Lifeworks Charity Limited

Student Behaviour and Anti-Bullying Policy V4.1

July 2025

Notice to staff using a paper copy of this guidance, the Intranet holds the most recent version of this guidance. Staff must ensure they are using the most recent guidance.

Owner: CEO & College Principal

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1.0 Equality, Diversity and Inclusion

1.1 Lifeworks is committed to encouraging equality, diversity and inclusion among our workforce and eliminating unlawful discrimination. The aim is for our workforce to be truly representative of all sections of society and our customers, and for each employee to feel respected and able to give their best. The Charity, in providing services, is also committed against unlawful discrimination of service users or the public.

2.0 Introduction

2.1 All Lifeworks students hold an EHC plan and may also have behavioural issues. It is therefore important that all students are aware of the boundaries regarding behaviour and bullying at Lifeworks College and that we respond appropriately to the situation. Thus, the need for rigorous supervision and monitoring and ensuring students have access to the correct information. This is reinforced through; the induction process, CPOMs monitoring, and tutorial reviews.

3.0 Purpose

3.1 The purpose of the policy is to recognise and acknowledge behaviour and bullying issues, so that we can clearly define our responsibilities in working with our students to create a community in which everyone feels comfortable and accepted. The primary intention is to develop an atmosphere which fosters self-responsibility, consequential behaviour, and self-directed learning, as opposed to an over controlled and restrictive environment.

4.0 Scope

4.1 This policy applies to all students studying at Lifeworks FE College.

5.0 Definitions

5.1 There are a range of methods available to support the students in their efforts to learn positively about how they can improve their behaviour both in college and externally. These, and the College rules, should be agreed and negotiated with the student. Bullying is a complicated subject and is hard to define. Bullying is not always a single incident but takes place over a period of time and involves the use of power in a relationship.

6.0 Responsibilities

The overall management of this policy lies with the College Principal.

7.0 Student Behaviour

This procedure aims to provide a framework of guidance and advice which will enable staff to ensure that models of good practice are maintained and developed. It is also designed to provide guidance to staff on how they should best respond to difficult behaviour when this is displayed by students.

Staff are required to develop systems which meet the needs of the students. At all times staff should be seen as providing both a safe and a caring environment allowing, supporting and enabling students to develop to their full potential.

In terms of day-to-day student management, staff are responsible for developing an environment within which constructive relationships are able to develop. This should involve participation by students in the development and formulation of rules and should be aimed at improving their understanding of adult behaviour which is acceptable as well as behaviour which is unacceptable.

7.1 Management Responsibility

The College Principal has a responsibility to ensure that sufficient numbers of staff are available at all times.

7.2 Control Requirements:

The following needs to be considered whilst students are attending Lifeworks College:

- Students and staff have a right to be in a safe and caring environment
- Students should not be frightened by the behaviour of other students within the College, and similarly, they should not feel intimidated or threatened by the behaviour of any member of staff. They need to be sure that any bullying or coercion will be addressed. Both students and staff need to be protected from any sort of physical violence
- Students have a right to a high standard of comfort and amenity within their college. Students and staff need to have confidence that there are systems and precautions available to protect them and their possessions
- It is important to learn that all behaviour has consequences
- Students need to be aware of the boundaries and the rules which exist. All staff have a responsibility to ensure that students have a clear understanding of the expectation asked of them as students and of the rules which exist, with an explanation as to the rationale for the rules and consequences for transgressions
- Staff must ensure that they do not place themselves in vulnerable situations. Clear limits should be given to young people about appropriate and inappropriate physical contact, and these should be consistently applied by all staff.

7.3 Activities Out of College

Care must be taken on activities outside of the college grounds. The most important strategy to use out of college is the use of early intervention techniques and to endeavour to minimise the potential for outbursts. If this does not have an impact, then students will be returned to college or the car/minibus.

7.4 Rules

Formal rules will be kept to a minimum and regularly reviewed. Individual Learning Plans and expectations stemming from them will reflect personal circumstances and expectations. Rules are designed to maintain a safe and supportive environment for all the people specifically ‘tailored’ to the physical environment and specific needs of a group where necessary.

Students who behave well are rewarded by praise and the opportunity to participate in ‘off-curriculum’ activities of their choice via the collection of ‘stars’. Parents/carers are informed of improvements and examples of good behaviour.

