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

**Nursery – Year 6 including EYFS.**

## Introduction and Regulatory Framework

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, Mobile phones in schools (DfE, statutory guidance under section 550C of the Education Act 1996); Searching, screening and confiscation (DfE) .

This policy is available to parents and is on the website. It should be read alongside the following School's Policies: Safeguarding and Child Protection; Online Safety and Acceptable Use; SEND; PSHE and RSE; Staff Code of Conduct; Complaints; Parent School Contract.


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## 1. Policy

Falkner House is committed to maintaining a safe, respectful, inclusive and orderly environment in which all pupils can learn, flourish and achieve their potential. The School does not tolerate discrimination, harassment, bullying or abusive conduct. The School promotes positive behaviour through its core values of Respect, Resilience and Kindness.

This policy sets out:

- The standards of behaviour expected of pupils;
- The School's approach to promoting positive behaviour;
- Procedures for preventing and responding to bullying and child-on-child abuse;
- The sanctions available where behaviour falls below expected standards;
- Arrangements for suspension and permanent exclusion;
- The School's approach to reasonable force and restrictive intervention.

## 2. Aims

**The aims of this policy are to:**

- Promote a culture of kindness, respect and inclusion.
- Safeguard pupils from bullying, harassment, discrimination and abuse.
- Support pupils in developing self-discipline and responsibility.
- Ensure behaviour is managed fairly, consistently and proportionately.
- Ensure sanctions are reasonable, age-appropriate and lawful.
- Support pupils who experience behavioural difficulties.
- Ensure reasonable adjustments are made for pupils with SEND and disabilities.
- Protect the welfare, education and safety of all members of the school community.

## 3. School Values

**Respect** All members of the school community are expected to treat others with courtesy, dignity and consideration. Respect includes: respect for fellow pupils; respect for staff and visitors; respect for differences and diversity; respect for property and the school environment; respectful behaviour online and offline**.**

**Resilience** Pupils are encouraged to: take responsibility for their actions; learn from mistakes; develop confidence and independence; persevere when facing challenges.

**Kindness** Pupils are expected to: include others; support those who may be vulnerable; act with empathy and consideration; challenge unkind behaviour by reporting concerns appropriately.

## 4. Equality, Inclusion and SEND

The School recognises its duties under the Equality Act 2010. Discriminatory behaviour, bullying or harassment related to any protected characteristic is regarded as particularly serious. Protected characteristics include: disability; race; religion or belief; sex; sexual orientation; gender reassignment; age (where applicable).

The School will make reasonable adjustments where appropriate for pupils with SEND or disabilities when implementing behaviour expectations, sanctions and support plans.

Behaviour that may arise from a pupil's disability, neurodivergence or special educational need will always be considered carefully before sanctions are imposed.

## 5. Expected Standards of Behaviour

Pupils are expected to:

- Behave safely and responsibly;
- Follow reasonable instructions from staff;
- Treat others with respect and kindness;
- Act honestly;
- Care for school property;
- Contribute positively to school life;

These expectations apply:

- On school premises;
- During educational visits;
- During sports fixtures and activities;
- While travelling on school transport;
- Online where behaviour affects the welfare of pupils or the orderly running of the School

## 6. Online Behaviour

Pupils are expected to use technology, online platforms and electronic communications responsibly, safely and respectfully at all times. The School may investigate and respond to online behaviour occurring outside school where there is a reasonable connection to the School and where such behaviour:

- affects the welfare, safety or dignity of a pupil or member of staff;
- amounts to bullying, harassment, discrimination, abuse or other misconduct;
- gives rise to safeguarding concerns; or
- is likely to have a negative impact on the orderly running, discipline or reputation of the School.

Any action taken by the School will be reasonable, proportionate and consistent with this Policy and the School's Safeguarding and Online Safety Policies.

