, teasing, 'jokes'/banter, mocking, taunting, gossiping, secrets, threats. Reference to upsetting events - e.g. bereavement, divorce, being in care.

The repeated negative **use of actions, which are neither physical nor verbal**, to intentionally hurt others.

- Non-verbal harm – e.g. staring, body language, gestures.
- Indirect harm – e.g. excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures.

The repeated negative **use of technology as a medium** to intentionally hurt others.

- Cyber harm – e.g. text messaging, instant messaging, internet chat rooms, the misuse of social media applications, the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions and nasty inbox messages.

The repeated negative treatment of another **incited by a parent/carer**.

We acknowledge that some acts of bullying will constitute a criminal offence. In these cases, we would seek advice from local services. For example, our Police Liaison Officer, the Local Authority's Anti-Bullying Officer and the Locality and Community Support Services (LCSS).

Bullying outside Learn4Life

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of Learn4Life.

'Where bullying outside school is reported to school staff, it should be investigated and acted on.'

(DfE Preventing and Tackling Bullying, p.6)

Bullying can take place on the way to and from Learn4Life, before or after Learn4Life hours, at the weekends, during the holidays and in the wider community. The nature of cyberbullying means that it can impact on pupils' well-being beyond our day. Staff, parents/carers and pupils must be vigilant to bullying outside of school and report it in the same way that they would if they witnessed bullying in school.

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If the individual or group causing harm to a member of our community does not attend [Learn4Life](#) we will seek advice and guidance from local services (e.g. Police) to ensure action is initiated to address the bullying behaviour.

Possible indicators of bullying

We recognise that the following behaviours may suggest that someone is being bullied:

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration
- changes in behaviour and attitude
- Learn4Life refusal
- bullying other children
- damaged or missing clothes / money / property
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- changes in their online activity
- shows evidence of self-harming or even for extreme cases potential suicide
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body - some may refuse to change for PE
- repeatedly comes to school without dinner money or a packed lunch
- seems afraid to be alone and requires more adult interaction

This list is not exhaustive.

Learn4Life initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- We ensure all pupils are aware of the Anti-Bullying Policy and our expectations.
- Trained Anti-Bullying Ambassadors represent every group across Learn4Life. They consider ways we can continue to effectively prevent and tackle bullying at Learn4Life.
- All staff are trained in Generalist Safeguarding; effectively preventing and tackling all forms of bullying; reporting concerns; and where to go for help and support.
- At Learn4Life we have high expectations of behaviour.
- Our E.F.L.L. programme of study includes opportunities for pupils to learn:
 - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
 - the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
 - that in Learn4Life and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
 - that people sometimes behave differently online, including by pretending to be someone they are not.
 - that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

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- Regular sessions, in addition to Anti-Bullying Week in November, help raise pupils' awareness of bullying and derogatory language.
- Difference and diversity are celebrated across Learn4Life through diverse displays, books and images.
- Learn4Life values of equality and respect are embedded across the curriculum – we strive to be inclusive in everything that we do.
- Pupils are continually involved in developing Learn4Life-wide Anti-Bullying initiatives through consultation with the Pupil Parliament, the Anti-Bullying Ambassadors and any child who has been affected by conflict or bullying.

Reporting – Roles and Responsibilities

Headteacher

It is the responsibility of the headteacher, with the support of others, to implement Learn4Life's Anti Bullying Policy consistently throughout Learn4Life. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in Learn4Life, with the support of the Designated Safeguarding Lead.

The headteacher must ensure that the Anti-Bullying Policy is consistently implemented by all staff by setting the standards of behaviour expected and by supporting staff, through appropriate training, in the implementation of the policy.

The Headteacher, supported by the designated teachers, is also responsible for ensuring expectations of behaviours are clear to all children and that children know what to do if they or somebody else is being mistreated or bullied.

Where appropriate, the headteacher should seek advice in order to address complex cases of bullying; it is not always possible to effectively resolve every case by following the steps outlined in 'Dealing with an Incident' section. Indeed, every case will be unique.

Anti-Bullying Lead

The Anti-Bullying Lead, with the support of the headteacher and Anti-Bullying Ambassadors, is responsible for ensuring measures are in place to effectively prevent and tackle all forms of bullying.

In addition, the Anti-Bullying Lead is responsible for ensuring every member of the learning community is clear on the approach to preventing and tackling bullying at Learn4Life.

