



EWELL GROVE PRIMARY AND NURSERY SCHOOL

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POLICY STATEMENT

BEHAVIOUR MANAGEMENT

(INCLUDING USE OF PHYSICAL INTERVENTION)

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STATEMENT OF PRINCIPLE

Respectable relationships and behaviour are essential ingredients of an effective school. The code of behaviour is important as it promotes high personal standards, integrity and tolerance. The promotion of positive behaviours requires a consistent approach and the active participation of all teaching and support staff, children, parents, governors and the wider community. The advantages of respectful behaviour reach across the whole school and bring benefits to everyone involved.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. Children may have experienced a range of Adverse Childhood Experiences (ACEs) and these may impact upon their emotional regulation and ultimately their behaviour. It is recognised that within a climate of inclusion there will be children who need a personalised approach to their specific behavioural needs, in such circumstances it may be necessary to involve Behaviour Support Services and develop a multi-agency approach. We must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those, which reflect these principles.

This policy acknowledges the school's legal duties under the Equality Act (2010) in respect of safeguarding and in respect of pupils with Special Educational Needs to ensure children are not discriminated against, either directly or indirectly, due to a disability as defined by the Disability Discrimination Act

LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- › [Use of reasonable force in schools July 2013](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- › [Touch and the use of restrictive physical intervention when working with children and young people](#)

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

THIS POLICY NEEDS TO BE READ IN CONJUNCTION WITH THE

- PSHE (including RSE) Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy and Procedures
- Online Safety Policy
- Staff Code of Conduct Policy

PURPOSE

At Ewell Grove Primary & Nursery School we promote resilience, independence and responsibility where the ethos includes a willingness to care for one another, building respectful relationships, a respect for the values and property of others and development of self-confidence within individuals, enabling them to value themselves and their peers. Children are supported in the recognition and regulation of emotions. It is acknowledged that “behaviour” is a response and our challenge is to understand the triggers for the response and use this knowledge to support the child in making appropriate choices.

POLICY AIMS

- To develop a safe, calm, purposeful and happy atmosphere where children can grow personally, socially and academically.
- To encourage independence and self-discipline so that every child learns to take responsibility for their own behaviour.
- To enable children to develop resilience and to promote good mental wellbeing.
- Everyone working collectively, with clarity of purpose towards encouraging positive behaviour.
- To develop and apply a shared identification of what we consider to be unacceptable behaviour.
- For all staff to be consistent in our approach to behaviour across the school; following the agreed procedures for encouraging good behaviour as set out in the detailed policy guidelines.
- To work in partnership with parents and when appropriate other agencies to promote positive behaviour.
- The establishment and shared understanding of class and school rules.

SUMMARY

Good behaviour is the expected norm and children should feel secure and happy in school. They should become increasingly aware of their responsibilities to themselves and to others, with moral and social values being understood and cherished. Staff, parents, governors and the community should work towards these valued goals for the children.

1. SCHOOL ETHOS

This policy is predicated on the principle that children make choices about their behaviour, whilst it is also accepted that behaviour is learnt. At Ewell Grove Primary & Nursery School we consistently reward those children who are choosing the right behaviour. Children should be rewarded in the ratio of 5:1 over sanctions. For every sanction there **MUST** be five rewards. If this ratio is not maintained, the atmosphere/ethos of the school has the potential to become negative rather than encouraging. It is the ethos of the school that promotes good behaviour. Levels of intervention must be consistently applied to all children exhibiting misbehaviour. The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence. Misbehaviour should be addressed whenever it is encountered and all staff should share in the responsibility for dealing with incidents which may occur.

As adults we should aim to:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group, but at the same time recognise that effective group/team work requires everyone to become actively involved
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment

- Encourage relationships based on kindness, respect and understanding of the needs of others
- Know and understand children and their influences
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all

The same expectations for behaviour apply to children during school hours, onsite, during trips and outside the school gates. Non-criminal inappropriate behaviour and bullying which occurs off the school premises and which is witnessed by a member of staff or reported to the school will be addressed.