Rules need to be both fair and consistent and should reflect the responsibilities and needs of the students. They should be clearly understood both by the group and individuals. All students should be given every opportunity to make decisions about the appropriateness

and fairness of rules, and reviews of them should take place through student group meetings where appropriate.

7.5 Use of Electronic Devices

To enable students to be kept safe they do not need to bring in personal mobile phones/computers to college. The exceptions to this which require specific permission from the Tutor in Charge are:

- If the student is an independent traveller, they need access to a personal mobile phone. This phone will be turned-off and/or given to staff during the college day.
- If the student uses a device such as an I-Pad for the journey to/from college. The device will be monitored by staff and not used during the college day.

Due to the high level of security on the college computer system students have access to the internet on demand during the college day. The college server does not allow access to social media sites. Some students will require constant or frequent supervision whilst on computers to prevent 'settings' being affected.

The College has I-Pads for student use, neither of these devices have access to the internet and will only be used by students with staff supervision.

7.6 Unacceptable Behaviour

In the first instance, students should be given the opportunity to learn from experience and modify their own behaviour accepting that behaviour has consequences. Episodes of difficult behaviour should be challenged and discussed.

Staff must also take the opportunity to discuss approaches to managing difficult behaviour with each other and in supervision in order to identify the reasons for the behaviour and develop better ways to prevent and de-escalate difficult situations.

7.7 Acceptable Sanctions

Sanctions must be used cautiously when dealing with difficult behaviour as they may lead to resentment amongst young people. However, there are occasions when sanctions may need to be imposed.

Sanctions involve the loss of access to off-site and/or practical activities and work placements on a temporary basis. Whenever sanctions are used they need to be:

- Understandable to the individual concerned
- Directly related to the incident
- Individualised and appropriate
- Applied as close to the timing of the incident as appropriate
- Seen to be fair

No sanction should involve, or lead to, the humiliation of any student, and staff should ensure that students are able to maintain their dignity and self-respect after the imposition of any sanction.

Whenever a sanction has been applied it is important that it is discussed fully with, and is as far as possible understood by, the student. Details of the incident and any sanction applied should be noted on incident recording sheets.

7.8 Searching

All staff have a responsibility to provide a safe environment. Where staff believe that a student is bringing in prohibited items, such as drugs or weapons, or where it is thought that a theft has taken place, appropriate action must be taken. It may be that a search of the student or his/her property is the most effective way of resolving such concerns.
The student should be given a clear explanation for such action. Searches should not take place without the student's consent. If consent is not given, a search should only take place if the College Principal believes that there is a significant risk to the safety of the student or others. In such circumstances, it may be necessary to involve the Police or return the student home.

Personal searches should be undertaken in a dignified manner. A personal search means a search of pockets and bags but nothing more intrusive than this. At all times another member of staff must be present. The reason and outcome of such searches should be recorded.

7.9 Holding

There may be times when students lose control because of the intensity of their emotions. Their behaviour may lead to a risk of physical injury to themselves, or others and similarly deliberate destruction of property may lead to a risk of injury to the student or to other people in the vicinity. Physical Intervention is one way of dealing with such behaviour. College staff follow team teach guidance to safely contain any physical behaviour.

Acute physical behaviour is defined as behaviour which clearly indicates that the student has lost control and is intent on inflicting physical injury upon themselves or others or is intent on damaging property.

The goal of physical restraint is to keep the student and member of staff safe.

There are several ways of avoiding the need to use physical intervention with students:

- Awareness - being aware of the early signs that students may be about to lose control.
- De-escalation - there are a number of de-escalation skills which can be used to calm a situation once a student has begun to lose control. This may include the use of distraction, or time away, where the student is provided with space and support to overcome their difficulties.

7.10 Complaints by Students

If a member of staff receives a complaint from a student concerning a behaviour management incident, they should listen to the complaint and assure the student that their complaint will be dealt with.

Refer the student and the complaint to the Tutor in Charge and ask for them to deal with the matter as per the College's complaints procedure.

If possible, the complaint or dissatisfaction should be dealt with at local level.

7.11 Frequent Challenging Behaviours

Occasionally students' behaviours change during the period they are attending College despite individualised strategies and the use of de-escalation techniques.

At this time the College Principal will enter discussions with the parents/carers and other professionals about the appropriateness of the continuation of the College placement.