Our Anti-Bullying Lead is: Kathryn Brown

Staff (Teaching and Non-Teaching) / Adult visitors - Staff

All adults encountered by the children at Learn4Life have a responsibility to model and promote respectful relationships, both in their dealings with the children and with each other, as their example has a huge influence on the children. All adults have a duty to encourage positive behaviours and challenge any negative behaviours. At Learn4Life we believe that the behaviour we walk past is the behaviour we accept.

All adults at Learn4Life should aim to:

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- create a positive environment with high expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contributions of all.

Staff and regular volunteers are trained to be vigilant to the signs of bullying and to play an active role in Learn4Life's measures to prevent bullying. If adults become aware of bullying, they should reassure the children involved that they will act, follow the steps outlined in 'Dealing with an Incident' and inform their designated teacher without delay.

Pupils

All children have a duty to report bullying. If children become aware of hurtful behaviour, they should reassure the children involved that they will act and inform an adult without delay.

Role of Parents / Carers

At Learn4Life we aim to work closely with parents/carers so that our children receive consistent messages about appropriate ways to behave in and out of our learning community. Behaviour expectations are clearly communicated via parent newsletters and our website which is reviewed annually.

We expect all parents/carers to support their child's learning and to co-operate with Learn4Life. We work hard to build positive relationships with parents/carers and will always inform parents/carers if we have concerns about their child's welfare or behaviour.

If Learn4Life uses reasonable sanctions to manage a child's behaviour, it is essential that parents/carers support the actions of our learning community. If parents/carers have concerns about the way that their child has been treated, they should initially contact the designated teacher. If concerns remain, parents/carers should speak with Kathryn Brown, the headteacher.

Dealing with an Incident

When bullying has been reported, the following actions will be taken:

Stage 1

- a) As it can be difficult to identify the bully and bullied in situations of conflict, and once children are calm enough to engage in conversation, staff will work through the 5 restorative steps with any child involved in conflict/bullying.

What are the '5 Steps of Restorative Practice'?

Step 1: Tell the story - What has happened? Start from the beginning... What happened just before that?

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Step 2: Thoughts and Feelings - What were/are you thinking? What were/are you feeling? How do you think they are feeling?

Step 3: Ripples of harm – Who has been harmed and how have they been harmed? What has been the most difficult thing for you?

Step 4: Needs – What do you need in order to find closure? What do you need to move forward?

Step 5: What next? What do you think will make things better? What needs to happen?

Children may initially do this on a reflection form, if emotions are running high, and then talk to staff. Appropriate next steps will be agreed (e.g. letter of apology, etc.) and the designated teacher and parents, of all children involved, will be notified.

Stage 2

For serious behaviour incidents, skip to Stage 3.

Should children continue to behave in a way that is hurtful to others, Stage 1 will be repeated. This may also, for example, include a period of internal exclusion (1 or 2 days off the playground) and will be decided by the headteacher.

Staff will offer support to any children who have been harmed and take necessary action to make sure they feel safe and reassured – with the children’s consent, this may involve a restorative meeting that produces a written agreement between all children involved.

Stage 3

Should negative behaviours persist following Stage 2 intervention(s) or a serious behaviour incident, the children who have been harmed should be safeguarded from the harmer until the point a meeting can be arranged with the parents/carers of the harmer. In a meeting involving Learn4Life, parents/carers and the child, the behaviours causing concern must be acknowledged, possible triggers identified, and an action plan put in place.

For any children who have suffered harm, we will assess their needs and, where possible, provide in-welfare support.

Recording and Reporting

Learn4Life records incidents of bullying and analyses patterns of behaviours as part of weekly meetings. Reflection sheets, completed by children as part of our restorative approach, are filed in a folder which is stored in the office.

Pupil Voice

Pupil voice is central to the culture and ethos of our school. We use pupil voice to evaluate how relevant this policy is to children’s lives and ensuring they feel safe and able to learn.

Monitoring and Evaluation

The headteacher is responsible for reviewing how this policy is being enforced and upheld.

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This policy is reviewed every 12 months.

Date of last review: [30/07/2021](#)

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Appendix

Child Reflection Sheet

Key Stage 1

Child's Voice / Reflection:

What's happening / happened? Use this space to write or draw what's happening / happened...

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How did it make you feel at the time?



How are you feeling now?



What will make it better?