## 7. School Rules

The School maintains a small number of clear rules:

- Pupils must treat others with respect and kindness.
- Bullying, harassment, discrimination and abusive behaviour are prohibited.
- Pupils must not endanger themselves or others and violence is never accepted.
- Pupils must follow staff instructions.
- Pupils must use technology only in accordance with School policies.
- Pupils must not bring mobile phones, smart watches or other personal electronic devices to School unless authorised to do so (as set out below)
- Pupils must not engage in conduct that disrupts learning.
- Pupils must not engage in harmful sexual behaviour, sexual harassment, sexual violence or inappropriate sexualised conduct.

The School reserves the right to investigate and respond to behaviour occurring outside school where there is a clear connection to pupil welfare, safeguarding or the orderly running of the School.

### 7.1 Mobile Phones, Smart Watches and Personal Devices

From Nursery to Year 6 on both sites, Falkner House is a mobile phone-free school for pupils throughout the school day. Phone-free means pupils may not have or use a mobile phone, smart watch, smart glasses, tablet or other personal device with internet, camera, messaging or calling functions at any time during the school day. The school day runs from the pupil's arrival on site, including Early Birds, until they leave, including after-school clubs. School-issued iPads are used only as set out in the Pupil iPad Code of Conduct and the Internet Policy.

#### Pupils who need a phone to travel

A pupil who travels to or from school independently may bring a mobile phone only where the parent has agreed this with the School in advance. The phone must be switched off and handed in to the school office on arrival. It is kept securely and returned when the pupil leaves at the end of the day. Pupils may not use the phone on site at any time.

**Medical needs, SEND and reasonable adjustments**

Some pupils need a device for a medical reason, for example a phone linked to a continuous glucose monitor. Where this is agreed with parents, the arrangement is written into the pupil's Individual Healthcare Plan. The plan states where the device is kept, who may access it and for what purpose. The School would also consider reasonable adjustments for pupils with SEND or disabilities.

**Trips, fixtures and clubs**

The same rules apply on educational visits, sports fixtures and school-run clubs. Staff leading a trip carry the school mobile for contact with the School and parents. Parents contact their child during the day through the school office, not the child's phone.

**If a pupil has a device without permission**

A member of staff will ask the pupil to hand the device over. It is switched off, labelled and kept securely in the school office. It is returned to the parent, or to the pupil at the end of the day where the Headteacher agrees. Staff will consider whether the incident raises any safeguarding concern. If it does, they report it to the DSL.

**Searching**

These rules identify mobile phones, smart watches, smart glasses, and other unauthorised personal electronic devices as banned items for which a search may be made. Only the Headteacher, or a member of staff authorised by her, may search a pupil's bag or outer clothing for these items, and reasonable force will never be used. Any search, confiscation, or examination of a device will follow the DfE's Searching, screening and confiscation guidance. Staff will not view the contents of a device without good reason; if they suspect it contains an indecent image of a child, they must not view or copy it and must report it to the DSL immediately.

**Staff and visitors**

Staff must not use personal phones or smart watches in front of pupils (see the Staff Code of Conduct), and parents and visitors are asked to keep devices put away on the premises. Rules on photographing pupils and using devices in Nursery and Reception are set out in the Child Protection and Safeguarding Policy.

**Online safety**

Pupils may not bring phones or smart watches into school as they may bypass the School's filtering and monitoring systems (see our Internet Policy for full online safety details).

## 8. Positive Behaviour and Rewards

Positive behaviour is encouraged through:

- Praise and recognition;
- Stickers;
- House points;
- Certificates;
- School Values Awards;
- Cups and prizes;
- Class reward systems;
- Leadership opportunities;
- Positions of responsibility.

The School seeks to promote positive behaviour through encouragement and support rather than punishment wherever possible.

