

## **FALKNER HOUSE BEHAVIOUR POLICY including PREVENTION of BULLYING AND HARASSMENT (NURSERY – Year 6) DCSF Standard 3.2 a & d**

**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 Reception girl to provide a link across the age range.
- Older 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 headteacher has overall responsibility for school discipline.

### **The school has only a few rules.**

- 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 17 or 19 Brechin Place
- Poor behaviour or bullying (see prevention of bullying policy) is unacceptable and is not tolerated

### **Rewards**

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

### **Sanctions**

- Verbal criticism
  - a. form staff, then,
  - b. Headteacher, then,
  - c. Involvement of parent then,
  - d. 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
- Serious incidents are noted in child's red file notes and with links to a discipline list
- Apology letter from child
- Sending home for the rest of the day
- Suspension or exclusion could be used in extreme circumstances e.g. severe and persistent bullying following normal guidelines
- If kit is forgotten, younger pupils (R - Year 4) may sometimes be allowed to telephone home to ask for it to be brought in but, if unavailable, the pupil is withdrawn from that activity and provided with a substitute task.
- Corporal punishment is NEVER used (and has NEVER been used)
- 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 himself)'. Staff are also able to restrain pupils from engaging in certain activities

The Lower School co-ordinator (Lisa Day) is responsible for EYFS behaviour management issues to provide guidance to staff and to access expert advice if ordinary methods are not effective with a particular child

**Mrs Anita Griggs Headteacher reviewed 23<sup>rd</sup> March 2010**

## PREVENTION OF BULLYING

Falkner House defines bullying as the sustained exercise of power by an individual or group over another individual or group in a manner that causes unhappiness. This 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.

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
2. Any such information given to a member of staff must be passed onto the relevant form teacher as soon as possible
3. Attention should be paid by staff even to minor incidents (an unpleasant remark for example)
4. Small scale harassment must not be allowed to develop into bullying
5. 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
6. If matters seem to be other than very minor, the Headteacher should be involved immediately
7. The Headteacher will then pursue the matter, involve parents and apply sanctions as appropriate

Bullying behaviour might include:

- Hitting, kicking, pushing, spitting
- Name calling, taunting, teasing, insulting, “snide” remarks, putting people down. This could include comments mocking disabilities, religions, cultures or of a homophobic, sexual / sexist or racist nature
- Intimidating, isolating or exclusion from a group
- Spreading rumours or writing unkind notes (including cyber bullying i.e. social networking, email or text messages)
- Taking, damaging or hiding belongings

Bullying behaviour as listed above can be in person but equally can be cyber - 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 daughters' cyber activities and to monitor their use of the internet, emails etc.

With any type of bullying, the deleterious effect on the victim needs 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. 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. 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 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 PHSE 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.

A written record is kept of pupils involved in serious disciplinary matters and who have either bullied or been bullied detailing the circumstances and the actions taken. The sanctions for bullying are detailed on the Behaviour Policy. Serious disciplinary matters are rare at Falkner House but careful note is taken of any trends or patterns and appropriate corrective action is always taken.

Policy drawn up with reference to DCSF *Safe to Learn – embedding anti-bullying work in schools*