

FALKNER HOUSE BEHAVIOUR POLICY including PREVENTION of BULLYING AND HARASSMENT (NURSERY – Year 6 which thus covers the EYFS) with regard to DfE 2017 *Preventing and Tackling Bullying*. Please also see the Falkner House Safeguarding and Child Protection Policy.

Nursery – Year 3 refer to practices at both Brechin Place and Penywern Road

Years 4-6 refer to practices only at Brechin Place

The aim and objectives of the school and thus this policy is that kindness, good manners and courtesy to all are expected and encouraged

CODE OF BEHAVIOUR MANAGEMENT

- All members of staff are to set a good example at all times, to see themselves as role models and to be alert to pupils' behaviour.
- Mutual respect between peers and between pupils and staff is essential. The older children are encouraged to take responsibility for the younger children e.g. guiding the younger classes out of Prayers. Year 6 pupils are assigned as 'grandes' to a couple of Reception children to provide a link across the age range and two sites..
- Year 6 girls take prospective parents around the school thus developing self-confidence and self-esteem. Pupils are encouraged to talk confidently with adults and make presentations to small or large groups of their peers.
- Children are encouraged to move about the building in a quiet and orderly fashion.
- The principal Mrs Griggs has overall responsibility for school discipline. She also advises other staff on behaviour issues and is able to access expert advice if necessary. The Lower School co-ordinator (Lisa Day or Jacky Easton) assists within the EYFS.
- Account is taken of pupils with Special Educational Needs or disabilities (SEND) and reasonable adjustments made in terms of rewards, sanctions, behaviour strategy and the teaching of good behaviour.
- All members of staff are, where appropriate, to use PSHEE, assemblies, projects, drama, stories, literature to encourage broad mindedness and avoid prejudice based views or language.
- Parents are encouraged to reflect our values when discussing peer relationships at home.
- Pupils' behaviour outside school e.g. on school trips or at sports fixtures, is subject to this policy and bad behaviour in such circumstances will be dealt with as if it had taken place in school.

The school has only a few rules:

- No forms of electronic devices are allowed to be brought into school aside from the authorised school i-pads in Years 5 and 6
- No jewellery, apart from stud earrings. Watches are allowed in Year 6 only
- No running in corridors or on stairs
- Pupils are responsible for ensuring that PE/dance kit is in school at the appropriate times
- No pupil is allowed to open the front door of 20 Penywern Road or 17 or 19 Brechin Place
- Poor behaviour or bullying (see further details below) is unacceptable and is not tolerated

Rewards for good behaviour

- Stickers awarded by form staff or headteacher
- House points only given and never removed (annual House Cup)
- Certificates awarded at ends of term
- Cups awarded at ends of term for work or behaviour, achievement or effort

MANAGEMENT AND PREVENTION OF BULLYING OR PEER ON PEER ABUSE AND PROCEDURES TO FOLLOW

Falkner House defines bullying and peer on peer abuse as the sustained exercise of power by an individual or group over another individual or group in a manner that causes hurt (physical or emotional). This is often motivated by prejudice and is always unacceptable.

Pupils are, however, encouraged to distinguish between bullying and normal childish altercations – it is the frequency, manner and intent of such incidents which determines whether unpleasantness is in fact bullying.

Clearly SEN/D pupils are particularly vulnerable. The different gender issues of the school (single sex on each site 4-11, co-ed aged 3-4) has been considered

The school does not tolerate bullying and strategies are in place to deal with the very first signs. School policy is as follows:

1. Children are told to tell their form teacher (or any other member of staff) immediately if they feel that they are being bullied or made unhappy by their peers (in or outside of school)
2. Children are encouraged to see that they, as bystanders, can help to prevent bullying through suitable involvement.
3. Any such information given to a member of staff must be passed onto the relevant form teacher as soon as possible
4. Attention should be paid by staff even to minor incidents (an unpleasant remark for example)
5. Small scale harassment must not be allowed to develop into bullying
6. In the event of any accusation of bullying, form staff should deal with the issues raised as swiftly as possible. This will require that the facts be ascertained and appropriate action taken. Initially this will involve a discussion with the children involved
7. If matters seem to be other than very minor the Headteacher should be involved immediately
8. The Headteacher will then pursue the matter, involve parents and apply sanctions as appropriate
9. If the Headteacher feels that there is reasonable cause to believe that a child is suffering or likely to suffer significant harm the Social Services will be informed in accordance with our Safeguarding and Child Protection Policy.
10. The incident should be recorded in the relevant Falkner House LOG and the relevant child's purple file notes should be updated