The aim is always to complete an academic year and give the student a positive ending to college life. This may require changes to timetable, start/finish times and staffing. The student and the safety of staff and other students will always be at the centre of any decision made regarding termination of placement early.

7.12 Anti-bullying

"Every student has the right to live each day in college without fear. Bullying, threats, name-calling, racial or sexual harassment, interference with property and any other action designed to frighten, humiliate or embarrass, are unacceptable."

We must recognise and acknowledge bullying so that we can clearly define our responsibilities in working with our students to create a community in which everyone feels comfortable and accepted, and in which everyone is able to get on with the job of learning and growing.

7.13 What is bullying?

There is no single definition with which everyone will agree, but the following points are useful in identifying its key elements:

- Bullying takes place over a period of time; a one-off incident is not usually bullying.
- Bullying need not be physical; it can be verbal, psychological or social, e.g., isolating individuals.
- Bullying involves the use of power in a relationship. It can be seen in many interactions between students, parents and teachers for example. Any student can use bullying behaviour. It is misleading to think there is a clearly identifiable type of person, "the bully". Nice students bully at times, too.

It is a complicated subject. Some students who might be seen as bullies actually bully everyone, including friends whom they like. It is a learnt behaviour; in any social interaction they have to dominate and be seen to come out on top. Their intention is not to cause pain for others but to protect their own status.

7.14 Our Beliefs and Approach:

We undertake to:

- Produce a caring ethos in college so that bullying is less likely to occur.
- Encourage discussion of bullying so that it does not become a hidden activity, a situation in which it can thrive.
- Listen to students when they talk about or report bullying, responding sensitively and decisively according to this policy so that we can help them and end the bullying.
- Provide good adult role models as staff, never misusing our authority as power to humiliate or dominate.

7.15 Prevention:

Our best prospect of reducing or even eliminating bullying is through constantly encouraging and helping students to understand and respect others. Our staff will lead by example and will skilfully handle discussion about bullying.

The role of staff is important in three ways:

- **Staff behaviour** sets the tone of the college's day-to-day life. Bullying is more likely to occur in colleges where staff adopt authoritarian or dominating styles. This gives students the message that a tutor's authority comes from her or his power rather than from legitimacy.
- **Students' self-esteem** should be supported. A strong sense of self-worth helps build strong relationships, which in turn both reduce the likelihood of bullying and, if it does occur, reduces its harmful impact.
- **Spotting signs** that a student might be the victim of bullying is important. There are many indicators of possible bullying; loss of or damage to possessions, physical injury, change in disposition, isolation from usual friends, tearfulness, deterioration of work, for example. Staff will never ignore any form of bullying if they observe it in class or elsewhere.

7.16 Dealing with Incidents:

Where prevention has failed, and bullying has taken place, we will deal with it carefully, calmly and thoughtfully and do all we can to support all the young people affected and to prevent a repeat of the behaviour.

We will seek to:

- Protect the victim's self-esteem and self-confidence, and to keep her or him safe in future.
- To modify the attitude and behaviour of the perpetrator(s).

7.17 Procedures:

Every case is different and staff dealing with incidents will use their professional judgment and accumulated experience to determine the strategy which they believe will work best in the circumstances. The procedure below provides a framework within which most cases will be dealt, though this might be amended, dependent on the circumstances of a particular case, in the best interests of students.

- The event must be logged.
- All staff who identify an incident of potential bullying will take responsibility for this.
- The College Principal will take responsibility after the referral is made.

They will:

- **Talk with the victim** – he or she must be treated sensitively and given the time and encouragement to talk, not just about the details of what has happened, but also about their emotional response. He or she should feel supported and an agreement should be made about meeting again to review the situation.
- **Talk with the perpetrator** – although details of what has happened will be needed, it is important to focus on the feelings which are at the heart of the issue. The student needs to be encouraged to consider and understand how the victim feels. It might be appropriate to talk about her or his personal relationships with others in general. In any case the perpetrator will be required to come to an agreement about how to behave in the future towards the victim and others.
- **Consider setting up a victim/bully meeting.** This is a useful strategy in some cases, but not all. It can help the victim recover from the incident and give the bully a better insight into the

hurt he or she has caused.