Teachers should sanction children who:

- demonstrate misbehaviour when taking part in any school-organised or school-related activity or travelling to or from school or wearing school uniform or in some other way identifiable as a pupil at the school.
- misbehave at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

2. WORKING IN PARTNERSHIP WITH PARENTS

Parents have a clear role in making sure their child is well behaved at school. When joining Ewell Grove parents sign a Home School Agreement (Section 3 of Parent's Information Booklet) that outlines the responsibilities of the parents and the school including behaviour, attendance, curriculum, equal opportunities, welfare and communication.

Parents and carers, where possible, should:

- Engage appropriately with the school; if they do not then the school or Local Authority may ask them to sign a parenting contract or apply for a court-imposed parenting order
- Become familiar with the Golden Rules and reinforce them at home where appropriate
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

3. BEHAVIOUR FOR LEARNING

Cognitive Learning Behaviour

We believe that an appropriately structured curriculum and effectively adapted learning contribute to good behaviour. Our Ewell Grove Adapted Group Teaching approach enables planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back to ensure success for all.

Social and Emotional Learning Behaviours

Children who are aware of their own behaviour, who can self-regulate and deploy coping skills will be less likely to misbehave in school. Self-regulation is an essential life skill which helps children to identify and moderate their own feelings socially and emotionally. Specific skills for naming, recognising and responding to different emotions need to be taught and encouraged through planned activities and lessons.

The Zones of Regulation approach must be displayed within the classroom environment. This pro-active skills-based approach supports children to organise and recognise their feelings, state of alertness and energy levels using four colour zones. The simple, common language and visual structure helps make the complex skill of regulation more concrete for learners. It is important to accept and support the feelings within any of the zones.

4. THE ESTABLISHMENT PHASE AND CLASSROOM MANAGEMENT

Right from the start, anything you allow becomes established as allowed; and anything you challenge is established as unacceptable. Teachers must spend time at the beginning of each half term modelling and talking to the children explicitly about behavioural expectations. Time must be invested in setting up or reinforcing routines e.g. a signal for attention, how you come in and out of the classroom and the noise level. At any point, if adults are not happy with the behaviour in their classroom, they must address it explicitly. Otherwise, the message is that the behaviour is accepted.

The establishment phase involves:

- Establishing expectations
- Building a consistent approach
- Effective verbal and nonverbal communication
- Establishing positive relationships
- Use of motivators and consequences
- Modelling and setting expectations for learning behaviours
- Building independence and self-regulation

Classroom management and teaching methods have an important influence on children's behaviour. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Feedback should be a private matter between teacher and child to avoid resentment. Teachers should regularly reflect and adapt their approach in response to the cohort of children, specific needs of individuals and direct feedback from SLT.

The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall, the classroom should provide a welcoming environment in which children feel respected and valued. Some children find the bustle and distraction of a class full of children difficult to cope with and when establishing the learning environment, we should be aware of sensory overload and provide access to some less stimulating environments for children who need this.

5. PUPIL TRANSITION

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

6. THE GOLDEN RULES

We have a behaviour reward system that works throughout Ewell Grove called 'Golden Time'. The following rules underpin the ethos of care and consideration desired in the school:

- Do be kind and helpful – don't hurt people's feelings
- Do be gentle – don't hurt anyone
- Do Listen – don't interrupt
- Do work hard – don't waste your or other people's time
- Do be honest – don't cover up the truth
- Do look after property – don't waste or damage things

The rules are based on basic principles of good citizenship and are used when talking to children about their behaviour, both when praising and sanctioning. If you keep to the rules all week you get 'golden time', which is a fifteen-minute fun session at the end of the week. If you don't then some of the golden time is taken away (either 1, 3 or 5 minutes). You can earn your lost time back if you demonstrate an effort to improve, unless it was taken for physically hurting someone. This can never be acceptable in the school setting and therefore a period of time will always be lost for reflection. Children who have followed the Golden Rules for the majority of the week will receive recognition in the form of a golden sticker (EYFS/KS1) or a special stamp (KS2). Monday is always the start of a new week and sanctions are not carried over from the previous week.