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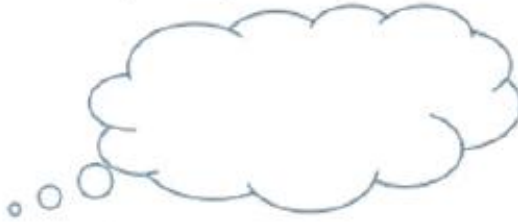
Key Stage 2

Child's Voice / Reflection:

if you require more space, please email info@learn4life.com

What's happening / happened? Use this space to write or draw what's happening / happened...

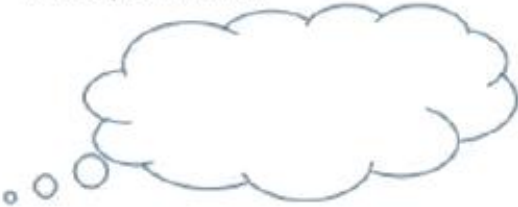
What were you thinking at the time?



And feeling inside?



What are you thinking now?



And feeling inside?



What needs to happen to put things right/move forwards?

What could help things be different next time? Who could help?

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Behaviour Assessment



QCA Behaviour Assessment Child's Name..... Date of Birth.....

Date..... Year Group..... Term..... Age at this date..... Years and..... Months.

School.....

This assessment completed by.....
(Please give your name and role, e.g. class teacher, year coordinator, SENCo, Parent, etc)

Is this the first use of this assessment (baseline) for this child?

(Please circle) **Yes** **No** - QCA assessment has been used before

Baseline was completed Date.....

Then further assessment(s).....

Part **A** EMOTIONAL

30

Part **B** CONDUCT

30

Part **C** LEARNING

30

Total

90

Part C EMOTIONAL BEHAVIOUR	Not at all	Rarely	Sometimes	Fairly often	Often	Always
11. Has empathy eg. <u>is</u> tolerant of others, shows understanding and sympathy, is considerate.	1	2	3	4	5	6
12. Is socially aware eg. <u>interacts</u> appropriately with others, is not a loner or isolated, reads social situations well.	1	2	3	4	5	6
13. Is happy eg. <u>has</u> fun when appropriate, smiles, laughs, is cheerful, is not tearful or depressed.	1	2	3	4	5	6
14. Is confident eg. <u>is</u> not anxious, has high self-esteem, is relaxed, does not fear failure, is not shy, is not afraid of new things, is robust.	1	2	3	4	5	6
15. Is emotionally stable and shows self control eg. <u>moods</u> remain relatively stable, does not have frequent mood swings, is patient, is not easily flustered, is not touchy.	1	2	3	4	5	6

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Part B CONDUCT BEHAVIOUR	Not at all	Rarely	Sometimes	Fairly often	Often	Always
6. Behaves respectfully towards staff eg. <u>respects</u> staff and answers them politely, does not interrupt or deliberately annoy, does not show verbal aggression.	1	2	3	4	5	6
7. Shows respect to other pupils eg. <u>interacts</u> with other pupils politely and thoughtfully, does not tease, call names, swear, use psychological intimidation.	1	2	3	4	5	6
8. Only interrupts and seeks attention appropriately eg. <u>behaves</u> in ways warranted by the classroom activity, does not disrupt unnecessarily, or distract or interfere with others, does not pass notes, talk when others are talking, does not seek unwarranted attention.	1	2	3	4	5	6
9. Is physically peaceable eg. <u>is</u> not physically aggressive, avoids fights, is pleasant to other pupils, is not cruel or spiteful, does not strike out in temper.	1	2	3	4	5	6
10. Respects property eg. <u>values</u> and looks after property, does not damage or destroy property, does not steal.	1	2	3	4	5	6
Part A LEARNING BEHAVIOUR	Not at all	Rarely	Sometimes	Fairly often	Often	Always
1. Is attentive and has an interest in schoolwork eg. is not easily distracted, completes work, keeps on task and concentrates, has good motivation, shows interest, enjoys schoolwork.	1	2	3	4	5	6
2. Good learning organisation eg. <u>works</u> systematically, at a reasonable pace, knows when to move on to the next activity or stage, can make choices, is organised.	1	2	3	4	5	6
3. Is an effective communicator eg. <u>speech</u> is coherent, thinks before answering.	1	2	3	4	5	6
4. Works efficiently in a group eg. <u>takes</u> part in discussions, contributes readily to group tasks, listens well in groups, works collaboratively.	1	2	3	4	5	6
5. Seeks help where necessary eg. <u>can</u> work independently until there is a problem that cannot be solved without the teacher's intervention.	1	2	3	4	5	6

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