It can also help create a new relationship. These meetings should never be imposed upon a victim who is not ready for it and pressure should not be put on them if they are nervous or worried about a face- to-face meeting with the bully.

- **Parents should be informed**. However, unless it is thought necessary, parents will not be directly involved in handling the problem.
- **Follow-up meetings** with both the victim and the bully will be arranged, to confirm that the problem has been solved.

Where it has not, further work will be done by the original member of staff responsible. The parents of either or both sides are likely to be involved at this stage.

- **External agencies** will be invited to become involved in cases which call for continued work over a period of time. These could include Victim Support, Social Services, the Police, or any of a range of support agencies used by the College. Where on-going support is needed by either the bully or the victim, counselling will be arranged to underpin the work done in college.
- **Documentation** will be kept by the College Principal.

7.18 Sanctions:

As our aims are the resolution of the situation, support for the victim, and the prevention of recurrence, the option of punishment must be carefully considered. Natural justice dictates that some sort of sanction should be imposed.

Bullying is a hurtful anti-social behaviour undertaken by those who get excitement, status or material gain from it. In that sense it is done by those who have a sense of inadequacy, even if this is only a passing phase in their lives. They probably feel that they have no socially acceptable way of gaining those things.

Punishing a bully is likely to increase her or his alienation and anxiety and will not help them to adopt better forms of behaviour. If our response to an incident of bullying only causes resentment and hostility, we will not achieve our aim of resolving it in the long term.

The individual needs the opportunity to acknowledge their problem, to understand the distress caused, and to recognise their ability to change. Where the bully is genuinely remorseful, and shows signs of having gained insight, an apology to the victim together with a promise about future behaviour may suffice. Sanctions will be imposed where they are thought to be necessary and appropriate. In some cases, the bully can be encouraged to take responsibility for their actions by helping to decide on the sanction.

7.19 Staff Training:

We will ensure that our staff, through internal and external courses, receive regular high-quality training in this complex area.

7.20 Summary

Positive and good behaviour is both modelled and positively rewarded. Inappropriate behaviour, which is destructive or threatening, is discouraged and is seen to have more negative consequences. The most important source of control lies within the student themselves but may need to be encouraged through the personality, confidence and

professional skills of the staff group; remembering that prevention is better than cure.

Forethought and planning can often prevent incidents from occurring.

Exceptionally difficult incidents where people's safety or property is threatened will occur from time to time. In such exceptional circumstances where redirection and de- escalation has not prevented threatening behaviour students may need to be physically held. This should only be done by trained staff.

8.0 Monitoring compliance

This policy will be monitored and reviewed through:

- Review and evaluation of Behaviour and Bullying incidents (CPOMs)
- Termly Course Performance Reviews
- 1-1 and Group Tutorials
- Internal safeguarding audits
- Charity DSL forums

Appendix A

Policy Information Chart

Title	College Behaviour and Anti-Bullying Policy V4.1
Document purpose/summary	To provide a framework of guidance and advice to foster positive attitudes and behaviours.
Owner	CEO & College Principal
Policy Department	College
Ratification date	July 2025
Review date and frequency	Every 2 years, or earlier if there is a change in evidence or legislation
Consultation process	College Leadership Team
Ratified by	CGC
Target audience	All College staff, students, employers
Circulation	Electronic: Breathe HR Written: Upon request to the Policies Administrator Please contact the Policy Administrator if you require this document in an alternative format.
Equality analysis checklist completed	Yes
References/sources of information	Ofsted Further Education & Skills Famework 2025 Skills & Post 16 Education Act 2022 ESFA 16-19 Study Programme Guidance (2025 to 2026)
Associated documentation/cross referenced policies	Keeping Children Safe in Education Policy 2025 https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 SEND Code of Practice https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
Supersedes document	Student Behaviour Policy Anti-Bullying Policy

Executive approval is subject to the understanding that the policy Owner has followed the organisation process for policy ratification.

Document Review History

Version no.	Type of Change	Date	Author of change	Description of change
1.0	New document	Jan 2016	Tutor in Charge	New document
2.0	Minor	Jan 2019	Tutor in Charge	Update
3.0	Minor	Sep 2022	College Principal	Update format
4.0	New document	May 2023	College Principal	New document (combining previous Student Behaviour Policy and Anti-Bullying Policy)
4.1	None	July 2025	CEO & College Principal	Review