This approach not only promotes good behaviour, but regularly rewards the children who always behave and don't necessarily get as much recognition for this as they deserve. It also makes a consistent expectation of behaviour in terms of rules, rewards and sanctions across the school as a whole as the system works both inside and outside the classroom at break times.

7. INTRINSIC AND EXTRINSIC REWARDS

Children are intrinsically motivated when they can act independently, feel that their efforts matter, and gain satisfaction from becoming more skilled.

It is good practice and expected that intrinsic rewards are used as a natural part of staff's interaction with the children. A positive behavioural approach reflects the values of the school, readiness to learn and respect for others. The children respond very positively to intrinsic rewards and can often be seen adopting them in their peer to peer relationships.

Examples of intrinsic rewards used;

- Building relationships with the child and finding out their unique interests.
- Allowing time for the child to focus on personal interests.
- Providing regular and positive feedback
- Encouraging collaboration.
- Planning opportunities for challenge, curiosity and control.

Examples of extrinsic rewards used;

- EYFS/KS1 receive Golden Stickers on a Friday if they have remained on the sunshine for the majority of the week.
- KS2 will receive a Golden Rules bookmark. This will be stamped on a Friday if they have remained on the sunshine for the majority of the week.
- At the end of the half term the class will receive recognition for following the Golden Rules
- Every week two children from each class are rewarded a certificate during a phase assembly for following one of the Golden Rules.

8. SANCTIONS

Sanctions need to be implemented consistently and fairly. They need to be proportionate and fair responses that may vary according to the child's age or stage of development.

The use of sanctions should be characterised by certain features: -

- It must be clear why the sanction is being applied in relation to misbehaviour rather than personally at the child.
- It must be made clear what changes in behaviour are required to avoid future sanctions
- Group sanctions should be avoided.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is addressed.

Sanctions are used when praise and other positive strategies have not had the desired outcome. Every effort should be made to develop a sense of consequence for actions and an element of restorative justice.

Sanctions must follow a series of warnings, unless the misdemeanour involves violent aggression, significant name calling, racist remarks or bullying as these behaviours must have the consequence of an immediate 'time out'. It can have a negative impact on a child's self-esteem if their behaviour is publicly addressed; all staff are expected to deal with this sensitively. All adults must follow the 'Restorative Process Summary'.

Warnings would usually follow the following stages:

Redirection – Refer to class visual timetable, now/next cards and use visual instructions.

The Reminder - A reminder of the expectations for learners should be delivered privately to the child. The teacher makes them aware of their behaviour. The child has a choice to do the right thing.

Be mindful of proximity to the child and use a clear, positive and non-threatening tone. A verbal reminder is given to the child e.g. "Bob, I can see you are finding this activity difficult, but I can't allow you to keep interrupting your neighbour." Reinforce the golden rule and give a clear instruction of what they should be doing. Always end the reminder with a thank you as this gives the expectation they will comply.

The Warning - A clear verbal caution delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. The child has a choice to do the right thing. Children will be reminded of their previous good behaviour to prove that they can make good choices.

Scripted approaches at this stage are encouraged:

30 second intervention

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the child what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the child; allow the child time to decide what to do next. If there are comments, as you walk away, write them down and follow up later.

Resist endless discussions around behaviour and spend your energy returning children to their learning.

Time to Reflect – the child's peg should be moved onto the cloud and have a period of their golden time removed (proportionate to the misdemeanour) and 'Thinking time' should also be encouraged. It is dependent on the age and needs of the child if 'time out' is instant or during golden time. Once time-out has been completed the child should return to their activities and extra effort should be made by the adults on noticing and rewarding improved behaviour

Time out may include the following:

- The child is asked to speak to the teacher away from others
- Boundaries are reset
- Child is asked to reflect on their next step. Again, they are reminded of their previous conduct/attitude/learning.
- Child is given a final opportunity to re-engage with the learning / follow instructions

Children should only leave the classrooms if they need to cool down and/or to defuse a situation. In general, three/five minutes should be enough but this is dependent on the age and needs of the child.