## 9. Bullying and Child-on-Child Abuse

### Bullying:

- Is unwanted, aggressive behavior characterized by a real or perceived power imbalance. Such behaviour may be on a one off or is repeated or has the potential to be repeated over time.
- Involves the intentional use of power to control, harm, or distress another individual physically, psychologically, emotionally, or socially.
- Can involve bystanders who can become complicit in the behaviour.
- Can emotionally, damage the bully - psychologically emotionally, or socially

### Zero-Tolerance Approach

The School adopts a zero-tolerance approach to bullying and child-on-child abuse. All allegations will be taken seriously and investigated appropriately. Such behaviour will never be dismissed as:

- Banter;
- Part of growing up;
- A joke;
- Boys being boys;
- Girls being girls.

### Child-on-child abuse may include:

- Bullying;
- Cyberbullying;
- Prejudice-based bullying;
- Sexual harassment;
- Sexual violence;
- Physical abuse;
- Emotional abuse;
- Coercive behaviour;
- Harmful sexual behaviour;
- Online abuse.

## 10. Reporting Concerns

**Pupils** are encouraged to report concerns to: any member of staff; their form teacher; the Headteacher; the DSL; their parents.

**Staff** must report concerns promptly in accordance with safeguarding procedures.

**Prevention** The School seeks to prevent bullying and abuse through: PSHE /RSE education; assemblies; careful supervision; positive relationships; pupil leadership programmes; online safety education; staff training; regular safeguarding reviews.

**Investigation** Where concerns arise: Information will be gathered promptly; relevant pupils will be spoken to separately; appropriate records will be made; safeguarding implications will be assessed; parents will be informed where appropriate; support will be provided to affected pupils. The DSL and Headteacher will be informed of serious incidents.

Where there is reason to believe a child may be suffering or likely to suffer significant harm, safeguarding procedures will be followed, including referral to children's social care and/or the police where appropriate.

## 11. Behaviour Recording and Monitoring

Behaviour concerns are recorded in: pupil notes; the School Behaviour Log.

Records will be maintained in accordance with data protection requirements. The Headteacher and DSL will regularly review behaviour records to identify patterns, emerging concerns and pupils requiring additional support.

## 12. Behaviour Support

The School recognises that some pupils may require additional support. The aim is to support positive change and reduce the risk of future incidents. Support may include: behaviour support plans; individual risk assessments; SEND interventions; pastoral support; adjustments to supervision arrangements; collaboration with parents; external professional advice.

## 13. Sanctions

**Sanctions may include:**

- **V**erbal reminder;
- Reflection or restorative conversation;
- Loss of privilege;
- Temporary removal from an activity;
- Time away from a class or playground activity;
- Written apology;
- Meeting with parents;
- Behaviour contract;
- Confiscation of an unauthorised electronic device, which is kept securely in the school office and subsequently returned to the parent;
- Removal of authorised electronic device e.g iPad and a return to paper and pencil for an appropriate period;
- Internal suspension;
- Suspension;
- Permanent exclusion.

Sanctions will: be proportionate and age-appropriate; take account of individual circumstances e.g.SEND and disability; Corporal punishment or humiliation is never used or threatened

## 14. Staff Training

The School will ensure that staff receive appropriate guidance and training in behaviour management, de-escalation and, where appropriate, restrictive intervention. The School will regularly review incidents and training needs to ensure that practice remains lawful, safe and consistent with current guidance and safeguarding

## 15. Monitoring and Review

The Headteacher, DSL and School leadership will review on an annual basis

- Behaviour records;
- Bullying incidents;
- Restrictive intervention records;
- Suspension and exclusion data;
- Emerging safeguarding trends.

The School reviews this policy annually and sooner where changes in legislation, statutory guidance, inspection requirements or school practice require.

Policy reviewed and approved by the LLP on 13th November 2026. To be reviewed - no later than 13th November 2027

# Appendix 1

## Reasonable Force[1] and Restrictive Intervention[2]

This Appendix should be read alongside the School's Behaviour Policy, Safeguarding and Child Protection Policy, SEND Policy and relevant Department for Education guidance.

