



***FALCONHURST
SCHOOL***

Behaviour Policy

This policy was approved by Standards and Pupil Support Committee on 2.03.2016

DATE OF NEXT REVIEW: Spring Term 2017

Behaviour Policy

Contents:

Page 2	Part 1. Rationale
Page 5	Part 2. Principles
Page 11	Part 3. Principles into Practice
Page 17	Appendix 1 – Report Card Templates & FIT Referral Form
Page 22	Appendix 2 - Anti-Bullying Policy
Page 27	Appendix 3 - Lunchtime Principles & Practice

Part 1 – Rationale

We aim to create an ethos which is caring, free from bullying and racial/sexual harassment, which provides a feeling of security and safety for all children. This will be achieved through a consistent approach to enabling children to appreciate the link between choice and consequence by the adoption of Restorative Practices throughout school. Integral to this disciplined approach are rules, rewards, sanctions and effective dialogue with children throughout the day. Our curriculum (particularly in Personal and Social Education) enables children to discuss issues which may arise in their daily lives and which they must have the confidence to deal with positively.

The policy is a result of our belief that we should all promote positive behaviour within school and develop ways of recognising and rewarding this. It will support the children and adults in school, offering guidance on our expectations of, and rewards for, acceptable behaviour. It also explains how we discourage and deal with unacceptable behaviour. Falconhurst aims to build positive relationships in school by having community circles in every classroom twice a day.

- ♦ **We believe that when a child demonstrates unacceptable behaviour it is the act that is unacceptable and not the child.**
- ♦ **We believe that it is our responsibility to promote acceptable behaviour and not merely to respond to unacceptable behaviour.**
- ♦ **We believe that behaviour can be learned and, hence, taught.**
- ♦ **We believe that we have a degree of control over the situations which may precede unacceptable behaviour and therefore recognise that we should anticipate these situations and minimise their effect by looking carefully at the physical environment, the curriculum offered and the organisation of teaching and learning.**

In Falconhurst we follow a Good to be Green Behaviour Scheme. It is a positive behaviour system which provides:

- a consistent and fair approach to behaviour management;
- clear systems to reward good behaviour and consequences for inappropriate behaviour;
- children with the opportunity to take ownership of their behaviour and their rewards.

Good to be Green Principles:

The Good to be Green scheme consists of a behaviour chart in each classroom and each child having a green, yellow, and red consequence card.

The object is for the child to stay on the green card all day (Good to be Green) with associated rewards of Do-Jo points, verbal praise, certificates and stickers from staff

within school, including the Deputy and Head Teacher. Children will be expected to adhere to the school rules and they will understand that there are consequences when making inappropriate behaviour choices. A yellow card is to be seen as a warning/support card and a red card as a consequence card. We are also mindful in our school that external forces, (disruption at home etc...) can contribute to a child's adverse responses in school. In our school we use our professional knowledge of the children and advice from Learning Mentors, Phase Leaders or Senior Leaders to ensure delivery of a rational response. Vulnerable children thrive on consistency; however unexpectedly vulnerable children need understanding before actions.

For any children who are able to achieve 'Good to be Green' all week they will get 45 minutes REWARD time with the teacher in their own class or across their phase (this is decided and organised by the Phase Leader). This will be on Friday from 2:00 p.m. to 2:45 p.m.

Serious incidents, such as; fighting, deliberately hurting a child/adult, abusive or threatening behaviour towards children/adults will be deemed a serious breach of this behaviour policy and could lead to exclusion. Children deemed to be at risk of exclusion should be risk assessed and strategies put in place immediately. This will be written by the Inclusion lead in consultation with the class teacher and other staff supporting the child. At any time concerns are escalated a FACT or FACT plus must be completed and corrective actions implemented so that advice and/or referrals can be made to BESD specialist teacher team through the Inclusion lead.

Teachers are responsible for positively modelling and managing the behaviour in class. TAs should work closely with teachers to strongly model the expected behaviours and agree the level of sanctions.

There must be consistency from all staff on when red cards are issued. If report cards are to be effective the Behaviour Policy must be adhered to with clarity and consistency especially when several adults work within the same class.

