



Falkner House Behaviour (including Exclusion) and Anti-Bullying Policy

Nursery – Year 6 including EYFS.

Falkner House has due regard for the following guidance, amongst other sources:

Behaviour in Schools: Advice for headteachers and school staff 2024, DfE 2017 Preventing and Tackling Bullying, Equality Act 2010 Cyberbullying: Advice for Headteachers and School Staff (2014), Advice for Parents and Carers on Cyberbullying 2014, Safe to Learn 2018 – embedding anti-bullying work in school.

Physical interventions: Restrictive interventions, including the use of reasonable force April 2026.

Please see also the following Falkner House policies: Child Protection and Safeguarding Policy, PSHE policy and syllabus and schemes of work, Internet Policy, Staff Code of Conduct



1. Policy Aims and Objectives

- To support and protect the cultures of kindness, respect and good manners central to the education provided at Falkner House (the School). A happy atmosphere in itself generates good behaviour.
- To enable the headteachers to carry out their responsibilities of maintaining order and good discipline in the School and setting out a range of appropriate sanctions to be adopted in the event of pupil misbehaviour.
- To ensure, so far as possible, that every pupil in the School is able to benefit from and make their full contribution to the life of the School and the community.
- Reception – Year 6 refers to practices at both Brechin Place (FHG) and Penywern Road (FHB). Nursery refers to practices only at Brechin Place (FHG).
- 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.

2. Code of Behaviour Management

Falkner House has three core values:

- Respect
- Resilience
- Kindness

These traits should guide everyone's approach (staff, pupils and parents) to their actions and interactions with others, whether on or off the School site; in person, on paper or online.

Respect: Mutual respect between peers and between pupils and staff and staff and parents is essential. The older children are encouraged to take responsibility for the younger children e.g. guiding the younger classes out of assembly. Year 6 pupils are assigned as a 'big sister' / 'big brother' to a Reception girl /boy to provide a link across the age range. Children are encouraged to move about the building in a quiet and orderly fashion.

Resilience: Year 6 (and sometimes Year 5) pupils take prospective parents around the school, developing self-confidence and self-esteem. Pupils are encouraged to talk confidently with adults and make presentations and share in debates with their peers.

Kindness: It is expected that all pupils will act in a way that includes others; that they will be accepting and tolerant of people who are different; that they will not take part in, accept or promote prejudicial or discriminatory behaviour, including mockery, bullying, abusive postings, or hate-speech, towards others on the basis of difference. Their conduct, including online conduct, at all times should be guided by a spirit of kindness, cooperation and inclusivity.

Staff: 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. Where appropriate, staff are to use PSHE, assemblies, projects, drama, stories, class time, literature to encourage broadmindedness and avoid prejudice-based views or language.

Policy reviewed and approved by the LLP on 12th January 2026

Date of next review - no later than 9th October 2026



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. 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.

3. Rules

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

4. 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

5. Child on Child Abuse

Including bullying and cyberbullying, prevention of, management and procedures

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Please see **Falkner House Child Protection and Safeguarding Policy** for the definition of child on child abuse (including bullying and cyber bullying). Please see **Falkner House Internet Policy** for more information on the school's management of technology.

Falkner House has a zero-tolerance approach to abuse, and it is never passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. Respect and kindness are central Falkner House school values which underpin the very ethos of the school. All child-on-child abuse is unacceptable and will be taken seriously. The school recognises the 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. All staff understand that where they have *any* concerns regarding child on child abuse they should speak to a member of the DSL team who will liaise with the headteacher. 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) have 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 (e.g. 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 are in place to minimise the risk of child on child abuse include (as set out in the Safeguarding Policy):