## 1. Purpose

Falkner House is committed to maintaining a safe environment for all pupils and staff. The School seeks to prevent situations requiring physical intervention through positive relationships, careful supervision, effective behaviour management and de-escalation strategies. Restrictive intervention must only be used as a last resort where it is necessary, reasonable and proportionate. It must never be used as a punishment or to cause pain, humiliation, intimidation or distress.

## 2. Principles

The School's approach is based upon the following principles:

- The welfare and dignity of the child are paramount.
- Restrictive intervention should be avoided wherever possible.
- De-escalation and preventative strategies should always be considered first.
- Any intervention must be reasonable, necessary and proportionate to the circumstances.
- The least restrictive option should always be used.
- Any intervention should last only for the shortest time necessary.
- Restrictive intervention must never be used as a disciplinary sanction.
- Staff must take account of a pupil's age, understanding, SEND, disability, medical needs and any known trauma history.
- Staff training is an important part of ensuring the school's approach - the words used and general manner of all the staff is critical.

[1] 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.

[2]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.

## 3. Preventative and De-escalation Strategies

Before considering physical intervention, staff should use appropriate preventative and de-escalation measures wherever practicable, including:

- Calm and clear verbal communication;
- Active listening;
- Reassurance and encouragement;
- Offering choices where appropriate;
- Redirecting attention;
- Allowing time and space for the pupil to regain control;
- Adjusting environmental factors where possible;
- Seeking assistance from another member of staff;
- Implementing strategies contained within a pupil's Behaviour Support Plan or Positive Handling Plan.

The use of restrictive intervention should be avoided if the situation can be safely managed through other means.

## 4. Circumstances in Which Reasonable Force May Be Used

Reasonable force may be used only where it is necessary to:

- Prevent a pupil from causing injury to themselves;
- Prevent a pupil from causing injury to another person;
- Prevent serious damage to property;
- Prevent the commission of a criminal offence;
- Prevent behaviour that presents a significant risk to the safety, welfare or good order of the School;
- Remove a pupil from a classroom or other area where lawful and necessary to do so.

Staff must use the minimum force necessary to achieve the legitimate aim. Total full body restraint, used to completely immobilise movement is always a last resort

## 5. Restrictive Intervention

Restrictive intervention may include physical contact intended to:

- Guide a pupil away from danger;
- Prevent injury;
- Prevent serious property damage;
- Maintain safety during an emergency.

Any intervention must be:

- Necessary;
- Proportionate;
- Appropriate to the circumstances;
- The least restrictive option available.

The School does not authorise techniques that:

- Intentionally inflict pain;
- Restrict breathing;
- Obstruct airways;
- Restrict communication;
- Create a foreseeable risk of injury.

## 6. Separation and Supervision

In exceptional circumstances, a pupil may need to be separated from other pupils and asked to move to another room on their own in order to prevent harm or serious disruption.

Any such separation must:

- Be lawful, necessary and proportionate;
- Never be used as a punishment;
- Be continuously supervised by staff;
- Be reviewed regularly throughout the incident;
- End immediately when the risk has reduced and the measure is no longer necessary.

The pupil's welfare must be monitored at all times.

## 7. Health and Safety

Any restrictive intervention must cease immediately if a pupil shows signs of medical distress, including: difficulty breathing; vomiting; loss of consciousness; seizure activity; significant physical distress.

Where necessary, first aid will be provided and emergency medical assistance sought without delay.

If a situation is assessed as presenting a serious risk to staff or pupils, staff should prioritise safety, seek assistance immediately and follow emergency procedures.

## 8. Pupils with SEND or Additional Needs

The School recognises that some pupils may have needs which increase the likelihood of behavioural distress or dysregulation. Where appropriate, the School may implement: a behaviour support plan; a positive handling plan; a risk assessment; individual support strategies.

Such plans which will be reviewed regularly and shared with relevant staff.may identify:

- Known triggers;
- Early warning signs;
- Preferred de-escalation approaches;
- Appropriate support strategies;
- Any agreed approaches to physical intervention where necessary.