As a final resort the Headteacher may consider exclusion but this will be determined by the legal guidelines. All efforts to avoid excluding a child will be made including referral to Children and Family Practice to support a child and family. Any safeguarding concerns should be reported to the Headteacher.



FALCONHURST SCHOOL

Part 2

Principles

Principles

ENCOURAGEMENT OF GOOD BEHAVIOUR:

Everyone will:

- recognise and praise good behaviour as it occurs – LOUD PRAISE - QUIET REPRIMAND.
- try to ensure that criticism is **constructive and positive**, rather than negative and destructive; explain and demonstrate the behaviour we wish to see
- encourage children to be responsible for their own behaviour, let parents know about their children's behaviour, reward individual children and groups of children for behaving well.

We believe that good behaviour should be recognised through rewards and privileges. These may include but may not exclusively be:

- awards of DoJo points, Good to be Green Certificates or Certificates of Achievements throughout the school; awards of stickers from class teachers, the Deputy Headteacher or Headteacher
- Credits (for Y6 children only)
- opportunities for greater responsibility in school
- sharing good work or behaviour with members of staff
- public praise in front of peers
- Reward Time on a weekly basis/daily basis for reception and nursery
- Pupil of the Week Assembly on a weekly basis
- Postcards sent home for particularly good work or behaviour
- Good Day Stamps are awarded when there are no concerns raised about homework, uniform, P.E. kit or reading and children have remained on Green all day. Certificates for Good Day stamps are given at the end of each term; Bronze = 85%-89% GD stamps, Silver = 90-94% GD stamps, Gold = 95%+ GD stamps

All children have the right to be included in all areas of school life including trips and offsite visits. Children raising a concern should be risk assessed and strategies discussed with the Headteacher who will make the final decision.

- Falconhurst School follows the restorative principles and staff use restorative language when dealing with conflict. We always ask “What happened?” rather than “Why?”

- Circles occur in the morning and at home time in **every classroom** to build communities.

“TIME OUT”

Sometimes it may be necessary to give children “Time Out” either in another classroom (ideally the year group partner), or at break times, with the class teacher. Children should not be left unattended at any time. The “Time Out” period allows all parties involved some breathing space and time to reflect. The period can vary in terms of time but will normally be for an appropriate part of one school day.

Break-time Behaviour.

Children are expected to behave in a safe and friendly manner during break-times. Staff on break-time duty should engage children in suitable games whenever possible and use the time to get know children they might not otherwise have contact with.

Praise for appropriate play should be lavishly used.

- Children mis-behaving at break-time are spoken to and reminded about positive behaviour.
- Conflicts should be approached using restorative language.
- Continued misbehaviour following a discussion or advice should be responded to with ‘time out’ on a bench or a suitable place chosen by the adult dealing with the incident.
- Serious incidents can be managed by longer ‘time out’ sessions, walking around with a member of staff or in the case where a child needs to be removed from a situation to prevent a fight or further deterioration of behaviour they can be escorted into school to a designated space. This might be to the Learning Mentors’ room or another designated area where the child can be helped to calm down.
- A senior member of staff should be informed of all serious incidents.
- All staff on the playground duty rota must be on time and proactive in engaging children and manage incidents of poor behaviour. Sending children in unescorted to be dealt with by another colleague will not support the restorative principles of our behaviour policy.

Managing behaviour is everyone’s responsibility and all efforts to resolve any break-times issues should be made to ensure children have the best chance of returning to the classroom ready to learn.

Break-time/Playtime incidents are to be treated individually and separately from the classroom.

Staff on CPD or agreed absence should ensure all duties are covered.

BULLYING

“The wilful, conscious desire to hurt, threaten or frighten someone”

Bullying can be physical, verbal or non-verbal in nature. Physical assault to varying degrees of severity is distressing but verbal abuse is also painful. Name-calling, teasing, taunting, rude gestures, intimidation and extortion are all forms of bullying. Deliberately ignoring people or leaving them out of activities are forms of non-verbal bullying. Membership of a “gang” may constitute bullying and will be dealt with accordingly. As such, a record of membership will be kept on record.