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- Careful supervision of the children at all times. Even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported, but the culture of careful supervision of the children is designed to minimise this risk wherever possible.
- As part of the above, staff on duty in the playground are equipped with accident/incident report forms so that they may record any notable incidents. Reports are collated on a weekly basis so that patterns can be established.
- All staff and pupils are educated about this issue, including regular training on the nature, prevalence and effect of child on child abuse, and how to prevent, identify and respond to it.
- As part of the above, children are educated through PSHE and the wider curriculum. Pupils understand what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse. Pupils are regularly informed about the School's approach to such issues, including its zero tolerance policy towards all forms of child-on-child abuse.
- Children are also taught 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.
- Staff are all trained at induction and 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. They are made aware of their legal responsibilities in this regard.
- Staff are trained to be alert and pay attention 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.
- Ensuring that all child on child abuse issues are fed back to the DSL who will liaise with the headteacher so that they can identify and address any concerning trends and pupils who may be in need of additional support (eg. adapting break times, playground play partners or bus partners when the children go offsite) As part of the above, the School fosters a culture of openness and communication to encourage children to confidently report abuse, knowing their concerns will be treated seriously no matter to whom they report the matter. Pupils have many avenues to report worries or concerns, such as anonymous notes on teachers' desks, there are assemblies addressing who to talk to if you have a concern or worry, PSHE lessons and teacher/child diaries.
- Challenging the attitudes that underlie such abuse (both inside and outside the classroom).
- Creating conditions in which our pupils can aspire to and realise safe and healthy relationships. For example, "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. This is also encouraged through the close relationship between form teachers and their pupils and indeed all the staff and all the pupils.
- Close relationship and liaison with parents and other agencies e.g LSCP and pupils' medical advisors

Management of Poor Behaviour and Child on Child Abuse.

If children feel that they are being abused, bullied or made unhappy by their peers (in or outside of school) they understand that they should tell their form teacher (or any other member of staff) or their parents immediately.

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, by:

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- On first hearing of issues, staff will first assess 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.
- Bearing in mind that 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), every attempt will be made to encourage the aggressor to modify their behaviour positively and rapidly, and to support the victim, liaising as necessary with parents.
- Incidents of poor behaviour must be noted immediately by the relevant teacher in pupil notes.
- In cases of serious misbehaviour, which includes child on child abuse and bullying (including cyber-bullying) a disciplinary meeting involving parents may be called. Sanctions will be applied as appropriate (strong sanctions such as suspension (temporary) or exclusion/expulsion (permanent) may be necessary in cases of severe or persistent abuse).
- Serious incidents would then be recorded in the Falkner House Log by the Headteacher/DSL team giving 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.
- If the DSL 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
- Careful note is taken of any trends or patterns and due consideration is given to the effectiveness of any sanctions imposed. The impact of alleged child on child abuse on individual children is carefully monitored to ensure that a holistic picture is maintained. The Log gives an overarching view of incidents of serious misbehaviour, and is inspected by the Headteachers and DSL team on a regular basis so as to help evaluate the effectiveness of approaches/sanctions adopted.
- Falkner House would take disciplinary action in any instance of pupils who are found to have made malicious accusations against staff..

In summary, where there has been an instance of poor behaviour which the DSL may/may not classify as child on child abuse, the below chain of escalation should be followed:

- Initial investigation followed by writing up in pupil notes
- Verbal criticism from adult where appropriate
- Relayed to form staff, then,
- Headteacher, then,
- Involvement of parent with the school
- In the case of serious poor behavior that should be considered child on child abuse – the headteacher and DSL must be informed and potentially social services / police in accordance with the Falkner House Safeguarding and Child Protection Policy. The headteacher or DSL will then update the Log.

Reasonable Force: Staff are trained to prioritise de-escalation, however as a last resort they 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 may be physically guided or removed. This should happen only when necessary proportionate, and where de-escalation has failed and where there is a risk of harm or serious disruption. Such

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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

6. Sanctions

Possible sanctions include but are not limited to:

- 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
- Call to parent: where appropriate the child will be asked to speak to their parent on the phone to explain in their own words what they did/what has happened.
- 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 the appendix.**
- 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
- Bullying on the basis of protected characteristics is taken particularly seriously and thus sanctions will take this into account.

Please note that 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.



