



Falkner House Behaviour Policy

Nursery – Year 6 including EYFS

with regard to DfE 2017 Preventing and Tackling Bullying. Equality Act 2010, DfE 2014 Behaviour and Discipline in Schools and DCSF Safe to Learn – embedding anti-bullying work in schools

Please see also the following Falkner House policies:

- Child Protection and Safeguarding Policy
- PHSEE policy and syllabus and schemes of work
- Internet Policy
- Staff Code of Conduct

Reception – Year 6 refer to practices at both Brechin Place (FHG) and Penywern Road (FHB)

Nursery refers to practices only at Brechin Place (FHG).

Aims and Objectives

The aim and objectives of the school and thus this policy is that kindness, good manners and courtesy to all are both expected and encouraged. A happy atmosphere within the school is a key objective as this in itself generates good behaviour.

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 a 'big sister'/'big brother' to a Reception girl /boy to provide a link across the age range.
- Year 6 (and sometimes Year 5) pupils take prospective parents around the school so developing self-confidence and self-esteem. Pupils are encouraged to talk confidently with adults and make presentations and share in debates with their peers.
- Children are encouraged to move about the building in a quiet and orderly fashion.
- The headteachers (Mrs Rogers at Brechin Place and Mrs Dixon at Penywern Road) have overall responsibility for school discipline. They also advise other staff on behaviour issues and are able to access expert advice if necessary. The Lower School co-ordinator at FHG (Lisa Day) or the Deputy Head at FHB (Vanessa Woodward) 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.

Mrs Anita Griggs Principal reviewed 9th October 2024. Board approval 9th October 2024
Date of next review - no later than 9th October 2025



- All members of staff are, where appropriate, to use PSHE, assemblies, projects, drama, stories, class time, literature to encourage broadmindedness and avoid prejudice-based views or language.
- Pupils' behaviour outside school e.g. on school trips or at sports fixtures, is subject to this policy and 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 iPads in Years 4, 5 and 6. (Please see the Technology Policy and the Parent Go to guide - Tech)
- No jewellery, other than for religious reasons. Watches are allowed in Year 6 at FHG (not smart watches)
- No running in corridors or on stairs
- Pupils are responsible for ensuring that their PE/dance kit is in school at the appropriate times
- No pupil is allowed to open the front door of either site
- Poor behaviour or bullying is unacceptable, is not tolerated and will be subject to significant sanctions
- Pupils are not allowed to use social media or to message each other at home or at school (including on platforms like Roblox)
- No sexualised behaviour is allowed

Rewards for good behaviour (some or all of the following)

Stickers	awarded by form staff or headteacher
House points	only given and never removed (annual House Cup)
Certificates	awarded at ends of term
School values	certificates for particularly good resilience/kindness/respect
Cups	awarded at ends of term for work or behaviour, achievement or effort
Dojos	for the class

Child on Child Abuse

Including bullying, prevention of, management and procedures

Please see **Falkner House Child Protection and Safeguarding Policy** for the definition of child on child abuse (including bullying and cyber bullying).



Abuse and bullying of any form is always unacceptable and is never just 'banter' or 'having a laugh'. The school recognises the seriousness and potential damage of such behaviour both physical and emotional to both abuser, victim and fellow pupils. The problem must always be addressed and eradicated. There is a need to help the abuser and to examine the causes of the behaviour. This will require the involvement and cooperation of the parents of the children concerned.

The school does not tolerate abuse and strategies are in place to deal with any signs of poor behaviour so that it does not deteriorate into abuse. Abuse is generally motivated by prejudice or perceived vulnerability e.g., on the grounds of a child's family structure, e.g. same sex partnerships, age, race, religion, physical appearance, sexual orientation, colour, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer or because they are new to the school or seem to be either shy or with no friends. The most vulnerable pupils may also be at risk of misbehaviour. Abuse may occur directly or remotely through cyber-technology (social websites, mobile phones, text messages, photographs and email).