Bullying takes place on more than one occasion and is persistent in its nature. Isolated incidents are also serious and are dealt with appropriately but we recognise the difference between those occasions and bullying.

At Falconhurst, **we will not tolerate bullying in any form**. All incidents of bullying which occur in school will be recorded. In each case the bully (or bullies) will be dealt with in accordance with the sanctions set out in this Behaviour Policy. Bullies will be offered help/advice to address their needs which may include individual work on self-esteem, anger management and emotional intelligence. Parents will be informed and may be included in any support programme if thought appropriate.

The victims of bullying will be dealt with sympathetically as a matter of course and will be supported and taught strategies to recognise and manage feelings and emotions. Key members of staff will be identified as a point of contact for any pupil recognised as being in need of longer term support. Parents will be informed and may be included in any support programme if thought appropriate.

Incidents of bullying that occur out of school will be investigated in the same way by a senior member of staff. Consultation with outside agencies will be considered if deemed appropriate.

Anti-bullying education will be delivered as an integral part of the PSHE curriculum.

For further information please see the school’s Anti-Bullying Policy (Appendix 2).

Learning Mentors

- Learning mentors can be consulted by any member of staff for advice to support children experiencing difficulties in managing their behaviour.
- They are not available to receive children unannounced who need to be removed from class as they may be involved in other work.

In this scenario a child may be requested to move to another classroom or if the situation is escalating a message should be sent for either a Phase Leader or

other senior member of staff to remove the child. They can then be taken to another room to calm down and the availability of a learning mentor ascertained.

- If a child continues to be a concern at lunchtimes and receives five red cards in a half-term, or is involved in several incidents over a two week period, Learning Mentors will arrange to meet with parents to discuss concerns and write a plan of positive behaviour. This may also involve contributions from a class teacher or senior member of staff.

SCREENING, SEARCHING AND CONFISCATION

School staff can search a pupil for any item banned under the school rules, if the pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, **without consent**, where they suspect the pupil has certain prohibited items.

Prohibited items under this power are knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images, any article likely to be used to commit an offence/cause personal injury or property damage.

Banned items are any items defined in the school rules as items for which a search may be made

Confiscation:

School staff can seize any prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

The powers to search are compatible with schools' obligations under the European Convention on Human Rights (ECHR) – Article 8. Interference must be just and proportionate.

REASONABLE FORCE

All members of school staff have a power to use force and lawful use of power will provide a defence to any related criminal prosecution or other legal action.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

The decision to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Reasonable force can be used to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction so to do;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- restrain a pupil at risk of harming themselves through physical outbursts;
- search pupils without consent for prohibited items.

The use of reasonable force will always be recorded. The school will decide whether it is appropriate to report the use of force to parents, based on the individual circumstances of each case. If it is considered prudent not to inform parents advice should always be taken from Milton Keynes MASH team and detailed accurate records taken including all witness statements.

School cannot use force as a punishment – that is always unlawful.

RESTRAINT OF PUPILS

We recognise that there are occasions when restraint of a pupil may be necessary. We are guided by DfEE Circular 10/98 and by the ECHR. Incident reports should always be completed and any injuries treated recorded in the accident book which is submitted to MKC's Health & Safety department. Incident reports can be obtained from the Deputy Headteacher.

OFF SCHOOL PREMISES

The school is responsible for ensuring all non-criminal misbehaviour that is witnessed by a staff member or reported to the school will be dealt with using sanctions that would be adhered to within school.

Teachers may discipline pupils for misbehaviour when:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school.



Part 3

Principles into Practice

Reception and Nursery can reward appropriate behaviour and for following the Green Rules with stickers, Do-Jo points and verbal praise. They will have a 5 minute reward time at the end of each session (morning and afternoon) so the children can see an immediate positive consequence for their choices and actions.