Adults must consider what adaptations need to be made or what they need to change to support the child to encourage success. At this stage the incident and the action of adaptations must be recorded.

Repair and restore behaviour relationships – this approach should be used when trust is broken or when behaviour has gone under and below minimum standards. The focus should be on the learning and repairing trust with the child.

Engage in a collaborative activity with the child this may include playing with Lego, drawing a picture or doing a puzzle. Use 'The Restorative Five' approach and address each question together. Consider the age and needs of the child. If five questions are too much too soon, decide on two questions that are either pertinent to the incident or a particular focus for the child.

Choose your restorative five from the suggestions below:

1. What happened? *Listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally as important to give your account from your perspective without judgement.*
2. What were you thinking at the time? *An opportunity to reflect on thought processes and reconsider their actions.*
3. What have you thought since? *Allow the change of attitude, a shift in explanation or even the possibility of an apology.*
4. How did this make people feel? *An opportunity to consider others and think about the impact of their behaviour on peers.*
5. Who has been affected? *Teaching the child to use their conscience by listing the people who have been impacted.*
6. How have they been affected? *Encourage empathy with other people.*
7. What should we do to put things right? **Do not demand an apology.** *Find solutions to put things right.*
8. How can we do things differently in the future? *Help them to recognise when their behaviour pattern begins.*

The restore and repair conversation must be recorded as an action following the previous stage 'The time out'.

The ethos of the school dictates that the following reprimands should NOT be used at Ewell Grove Primary & Nursery School.

- Children sent to stand/sit outside classrooms
- Children repeating work unsupervised in classrooms
- Children detained after school hours
- Writing out 'lines'
- Sanctions which humiliate children
- Destruction of a child's work or property

9. REPEATED INCIDENTS

Children use behaviour as a means of communication and it is our duty to try and understand what they are trying to communicate. Individual behaviour logs or records of behaviour such as STAR analysis and ABC logs will be used to identify patterns and possible triggers for behaviour. Additional specialist support and advice from outside professional agencies may be necessary. This possibility should be discussed with the Headteacher or the SENCo.

10. SERIOUS BREACH OR PERSISTENT BREACHES OF THE SCHOOL'S BEHAVIOUR POLICY

In the event of a serious breach or persistent breaches of the school's Behaviour Policy, the following actions may be taken at any time:

- Referred to a member of the Strategic Leadership Team
- Parental involvement - with teacher, Phase leader, senior leader, Headteacher
- Bespoke structured rewards systems and sanctions put into place and monitored on a daily or weekly basis; *parents will always be part of this action*
- An Individual Behaviour Plan (IBP) may be written
- The Behaviour Support team may be contacted for advice
- Possible suspension or exclusion by the Headteacher

A major incident may result in a suspension or permanent exclusion from school. Exclusion from school, in either form, is viewed as a last resort. In the majority of cases there will have been conversations with parents regarding behaviour for some time prior to permanent exclusion. In most cases the child will have had a behaviour plan written for them and this will have been shared with parents.

The government and Ewell Grove recognise that suspension, school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities. As part of Ewell Grove's behaviour management strategy, the Headteacher will use these sanctions, when warranted, as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. These approaches are necessary where it can be demonstrated that the pupil's behaviour cannot be amended or remedied by pastoral processes, or consequences available within the school. Whenever a headteacher suspends or permanently excludes a pupil they will, without delay, notify parents of the period of the suspension or permanent exclusion and the reason(s) for it.

Please note: If as part of a behaviour management strategy the use of suspension from school is used, then parents are expected to attend a reintegration meeting. Failure to attend may make it more likely that a court will impose a parenting order should the school or Local Authority apply for one.

11. SEND SUPPORT

Ewell Grove recognises that all policies should apply to all pupils in the school but the implementation of a policy may need to be adapted for children with additional needs. When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction. The child's behaviour may be as a result of underlying needs not being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. We will work with parents/carers to create the plan and review it on a regular basis.

