Lytchett Matravers Primary School Behaviour Policy

Reviewed on	2025/26, Term 1	Review frequency	Annual
Next review due	2026/27, Term 1	Template Yes / No	Yes
Owner	Strategic Lead, Behaviour & SEND	Approved by	Board of Trustees

History of Policy Changes

Date	Page	Change	Origin of Change
June 25	All	References to Governing body changed to Local Governing Committee (LGC)	Annual Review
	All	References to Headteacher changed to School Leader	
	Item 6, School Systems and Social Norms, sub para 'Communication'	Addition of reference to 'Regulation' and inclusion of DfE Guidance re "promptly, predictably and assertively"	
		Additional paragraph with reference to Infographic	
	Item 6, School Systems and Social Norms, sub para 'Consequences'	Changed to sub para 'Rewards and Consequences – Fair and Transparent'	
	Item 6, School Systems and Social Norms, sub para 'Use of Mobile Phones'	2nd para relocated	
	Item 8, Support and Intervention for Pupils, sub para 'Universal Provision'	Outline of support that HET provides to pupils with additional needs, in addition to universal provision	
	Item 9, Pupil Transition and Development, sub para 'Reduced Timetables'	Removed to comply with DfE guidance.	
		Relocated paragraph in relation to Alternative Provision (no change to content)	
	Item 10, Expects and Reasonable Adjustments for Pupils with SEND, sub para 'Targeted Individual Behaviour Plans'	Changed to 'Targeted Individual Education Plans'	
	Item 10, Expects and Reasonable Adjustments for Pupils with SEND	Addition of paragraph relating to Behaviour Response Plans.	
	Item 12, Use of Force and Powers to Search (Training Provider)	More information can be found in the (local) school's Physical Intervention Policy.	

Sam's Entitlement

1. Introduction

Hamwic Education Trust (HET) believe that all pupils should receive a high quality, enriching, learning experience in a safe and inclusive environment, which promotes excellence through a broad curriculum that prepares them for their future and opens doors to a diverse array of opportunities as well as that all pupils and adults within HET flourish as individuals and together.

This policy sets out how the school to provides a safe, respectful, and inclusive environment where every pupil can thrive both academically and personally. Our behaviour policy reflects our core values and principles, which are deeply rooted in creating a positive atmosphere that fosters physical, mental, and emotional well-being.

2. Definitions

- HR' in this policy, means Hamwic Education Trust HR.
- 'Local Governing Committee' in this policy, where reference is made to the Governing Committee, this means the Local Governing Committee of the school, or the Trust in the case of a school where no Local Governing Committee is present. Where a Governing Committee is not present in a school, or numbers are low, Governors from other schools/partnerships may be used.

3. Behaviour Policy

Introduction & Intent

At Lytchett Matravers Primary School, we are committed to providing a safe, respectful, and inclusive environment where every pupil can thrive both academically and personally. Our Behaviour Policy reflects our core values and principles, which are deeply rooted in creating a positive atmosphere that fosters physical, mental, and emotional well-being.

Our School Values

At the heart of our behaviour policy are our school values, which guide our expectations for pupil behaviour. These values serve as the foundation for creating a harmonious and productive learning community. We invite parents, guardians, and all stakeholders to join us in upholding and reinforcing these values in order for our pupils to '**Thrive Together**'.

Our school vision is for pupils to develop and demonstrate four key attributes:

Laetitia – Joy
Mollitiam – Resilience
Proventus – Growth
Sodalitas – Companionship

We support the children to develop these attributes through the promotion of key 'Learning Muscles' which further support the children to develop personally, socially and academically:
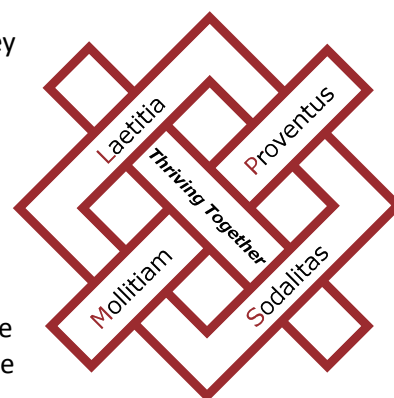
Creating a Safe Environment

We intend to create a safe environment for our pupils physically, mentally, and emotionally. We are dedicated to:

- Physical Safety: Ensuring that the school premises, facilities, and activities are free from hazards and risks, providing a secure environment for all pupils and staff members.
- Mental Health and Well-being: Promoting positive mental health and well-being among our pupils by offering supportive networks in school, and initiatives that nurture emotional resilience.
- Emotional Well-being: Fostering an environment where pupils feel valued, respected, and heard, enabling them to express their emotions and concerns openly.

Inclusivity for All Learners

At our school, we celebrate diversity and are committed to being an inclusive school for all learners.