Yellow and Red cards are replaced by 'time out' on a yellow or red chair. (5 minutes for yellow and 10 for red). The adult using this sanction must talk through with the child the behaviours that got them into that situation and make it a learning opportunity by ensuring that the child clearly understands what 'Good choices' in this situation look like. All behaviour management strategies must be appropriate and proportionate for the age and understanding of the child. As a rule of thumb, minor misdemeanours like mistreating equipment, defying adult instructions (more than once), ignoring adults etc... will be a yellow consequence. Any action that deliberately hurts another child or continued behaviours deemed 'yellow' should be treated as more serious and as a red consequence. Any time on a red chair means no Reward time more than twice on a yellow chair in one session means a red chair. The Phase Leader must always be made aware of adult interventions in behaviour management but each adult has a responsibility to help children make the right behaviour choices. The most effective model for young children is consistency, moderation, calm response and heaps of praise when they get it right.

Falconhurst's Green Rules:

In school we:

- 1 are gentle, kind and helpful with our words and actions
- 2 work hard and always try our best.
- 3 look after property.
- 4 listen to people.
- 5 are honest.

These are the school rules however a class should discuss their own clear rules and have them displayed.

Key Stage 1 should follow the format of EYFS whenever the age and understanding of the child would indicate this to be appropriate.

Some children will respond to closer monitoring through the use of yellow and red cards including a report card. Teachers should use their knowledge of the child and professional judgement but the behaviours seen must always be discussed with the child so they develop a clear understanding of the rules and the consequences if they breach them but that most importantly they understand the positive choices they can make that will help them to be Green all week.

The sanctions and consequences of chairs or cards should be consistently managed. In KS1 children in receipt of 2 yellow cards in one week or 1 red card should sit out of Reward time. If children have been managed through the chairs as appropriate to their understanding they should sit on the chair at the beginning of Reward time as a reminder of previous inappropriate choices but the class teacher will decide the length of time that will be meaningful. There may need to be a reminder of the behaviours seen and what the preferred behaviours look like.

Close liaison with parents is always very powerful but teachers will again use their knowledge and professional judgement. Phase Leaders must be consulted if parent meetings are required to discuss behaviour.

In all areas of the school there could at any time be a child for whom the rewards and sanctions of this policy will not be effective. They are in need of something much more personal to them and will require the direct support or intervention of a Learning Mentor or outside agency. These children are likely to be known and discussions with senior staff and or parents will have taken place with the expectation that all staff will be aware of the need for specific strategies to help them.

A Report Card may not always be appropriate in KS1 but if teachers think it will be effective the following consequences should stand.

Good to be Green Consequences – for the classroom.

1. When a child makes an inappropriate behaviour choice they will be given a verbal/look reminder by the teacher, reinforcing positive expectations.
2. If the child continues to demonstrate unacceptable behaviour (only needs to be repeated once) they will be given a yellow warning card to add to the chart at their name **along with a reminder of what positive choices are expected.**
3. If despite these reminders the child continues to choose to behave in an unacceptable manner they will be given **one** further verbal/look reminder and if there is still no improvement in behaviour then a red consequence card will be issued.
4. Once a red card is issued the child is put on a Level 1 report card. When a Level 1 report card is issued the child must be sent to discuss it with the **Phase Leader** during a “break” in lessons. They will still return to green after each break once the report card has been issued.
5. If a Level 1 report card is not completed successfully then a discussion with the Deputy Headteacher will take place.
6. If a pupil **deliberately** hurts another child this will result in an immediate red card and a Level 2 report card which will be a discussion with the Deputy Headteacher in the first instance. Parents of any child involved in this will be advised by telephone or face to face at the end of the day by the class teacher.

Supporting making the right choice and positive reinforcement:

At the beginning of each day each child will be given 5 DoJo points, if they receive a yellow card 2 points will be removed as a consequence. If they receive a red card 5 points will be removed.

After each break in the day i.e. break and lunchtime every child will return to Green to allow them to make the correct choices. DoJo points are not reinstated but can be earned and added for appropriate behaviour.

For EYs and KS1 read **chairs** for **cards** if used.

Teachers will keep a Behaviour file and record any child that has reached a yellow or red card after a session (This record will be required at the end of each half-term to produce certificates so it is important that accurate records are kept.)

Children will get their Good Day Stamp if they stay Green all day.

- Children achieving Good to be Green for the week will receive a sticker at the **end of the week** in their Homework diary for parents/carers to see.
- Children who have been 'Green' for two consecutive weeks receive a praise pad certificate.
- Children achieving three consecutive weeks receive a rubber.
- Four consecutive weeks a pencil.
- Five consecutive weeks a class Dojo shout out.
- Children achieving six consecutive weeks will have extra playtime.