Bullying or peer on peer abuse might include:

- Hitting, kicking, pushing, spitting
- Name calling, banter, taunting, teasing, insulting, “snide” remarks, putting people down. This could include but is not limited to: comments mocking disabilities, religions, being adopted, cultures or of a homophobic, sexual/sexist or racist nature
- Intimidating, isolating or exclusion from a group
- Spreading false rumours or writing unkind or malicious notes (including cyber bullying i.e. social networking, sexting, email or text messages) about fellow pupils or staff
- Taking, damaging or hiding belongings
- physical or emotional abuse,
- inappropriate sexualised behaviour, sexual harassment,
- initiation rites or hazing behaviour either in person or remotely e.g by the use of banter.

Cyber bullying (on the internet or on mobile phones): Unpleasant comments or photographs can be placed on social networking sites or sent via mobile phones. As access to such sites is barred at Falkner House, as are mobile phones, such activity is unlikely to take place on school premises or in school time. Parents are thus asked to involve themselves closely with their child's cyber activities and to monitor their use of the internet emails etc. Advice to parents on this topic is given by talks and a summary of the advice given is included in Annex I. Pupils are taught within school not only how to keep themselves safe on line (e.g. by withholding information such as their name and address to strangers) but also that unpleasant comments made electronically do indeed constitute bullying and such cyber bullying is totally unacceptable.

With any type of bullying, the deleterious effects on the victim need to be recognised and the problem addressed and eradicated. Equally there is a need to help the bully and to examine the causes of the behaviour. This will require the involvement and cooperation of the parents of the children concerned.

All aspects of bullying play on vulnerability. The latter may be due to the victim's age, appearance, nationality, religion, colour or because they are new to the school or seem to be either shy or with no friends.

Bullying is in itself bad behaviour which has well established school sanctions due to the potentially harmful long term psychological damage including suicide to both bully and victim (and fellow pupils). All efforts are made to develop self-esteem (encouragement of offering news in Prayers, playing either solo or in groups in front of an audience) so as to give pupils self-confidence.

Many behaviour or bullying problems will take place in the playground. Members of staff on-duty are asked to "involve" themselves with the children and be alert and observant to the atmosphere at break time. Staff routinely have debrief sessions of playground occurrences including role play activities. Equally, the games members of staff are charged with correcting any unpleasant behaviour which might occur whilst travelling in the school coach. There is open debate about relationships and their problems both in PSHE lessons, assemblies, projects, drama, stories, historical events and ad hoc class discussions. The Headteacher both monitors and evaluates this policy with at least termly discussion in staff meetings so that any pattern can be identified. Staff training in preventing and dealing with bullying is thus constant and on-going. The philosophy of Falkner House has always been that friendliness and kindness is of the utmost importance.

Sanctions for and management of poor behaviour and bullying

- On first hearing of issues staff will first assess the significance of the behaviour and, if appropriate, immediately discuss matters with the child in question. Every attempt will be made to encourage the child to modify their behaviour positively and rapidly
 - Verbal criticism
 - Form staff, then,
 - Headteacher, then,
 - Involvement of parent then,
 - Meeting with child, parent and staff
- Part-time, peripatetic and subject teachers are asked to deal with any such episode in the first instance and report it to the relevant form staff
- Withholding a privilege or playtime as appropriate
- Timeout from the classroom/playground or sports venue as appropriate
- Apology letter from child
- Sending home for the rest of the day
- Suspension or exclusion would only be used in extreme circumstances e.g. severe and persistent bullying, significant theft, or other very serious misdemeanour. Please see appendix.
- Corporal or any punishment which could adversely affect a child's well-being is NEVER used or threatened (and has NEVER been used). The school takes all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child,
- Staff may use "physical intervention" to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child themselves)' or to manage a child's behaviour if absolutely necessary. Members of staff are also able to restrain pupils from engaging in certain activities. A record is kept of any occasion where physical intervention is used, and parents are informed on the same day or as soon as reasonably practicable.