12. CONFISCATION OF BANNED ITEMS

The general power to discipline enables staff to confiscate, retain or dispose of pupil's property and protects them from liability for damage to, or loss of, any confiscated items. School staff have the power to search without consent for "prohibited items" such as...

- knives and weapons
- alcohol
- controlled drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for; this could include mobile phones

At Ewell Grove confiscated items may be taken by a member of staff, but must be returned by the end of the school day. If the items are in a child's pockets, the child should be asked to remove the items themselves. If a child fails to comply, then the pupil should not be allowed to return to class and must be taken to the Headteacher (or other member of the Strategic Leadership Team).

13. USE OF PHYSICAL INTERVENTION

There may be specific circumstances when the use of physical intervention may be necessary. We follow the DfE advice 'Use of reasonable force' July 2013.

Key points from the DfE advice.

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leader should support staff when they use this power.

Schools can use reasonable force to;

- remove disruptive children from the classroom where they have refused to follow an instruction to do so,
- prevent a pupil behaving in a way that disrupts a school event or a school trip,
- prevent a pupil from 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 in the playground,
- restrain a pupil at risk of harming themselves through physical outbursts.

Section 93 of the Education and Inspections Act 2006 enables school staff to use force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil):
- Causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- Prejudicing the maintenance of good order and discipline at the school or among any pupil receiving education at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Causing injury to self or others would be the principle reason for staff at our school to intervene in a physical way. There is no clear definition of when it is reasonable to use physical intervention or how much is regarded as reasonable, however the understanding is that it should be commensurate with the potential for harm and the minimum degree should be used. Physical intervention should never be used as a form of punishment; a verbal warning should always be given to the child.

If it is possible to identify the potential need for physical intervention with a child appropriate steps should be taken to involve the SENCo, Headteacher and potentially Behaviour Support Services. There is a legal duty to make reasonable adjustments for disabled children and children with SEN. It may be necessary to undertake a Risk Assessment for individual children. Significant incidents must be reported to the Headteacher and records must be kept and wherever possible signed by a witness and parents will be informed. Staff who are likely to need to use physical intervention will be appropriately trained in the Positive Options technique.

14. SAFEGUARDING

If any behaviour, under review, gives cause to suspect that a child is suffering, or is likely to suffer, significant harm then the school's safeguarding procedures must be followed. They should consider whether continuing disruptive behaviour might be as a result of unmet educational or other needs. It should be considered if a multi-agency assessment is necessary. It must be noted that emotional abuse is defined, in "Guidance for safer Working practise for Adults who work with Children & Young People in Education Settings 2006", as including exposing a child to stimuli that are not developmentally appropriate e.g. activities, expectations for sitting.

Ewell Grove recognises that sexual violence and sexual harassment can occur between children of any age and sex. It can occur through a single child or a group of children sexually assaulting or sexually harassing a single child or group of children. Any incidences of child on child abuse will be dealt with as a serious breach and dealt with under our child protection policy and behaviour policy, in line with KCSIE (2023). Each incident will be considered on a case by case basis.

15. STAFF INDUCTION, DEVELOPMENT AND SUPPORT

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- › The needs of the pupils at the school
- › How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

16. NON-STATUTORY ADVICE FROM THE DEPARTMENT OF EDUCATION (DfE)

The following documents are examples of other advice from the DfE in relation to behaviour and discipline in schools. These are intended to provide further clarification on specific issues to help the school and staff feel more confident about using the powers as and when they feel it necessary. These documents and others within this series should be read in conjunction with this policy:

- Behaviour and Discipline in Schools – A Guide for Headteachers and School Staff
- Use of Reasonable Force – Advice for Headteachers. Staff and Governing bodies
- Ensuring Good Behaviour in Schools – A Summary for Heads, Governing Bodies, Teachers, Parents and Pupils
- Getting the simple things right: Charlie Taylor’s behaviour checklists