This returns to the start each half-term. Children have to be Green for the whole week to get their prize – no yellow or red recorded at all. If they are good for three weeks and then have a yellow or red recorded, they don't get anything for the week which has the yellow or red recorded, and then return back to Week 1 prize the following week if they are Green again.

- Children will receive a Good to be Green Certificate at the end of each ½ term if they have remained Green.
- Certificates for achieving 50, 100, 150, 200, 250, 250+ etc..... will be awarded each half-term.

Learning Mentors will collect the numbers from teachers and organise certificates. Accurate record keeping by teachers is required.

There will be an end of year reward/treat for any child who has been Green all year.

Report Cards (see Appendix 1)

This is a five-day monitoring sheet split into the sessions for each day. A child on report must get each session (including playtime) marked by a member of staff. Parents are also to be advised of the Report card at this stage so that they can reinforce the expectation of positive behaviours at home.

All sessions should be marked **G**, **Y** or **R**. (Green, Yellow, Red)

Symbols such as 😊 or ☹️ should **not** be used. This is to ensure consistency.

A teacher or mentor must mark the card **G**, **Y** or **R** at break time. If the report card is marked with **Y** or **R** an appropriate comment on the child's behaviour must be written.

- If the child is successful on a Level 1 report card they will come off report.
- A Level 1 report card is **not successfully completed if 3 Yellow cards or 1 Red card** are issued during the 5 days.
- An unsuccessful Level 1 card results in a second level 1 monitored by the Deputy Headteacher. A third unsuccessful Level 1 Report card will trigger support from Learning Mentors (although this may be beneficial before this stage and would follow a referral to the FIT meeting.) This would also trigger a Level 2 report card.
- When a Level 2 report card is issued the child must be sent to discuss it with Mrs Aird during a "break" in lessons. The class teacher must contact the parents to arrange a meeting at which the child's behaviour will be discussed. It is imperative that class teacher/parent dialogue is established at this stage so that parents are informed about the behaviours being presented in school, are given strategies that they might employ to support school and are warned about the potential consequences of repeated unsuccessful report cards.
- The child will also receive an after school detention for the following Thursday which will be supervised by a Learning Mentor and a senior teacher.
- If a Level 2 report card is successful they return to a Level 1 report card to spend another 5 days of monitoring their behaviour with the Deputy Headteacher.
- A Level 2 report card is **not successfully completed if 2 Yellow cards or 1 Red card** are issued during the 5 days.
- An unsuccessful Level 2 report card will result in a further meeting with parents and may lead to removal from class to work somewhere else in school or a fixed term exclusion involving lunchtimes or another appropriate sanction agreed with the Headteacher. This is expected to be a rare occurrence and all other strategies to reduce unacceptable behaviours should have been explored. As a matter of course all incidents of behaviour will be managed through restorative practice.

A record of the discussions at this meeting will be given to the parents and a copy kept on the child's file.

Following completion of sanctions and Reports parents will be invited to attend a second meeting where strategies to reduce the risk of further incidents will be agreed. The same members of staff should be present at both meetings whenever possible. Referral to specialist teacher or other professional maybe a consideration at any time for behaviours that escalate or become long term concerns.

REVIEW:

This policy will be reviewed every autumn term to ensure that everybody reads and understands the policy.

Next review: Spring Term 2017

Report Card Templates
&
FIT Referral forms

Level 1 Report

Choice that you are going to change:

Name: Class: Start End

A completed report card needs to be taken to the Deputy Head teacher BEFORE the child can finish their report. Lost report = start again.

	Session 1	Session 2	Break	Session 3	Session 4
Day 1					
Day 2					
Day 3					
Day 4					
Day 5					

Remember it's 'Good to Green' so make sure there are no more than 3 yellow cards and no Red cards!

Please state Green (G), Yellow (Y) or Red (R)

Reason to continue Report:



My steps to success are:

1. _____
2. _____
3. _____

Level 2 Report

Choice that you are going to change:

Name:

Class:

Start End

A completed report card needs to be taken to the Deputy Head teacher BEFORE the child can finish their report. Lost report = start again.