## 9. Recording Incidents

Any significant incident involving reasonable force, restrictive intervention or separation must be recorded as soon as reasonably practicable and normally within 24 hours. If physical intervention or restraint[3] 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 and School Behaviour Log as soon as possible and always within 24 hours stating:

- The names of the pupil and staff involved
- The date, time and location of the incident;
- The duration of the intervention;
- A description of the behaviour giving rise to the incident;
- Any known triggers or contributing factors;
- De-escalation strategies attempted;
- The reason the intervention was considered necessary;
- The nature of the intervention used;
- Any injuries sustained by pupils or staff;
- Any medical treatment provided;
- Any safeguarding or SEND considerations;
- Any follow-up actions required.

Records will be stored in accordance with the School's record-keeping and data protection procedures.

## 10. Informing Parents

Parents will normally be informed on the same day, or as soon as reasonably practicable, whenever:

[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.

- Significant force has been used;
- A restrictive intervention has occurred;
- A pupil has been separated from others as a protective measure;
- An injury has occurred.

Information provided to parents should include:

- The date, time and location of the incident;
- A brief description of what occurred;
- Why intervention was considered necessary;
- Any injuries sustained;
- Any follow-up support or actions proposed.

Where informing a parent would place a child at risk of significant harm, the School will act in accordance with safeguarding procedures and seek appropriate advice.

## 11. Post-Incident Review

All significant incidents involving restrictive intervention will be reviewed by the Headteacher or a designated senior leader.

The review will consider:

- Whether the intervention was necessary and proportionate;
- Whether alternative strategies could have been used;
- Any lessons learned;
- Whether additional support is required for the pupil;
- Whether amendments are required to risk assessment or Individual Support Plans (ISPs)
- Whether additional staff training is required.
- Where appropriate, pupils and parents will be involved in discussions about future support and preventative strategies.

# Appendix 2

## Suspensions and Exclusions

This Appendix should be read alongside the School's Complaints Policy,

### 1. Principles

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.
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.

Suspension and permanent exclusion are serious sanctions and will be used only where 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 Headteacher will:

- Investigate thoroughly;
- Consider all available evidence;
- Give the pupil an opportunity to respond;
- Consider any safeguarding, SEND or equality issues;
- Ensure decisions are fair, lawful and proportionate.

### 2. Reasons for Suspension (temporary) or Exclusion (permanent):

- 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;
- Serious disruption occurs;
- Previous interventions have been unsuccessful.
- 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.

## 3. Suspension - Temporary

The suspension will be for the shortest appropriate period.

## 4. Exclusion - permanent

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 the very last resort, or it will be in response to a very serious breach of school rules as listed in the Behaviour Policy Permanent exclusion may be considered where:

- There has been a very serious breach of school rules;
- Allowing the pupil to remain would seriously harm the welfare, education or safety of others;
- The School can no longer reasonably meet the pupil's needs despite appropriate interventions.

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;
- 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.

## 5. Parents

Where a suspension or permanent exclusion is imposed, parents will be informed promptly in writing of:

- The reasons for the decision;
- The duration (for suspensions);
- Arrangements for education during the period;
- The right to appeal. Parents may appeal a suspension or permanent exclusion under Stage 3 of the School Complaints Policy.

## 6. Pupils with Special Educational Needs (SEN) and Disabled pupils

The school takes account of any SEN 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.

## 7. 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.

## 8. Contractual Removal from School

Where permitted by the Parent School Contract, the School may require a pupil's removal from the School in circumstances where:

- The School can no longer meet the pupil's educational needs;
- Relationships between the School and parents have irretrievably broken down;
- Continued attendance is no longer in the best interests of the pupil or wider school community.

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 contractual removal and fees in lieu of notice will not be charged but all outstanding fees will be payable in full. Such removal is distinct from permanent exclusion and will be conducted in accordance with contractual arrangements and principles of fairness.

## 9. Marking Attendance Registers Following Suspension or Exclusion

Attendance registers will be completed in accordance with current statutory attendance guidance.

## 10. 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.

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