We aim to:

- Provide equal opportunities for all pupils, regardless of their background, abilities, or special educational needs.
- Promote understanding, respect, and tolerance among pupils and staff for a diverse range of cultures, beliefs, perspectives, and individual needs.
- Continuously work to eliminate discrimination, bullying, and harassment in all its forms, as per the Department for Education's (DfE) guidance on Minimum Expectations of Behaviour in all Schools.

DfE's Guidance on Minimum Expectations of Behaviour

At Lytchett Matravers Primary School, we are fully committed to upholding the DfE's guidance on the minimum expectations of behaviour in all schools. Our behaviour policy is designed to foster a safe, respectful and inclusive learning environment where every pupil can thrive.

We are dedicated to:

- Setting clear and consistent expectations for behaviour, ensuring that all staff respond to misbehaviour promptly, predictably and assertively in order to protect pupils and the learning environment, improve conduct and deter future misbehaviour.
- Applying fair and proportionate consequences that support learning and pupil development, in line with DfE guidelines.
- Creating a positive and structured school culture that nurtures pupils' personal growth, social skills, and emotional wellbeing.
- Working in partnership with parents, carers and the wider community to promote shared responsibility for maintaining high standards of behaviour.

By working together as a school community, we ensure that Lytchett Matravers Primary School remains a place where all learners feel safe, respected and empowered to reach their full potential.

Relationships

Our School is committed to fostering positive and respectful relationships among pupils, staff and the wider school community. We recognise the significance of creating a safe and supportive environment for all individuals within our school community.

Communication to All

We prioritise effective and open communication to ensure that all members of our school community understand the importance of maintaining respectful and inclusive relationships. This includes pupils, parents, guardians and staff. Our commitment to promoting healthy relationships aligns with our participation in the Trauma-Informed Schools - UK organisation.

Home-School Communication

We believe that collaboration between home and school is essential for the well-being of our pupils. We actively encourage regular communication between parents / carers and teachers to ensure that pupils receive consistent and comprehensive support in all aspects of their education and personal development.

We have an open door policy to classes at the start of the day where school staff are available for communication with families directly. Additionally, pupils in Years 1-6 have school planners with space for written communication from home to school. Furthermore, parents have email links for their children's year groups and other key positions within the school (e.g. SEND team), in order to facilitate effective communication.

Joint Working with Agencies

Our School is dedicated to providing a holistic approach to supporting our pupils' well-being. We actively collaborate with external agencies and professionals to address any concerns related to pupils' mental health, well-being and behaviour. This collaborative effort helps to ensure that pupils receive the necessary support to thrive in our school.

A Joined-Up and Community Approach

Our commitment to promoting positive relationships extends beyond the school gates. We actively engage with the local community to create a cohesive and supportive network. By working together with parents, carers, community organisations and local authorities, we aim to provide a comprehensive and holistic support system for our pupils.

A Fair and Transparent Approach

Our school values fairness and transparency in all aspects of our behaviour policy. We are dedicated to ensuring that our approach to relationships and behaviour is consistent, equitable and just. Our processes for addressing any concerns or issues related to behaviour will always be conducted fairly and transparently, with the safeguarding and well-being of the pupil at the forefront of our actions.

4. Leadership and Management of Behaviour

At our School, we are committed to fostering a positive and inclusive learning environment where every pupil can thrive academically, socially, and emotionally. The leadership and management of behaviour are integral to achieving this goal. Our approach is based on the principles of the HET's Graduated Response to Behaviour, Distributed Leadership of Behaviour across all school staff and a comprehensive system for monitoring and evaluating behaviour.

Graduated Response to Behaviour

Our Graduated Response to Behaviour is a tiered system designed to address behaviour issues in a proactive and supportive manner. This system ensures that all pupils are given the opportunity to learn and grow from their experiences, while also holding them accountable for their actions. The tiers of our Graduated Response to Behaviour can be found here.

1. We place a significant emphasis on positive affirmation for behaviour choices in line with the school's expectations for behaviour:
- Pupils are awarded stars within their planner and when they achieve 100 stars they are provided with a token to allow them to wear non-school uniform for the day (this reward was as a result of a pupil vote). These pupils are also celebrated within assembly on Friday. Stars are awarded when pupils demonstrate the school's learning muscles, for example exhibiting high standards, kindness, self-control, yearning to learn or trusting in themselves and never giving up. Effort, perseverance, personal achievement, consistency, attentiveness, involvement, keen interest, care and courtesy are all worthy of stars. Stars are also used to encourage positive behaviour and co-operation in group situations. A pupil's relative abilities will not affect their recognition with stars as they are based around the individual. A record is kept in class of the individual points scored by each child. This will enable awards to be given at the end of the school term and year to the 3 house which the children belong to in the school: Maltravers, Arundel and Trenchard.
- 'Fab Friday' weekly celebration is held to congratulate one pupil from each class who has successfully demonstrated the school's Learning Muscles particularly well during the week. These children also have a reward of hot chocolate, cake and a game with the Headteacher on Friday afternoon.
- Positive language is used throughout the school day to reinforce positive behaviour choices.