	Session 1	Session 2	Break	Session 3	Session 4
Day 1					
Day 2					
Day 3					
Day 4					
Day 5					

Remember it's 'Good to Green' so make sure there are no more than 3 yellow cards and no Red cards!

Please state Green (G), Yellow (Y) or Red (R)

Reason to continue Report:



My steps to success are:

1. _____
2. _____
3. _____



Falconhurst

"Aim High"

Falconhurst Inclusion Team Referral

Child's Name:	DOB:	Year :
Referred By:	Date:	
SEN : Yes/ No	Area of SEN:	
Description of Concern:		
Strengths and Skills of the Child:		
Any known medical condition:		
'in- class' strategies used and how successful have they been: (has a FACT or FACT Plus been completed?)		

<p>Details of any discussion with parents</p>	<p>Action Taken During Discussion in FIT Meeting: Next Steps.....</p>
---	---



FALCONHURST SCHOOL

ANTI-BULLYING POLICY

KIDSCAPE www.kidscape.org.uk

Falconhurst School supports the work of Kidscape and is happy to acknowledge adoption of their sample Anti-Bullying Policy

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet ,such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera and video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"

- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Procedures

1. Report bullying incidents to staff
2. In cases of serious bullying, the incidents will be recorded by staff
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- 2) In serious cases, suspension or even exclusion will be considered
- 3) If possible, the pupils will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

We will use KIDSCAPE methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract

- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays (or using KIDSCAPE role-plays)
- having discussions about bullying and why it matters

Policy last revised: **Spring Term 2016**

The schools E- Safety Policy (also part of the schools Safeguarding Policy) recognises cyberbullying is distressing and provides support for victims. Pupils and staff are made aware of safe practice and prevention strategies they can use.

HELP ORGANISATIONS:

(CEOP – Child Exploitation and Online Protection) www.thinkuknow.co.uk

Advisory Centre for Education (ACE) 0808 800 5793

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online www.bullying.co.uk

ChildLine 0800 1111

www.NSPCC.org.uk

www.Childline.org.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Appendix 3



FALCONHURST SCHOOL

Lunchtime Principles & Practice

MIDDAY SUPERVISORS:

- We recognise that some instances of inappropriate or unacceptable behaviour occur during the lunchtime period. For this reason we operate a 'time out' and red card system which allows the MDS to manage day to day inappropriate or rough play.
- The MDS, Learning Mentors, support staff and teaching staff work closely to support children who find lunchtime difficult.
- The MDS also carry stickers and certificates which are used to reward good behaviour. They can reward children with cubes which are put in a classroom cube jar. The class with the most cubes at the end of the half term will get a reward.
- All MDS have positive behaviour management training and Restorative Practice training. They are aware of the Playground Golden Rules which the children should be following outside.
- MDS have monthly meetings to discuss problems in the playground or new initiatives are all are expected to attend.

A child will be escorted off the playground if they are putting themselves or others in danger. MDS should request support from a senior member of staff if required to assist with bringing a child inside.