Every effort is made to engender the best possible atmosphere in the school in terms of relationships between staff, between staff and parents and between staff and pupils and between pupils such that poor behaviour becomes an aberration and far less probable and normal childish altercations do not develop into abuse. It is important to distinguish between abuse / bullying and normal childish misbehaviour (a verbal spat, a push a shove, inability to share etc.). It is the frequency, manner and intent of such incidents which determines whether unpleasantness is in fact abuse. The different gender issues of the school (single sex on each site 4-11, co-ed aged 3-4) has been considered. 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.

Behaviour or bullying problems (if any) are most likely to occur in unstructured time (eg. the playground or during break time). Staff on-duty are asked to "involve" themselves with the children and be alert and observant to the atmosphere at break time. Debrief sessions of playground occurrences including role play activities are routine. Equally, PE staff are charged with correcting any unpleasant behaviour that 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 Headteachers monitor and evaluate this policy with regular 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.

Support systems

- Close relationship between form teachers and their pupils and indeed all the staff and all the pupils
- "Big Sister/Brother" (Year 6 pupils) look after their "Little Sister/Brother" (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 LSCP and pupils' medical advisors
- Detailed support and advice are given to Years 2, 3 and 6 pupils, as appropriate, to assist with their transition to prep-school/secondary school



Management of Poor Behaviour and Child on Child Abuse

In summary:

- Verbal criticism from adult
- Form staff, then,
- Headteacher, then,
- Involvement of parent with the school
- In the case of child on child abuse – the headteacher and DSL must be informed and potentially social services in accordance with the Falkner House Safeguarding and Child Protection Policy

1. Children are told to tell their form teacher (or any other member of staff) or their parents immediately if they feel that they are being abused, 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 poor behaviour, abuse and bullying through suitable involvement and by telling a member of staff of their concerns.
3. Attention should be paid by staff even to minor incidents (an unpleasant remark for example). If small incidents are dealt with properly, it will reduce the chance that matters will escalate into abuse and bullying
4. In the event of any accusation of bad behaviour (in or out of school), 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. Inevitably it may well be difficult to apportion blame (the aggressor or bully will often claim that he/ she is the victim of aggression, poor behaviour or bullying) and indeed to get agreement as to the severity of the problem
5. 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. Part-time, peripatetic and subject teachers are asked to deal with any episode in the first instance and report as soon as possible to the relevant form staff
6. Incidents of notable behaviour noted as soon as possible by the relevant teacher in the child's pupil notes.
7. Staff may use "physical intervention" or restraint 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 able to restrain pupils from engaging in certain activities; if a pupil refuses to leave a room when instructed to do so, they will be physically removed. Such intervention or restraint is kept to the minimum required for the safety of staff and pupils. 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. Please see appendix 2
8. Every attempt will be made to encourage the child to modify their behaviour positively and rapidly.
9. In cases of serious misbehaviour, which includes child on child abuse, bullying, including cyber-bullying and disciplinary meetings involving parents the incident is recorded in the Falkner House LOG by AG/ ED/FR giving brief details of such incidents and a "risk assessment" i.e. a behaviour plan drawn up and included in the pupil notes for the perpetrator and victim.
10. 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 the Falkner House Safeguarding and Child Protection Policy



11. 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.
12. The Headteacher will then pursue the matter, involve parents and apply sanctions as appropriate (strong sanctions such as suspension or exclusion may be necessary in cases of severe or persistent abuse)
13. The Log which gives an overarching view of incidents of serious misbehaviour is inspected by the DSL team on a regular basis so as to help evaluate the effectiveness of approaches/sanctions adopted,
14. Staff are all trained by means of discussions with experienced senior staff and at staff meetings to be able best to prevent, recognise, reduce and if necessary, manage poor behaviour, child on child abuse and bullying
15. All members of staff are inducted as to their crucial role in the prevention and management of peer on peer abuse or other misdemeanours. 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
16. The victim of any child on child abuse is carefully supported by staff, liaising as necessary with parents.
17. Falkner House is responsible for communicating to pupils, parents and staff its expectations of standards of conduct and a range of policies and procedures are in place to promote good behaviour and appropriate conduct.