Support systems

- Close relationship between form teachers and their pupils and indeed all the staff and all the pupils
- "Grandes" (Year 6 pupils) look after their "petite / petit" (Reception pupils) and assist with the Reception pupils transition into the school and during their first year at the school
- Close relationship and liaison with parents and other agencies e.g LADO and pupils' medical advisors
- Detailed support and advice is given to Years 2, 3 and 6 pupils, as appropriate, to assist with their transition to prep-school/secondary school

RECORDING SERIOUS MISBEHAVIOUR

To ensure we have an overarching view of incidents of serious misbehaviour and so as to help evaluate the effectiveness of approaches/sanctions adopted, a behaviour log is kept in the office giving brief details (such as name, year group, nature and date of offence and sanction imposed) of such incidents. Serious misbehaviour includes bullying, exclusions and disciplinary meetings involving parents. Careful note is taken of any trends or patterns and due consideration is given to the effectiveness of any sanctions imposed. The impact of bullying on individual children is carefully monitored to ensure that a holistic picture is maintained. Copies of these notes are also held in individual pupil notes.

We are always alive to the possibility that behaviour issues need to be managed with reference to our Child Protection Policy.

ICT

Please see the separate Falkner House Internet and Data Security Policy.

TRAINING

All members of staff are inducted as to their crucial role in the prevention and management of bullying or other misdemeanours. In addition to reading this policy, they are made aware of their legal responsibilities to prevent bullying as well as reminded of the procedures to follow to resolve and prevent problems.

Policy drawn up with reference to *Preventing and Tackling Bullying July 2017, Behaviour and Discipline in Schools 2014* and DCSF *Safe to Learn – embedding anti-bullying work in schools*

Appendix 1

Exclusions

A decision to exclude a pupil, either for a fixed period or permanently, is seen as a last resort by the school. Falkner House is responsible for communicating to pupils, parents and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct. No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation.

Reasons for exclusion:

- Serious breach of the school's rules or policies
- Risk of harm to the education or welfare of the pupil or others in the school
- Breakdown of the relationship between the school and parents

Any exclusion would be finally decided upon by the Headteacher.

Persistent or cumulative incidents

Temporary exclusion for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and management strategies as suggested in the Falkner House Behaviour Policy.

Exclusion will not be used for minor incidents (e.g. failure to do homework, lateness, poor academic performance or breaches of uniform rules), except where these are persistent and defiant.

Single incident

Temporary exclusion may be used in response to a serious breach of school rules and policies or a disciplinary offence.

In such cases the Headteacher will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his or her version of events and the Headteacher will check whether the incident may have been provoked, for example by bullying or racial harassment.

Temporary exclusion

A temporary exclusion should be for the shortest time necessary; Ofsted evidence suggests that 1-3 days is usually enough to secure benefits without adverse educational consequences.

Permanent exclusion

A permanent exclusion is a very serious decision and the Headteacher will consult with all appropriate members of staff before enforcing it. As with a temporary exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules as listed in the Falkner House Behaviour Policy

The decision to exclude

If the Headteacher decides to exclude a pupil she will:

- ensure that there is sufficient recorded evidence to support the decision
- explain the decision to the pupil
- contact the parents, explain the decision and ask that the child be collected
- send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion, the length of the exclusion and any terms or conditions agreed for the pupil's return

- in cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked
- plan how to address the pupil's needs and plan a meeting with parents and pupil on his or her return

An exclusion should not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority.

The exclusion of a pupil from Falkner House will not give rise to any refund of fees for the current or past terms and all arrears of fees and any other sums due to the School will be payable. However, in such circumstances fees in lieu of notice will not be payable and the acceptance deposit will be refunded.

Behaviour outside school

For behaviour outside the school the Headteacher may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole, or if it is deemed to be damaging to the reputation of the school.

Pupils with special educational needs and disabled pupils

The school takes account of any special educational needs when considering whether or not to exclude a pupil. There is a legal duty under the Disability Discrimination Act 1995 as amended not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. The Headteacher ensures that reasonable steps (eg. developing strategies to prevent the behaviour) are taken to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability. Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

Marking attendance registers following exclusion

When a pupil is excluded temporarily, he/she should be marked as Excluded (no alternative provision made).

Managed move

In cases where the Headteacher and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parent has treated the school or members of its staff unreasonably the Headteacher may require the parents to remove the pupil at the end of a term. This is not exclusion and in such cases the Headteacher will assist the parents in placing the pupil in another school. The acceptance deposit will be refunded in the event of a managed move and fees in lieu of notice will not be charged but all outstanding fees will be payable in full.

Removal from the school for other reasons

The Headteacher may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time.

Procedure for appeal

If parents wish to appeal the decision to exclude, they should follow the procedure set out in the main body of this Complaints and Concerns Policy.