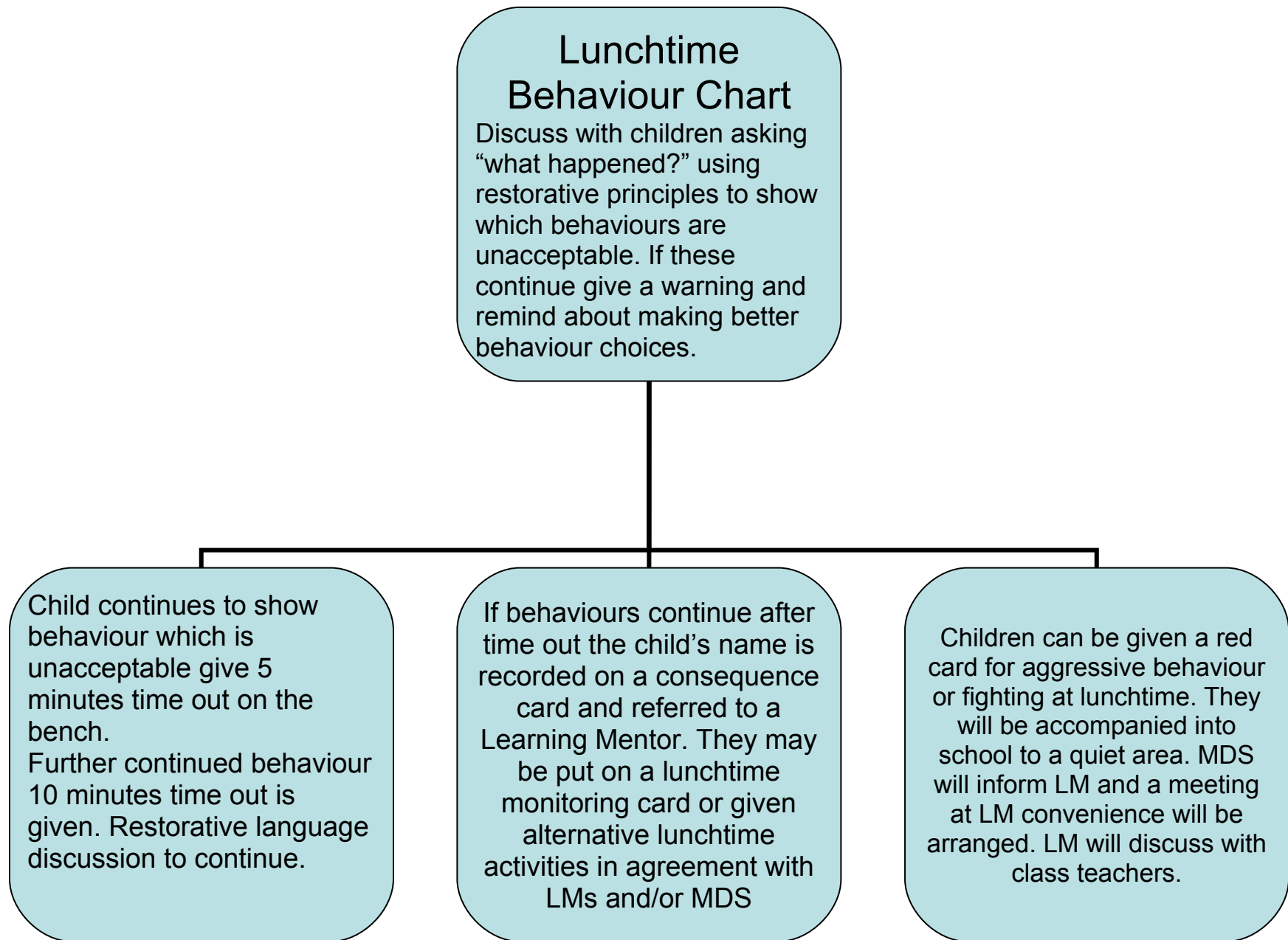
MDS must assess the risk to the child, other children and themselves, to ensure incidents are managed and diffused quickly.

Positive language and a calm response should always be used to help children calm down and enable them to make better behaviour choices.

Examples of dangerous behaviour resulting in children being escorted off the playground:

- ❖ Kicking
- ❖ Punching
- ❖ Throwing toys or objects deliberately attempting to hurt someone
- ❖ Aggressive or out of control behaviour putting other children in danger.

A fixed-term lunchtime exclusion may be considered following consultation with the Headteacher.



Communication with staff following behaviour incidents at lunchtime.

- Incidents of fighting must always be referred to a senior member of staff. In the event of a serious incident or accident an older child or adult should be sent to find a senior member of staff. If an accident requires an ambulance the duty first aider will take control of the situation until medical help arrives.
- Class teachers will need to be informed of children given a red card at lunchtime so this can be recorded in their homework diary. (This will result in loss of GDS) Learning Mentors will e-mail class teachers. If teachers are not in class during the afternoon the GDS will be removed retrospectively the next day.
- Children given Red cards at lunchtime will be closely supervised by a named MDS the following day and not allowed to join other children on the playground.
- They will sit at the table outside the dining hall. MDS or Learning Mentors will provide them with a quiet activity.