Sanctions

- Withholding a privilege or reducing playtime as appropriate
- Discussion with the child as to how they should behave in future
- Timeout from the classroom/playground or sports venue as appropriate
- Apology letter from child
- Suspension for the rest of the day or for the next day and, depending on the nature of the offence, longer.
- A suspension can be internal when a child is allowed in school but not with their usual class
- Suspension or exclusion would be used in circumstances such as persistent bullying, (including cyber bullying) significant theft, or other 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.
- An effective sanction in cases of poor language or poor behaviour is for an older child to call home and explain to their parents what has happened



Appendix 1

Suspensions and Exclusions

The decision to suspend or exclude a pupil, either for a temporary fixed period or permanently, is taken very seriously. Any exclusion would be decided upon by the Headteacher and would be for the shortest time necessary. In all cases, the Headteacher will investigate the incident (s) thoroughly and consider all evidence to support any 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. Suspension should not be seen as a punishment – instead it is a clear demonstration of behaviour that Falkner House deems unacceptable. Suspension is not 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.

Reasons for Suspension (temporary) or Exclusion (permanent):

- Serious breach of the school's rules or policies.
- Persistent or cumulative incidents when the school had already implemented a range of strategies as suggested in the Falkner House Behaviour Policy, or
- A single incident of a serious breach of school rules and policies or a disciplinary offence.
- 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 such that the school could no longer look after the child's educational needs.
- The Headteacher may exclude a pupil for behaviour outside the school 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.

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 Behaviour Policy



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 (e.g. 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.

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.

Procedure for Appeal

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



Appendix 2

Physical Restraint

Physical Restraint

Physical restraint should always be avoided and used only in last resort, but DfE guidance 2013 explains that reasonable force may be used in certain circumstances. In a situation where physical intervention or restraint has been used the staff involved will inform Mrs Dixon or Mrs Rogers of the incident which will then be recorded in the pupil's notes as soon as possible and within 24 hours. A note will also be made in the school behaviour Log stating who was involved, the reason physical intervention was considered appropriate, how the child was held, when it happened, for how long, whether the child has SEN and to whom the restraint was reported (parent, headteacher etc.

If a child has been restrained so as to access nursery or Reception e.g when newly starting in Nursery and on entering, such restraint would only be done with the prior consent of the parent or carer.

Initial Intervention methods

Methods are to be used in all circumstances prior to physical restraint.

- To physically be in the space of behaviour and make adult presence known.
- De-escalation - Communication that is intended to calm individual/s and de-escalate.
- Vocal Instruction - Clear instruction that behaviour should stop and is not acceptable
- Active Listening - Give individual/s full attention to show understanding.

Physical intervention and/or restraint is only to be used as a last resort when initial intervention has failed and one or more of the outcomes below are likely to happen.

- Committing a crime
- Causing injury to themselves or others
- Damaging property
- Disruptive behaviour that harms the running of the school.
- If any of the above criteria are met, and have not been resolved by initial intervention then a physical method may be employed for the shortest possible time period.

Types of Physical Intervention or Restraint



- Guiding away from a situation using physical contact on the body: gripping wrist firmly or the centre of back
- Placing self in the way of pupils direction
- Pushing or pulling
- Partial restraint – restricting and preventing particular movements such as arm or leg restraint
- Total restraint – full body restraint, used to completely immobilise movement (last resort)

Health & Safety when using restraint

Restraint must be terminated immediately if as child displays:

- Difficulty breathing
- Vomiting
- Changing of colour

If the situation is assessed as being too dangerous, staff should remove other children, retire to a safe distance, and call for another member of staff to help.

Risk Management

Children who have been restrained previously or who are thought likely to require physical intervention will have a FH IEP. Such an IEP will be communicated to all staff who interact with the child. It will include:

- likely trigger situations,
- commonly displayed coping behaviour,
- preferred strategies and staff