Appendix 1

Suspensions and Exclusions

The decision to suspend or exclude a pupil is taken very seriously. Any suspension 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 be seen as 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;
- 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; or
- 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 suspension, 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 suspend or exclude a pupil. There is a legal duty under the Equality Act 2010 as amended not to discriminate against disabled pupils by suspending or 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, suspension or 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 Suspension or Exclusion

When a pupil is suspended or excluded, he/she should be marked as E.

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 a suspension and should be for the shortest possible time.

If the Headteacher decides to suspend or 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 reasons for the decision and ask that the child be collected;
- confirm with the parents whether it is a suspension or exclusion. If it is a suspension, confirm the length of the suspension and any terms or conditions agreed for the pupil's return;
- in cases of more than a day's suspension, ensure that appropriate work is set and that arrangements are in place for it to be marked; and
- plan how to address the pupil's needs and plan a meeting with parents and pupil on his or her return.

A suspension or 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 financial implications of the suspension, exclusion or of a managed move of a pupil in terms of a refund of fees, or deposit or fees in lieu are discussed in Clause 6 of the Parent School Contract.

Procedure for Appeal

If parents wish to appeal the decision to suspend or exclude, they should follow the procedure set out in stage 3 of the Falkner House Complaints and Concerns Policy.



Appendix 2

Restrictive Intervention¹

Restrictive intervention should be avoided wherever possible and used only as a last resort and never for discipline or punishment.. DfE guidance 2026 explains that reasonable force² may be used in certain circumstances. In a situation where physical intervention or restraint³ 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 always within 24 hours. A note will also be made in the pupil's notes and in the School Behaviour Log stating:

- the pupil and staff involved,
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance
- where and for how long the child was secluded - seclusion is a form of restrictive intervention and is recorded whether or not physical force is used
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts
- the reason physical intervention was considered appropriate,
- how the child was held, and for how long,
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified SEN or disability.

The Log is reviewed at least annually by the partnership to learn lessons and consider patterns of behaviour. Parents will be informed on the same day or as soon as reasonably practicable. If appropriate we can discuss with parents and pupils whether a different approach could/should be used if there were to be a subsequent incident.

Any and all incidents involving restraint are reviewed afterwards to learn lessons. Training is undertaken on a regular basis to ensure staff knowledge is consistently updated.

Parents must be informed of :

¹ Restrictive intervention refers to any physical or non physical action that limits a pupil's movement, liberty or freedom to act. This includes the use of reasonable force, physical restraint, seclusion and non force related restriction.

² Reasonable force means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances. Any use of reasonable force is an example of a restrictive intervention and may or may not involve the use of restraint.

³ Restraint is a form of restrictive intervention involving direct physical contact where the intention is to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil.



- any significant incident in which a member of staff uses force on a pupil (an incident will be significant if it goes beyond appropriate physical contact as set out in the guidance)
- any seclusion or non-force related restraint incident.
- the time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable.

If a report cannot be made to a parent because it would be likely to result in serious harm to the pupil, then it must be reported to the pupil's local authority instead.

Any anticipated need for physical intervention in Nursery or Reception will be discussed in advance with parents and reflected in an individual plan, but staff may act without prior consent where necessary to prevent harm.

Initial Intervention/De-escalation methods

Methods are to be used in all circumstances prior to physical restraint so as proactively to minimise the need to use restrictive interventions'.

- 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.
- Use of seclusion as a non-disciplinary measure – the place where the pupil is confined must not feel threatening or intimidating and the pupil must be supervised at all times and this technique must never be used for disciplinary reasons

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.
- 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

Policy reviewed and approved by the LLP on 12th January 2026

Date of next review - no later than 9th October 2026



Restraint must be terminated immediately if a 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.

Pupils with SEND

Extra precautions are taken with vulnerable pupils. Children who have been restrained previously or who are thought likely to require physical intervention will have a school IEP. Such an IEP will be communicated to all staff who interact with the child. It will set out an individual positive handling plan which will include:

- likely trigger situations,
- commonly displayed coping behaviour,
- preferred strategies and staff, and
- consideration of how restraint could re-traumatise some children.