- A class marble reward system is implemented where the class can earn rewards through collective choices and following of behaviour expectations.
- Use of other resources to support individuals, such as stickers and through individual target cards, where a child has been identified as needing support with their behaviour choices.

2. Where behavioural expectations are not being met, a 'consequence ladder' approach is enacted. This is intended to alert pupils to the need to alter their behaviours and to provide meaningful consequence where necessary in order for a pupil to reflect on their choices and the impact that they have had. (See page 12 for further information)

3. Where behaviours evidenced have been shown to be significantly harmful to individuals, there has been significant disruption to the learning environment or a significant level of damage caused to school resources, pupils may be required to complete learning with an adult in an alternative space within the school to the classroom for a period of time. As well as completing learning, they will reflect on the impact of their choices and how to ensure that these will not be repeated.

4. In the most serious cases of breaches of the school expectations of behaviour, pupils may receive a Fixed Term Suspension. Further information in relation to fixed term suspensions can be found in the school's Exclusion Policy.

5. A permanent exclusion may be imposed in response to a serious or persistent breach of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school. Further information in relation to fixed term suspension and exclusion can be found in the school's Exclusion Policy.

Distributed Leadership of Behaviour

At our school, the responsibility for managing behaviour is not solely placed on one individual or department. We believe in the distributed leadership of behaviour, where all staff members play a role in creating a positive and respectful school environment. This approach encourages a collective commitment to behaviour management and promotes consistency in our expectations and responses.

All staff members, including teachers, Early Years Educators, teaching assistants, administrative staff and support personnel are trained in our behaviour management policies and are empowered to address behaviour issues as they arise. By fostering a culture of shared responsibility, we ensure that behaviour management is a collaborative effort that benefits all pupils.

Teachers / Early Years Educators will usually respond to support those who require additional support with their behaviour choices. For more serious incidents of behaviour, a member of the Senior Management Team will support, for example a Year Leader, the Assistant Headteacher, Deputy Headteacher or Headteacher.

It is only the Headteacher that can apply Fixed-term or a permanent exclusion to any pupil within school.

Monitoring and Evaluation of Behaviour

We understand the importance of continuously monitoring and evaluating behaviour to make informed decisions and improvements. Our school uses various methods to achieve this:

- An online record is kept of behavioural incidents reaching the fourth stage of the consequence ladder or third stage if behaviours observed are not isolated. This record is reviewed on a half termly basis to analyse any patterns or trends which may necessitate further support or actions being taken.
- Significant behaviours (from fifth stage of the consequence ladder) are recorded on the 'My Concern' platform. This is due to a potential link between these higher level behaviours and potential / ongoing safeguarding issues. Monitoring of concerns recorded is completed on a half termly basis and reviewed with school governors on a half termly basis.
- Inidividual positive behaviour reinforcement cards are provided to pupils with agreement from a member of the Senior Leadership Team where a pupil has been identified as requiring support to alter their behaviour. These cards will record pupil success against specific stated targets in order to both celebrate success and identify areas of the school day where adaptations might be required.
- Senior Leaders in school complete daily observations within the learning environment to assess pupil behaviour and engagement. Any observed concerns in relation to behaviour will be addressed in line with this policy through professional dialogue and specific actions being taken.
- Pupil, staff and parental surveys are completed at least once per year with questions specifically related to standards of behaviour within the school.
- Ongoing CPD in relation to behaviour is completed as a whole school staff as well as for individual staff members in order to support specific pupils. For example, during the 2024-2025 academic year, wide ranging CPD in the Zones Of Regulation approach has been completed in order for this approach to be embedded across the school.

5. **School Systems and Social Norms**

School Rules, Expectations, Routines, and Regulation

At our school, we believe that a structured and respectful environment is essential for optimal learning and personal development. Our school rules, expectations and routines are designed to create a positive and inclusive atmosphere for all members of our school community. Alongside these rules and expectations, all staff proactively support the development of regulation through the teaching of strategies, use of resources and through co-regulation using the Zones Of Regulation approach, which is regularly communicated to pupils, parents, and staff:

At Lytchett Matravers Primary School, we are committed to fostering a safe, respectful and inclusive learning environment. To uphold high standards of behaviour, all staff are expected to follow DFE guidance to respond to misbehaviour **promptly, predictably and assertively**. This approach ensures that students understand the consequences of their actions, feel supported in making better choices and that the learning environment remains purposeful.

A summary of our expectations in relation to behaviour is included within our home school agreement, which is completed by the child and their parent / guardian at home before they start at the school (list shortened to include elements related to behavioural expectations only):

As a pupil, I will try my best to:
- *Be kind, helpful and forgiving*
- *Be honest*
- *Learn, work hard and listen carefully to my class teacher and other adults in school*
- *Come to school regularly and on time*
- *Behave well at all times to maintain the safety of myself and others*
- *Be polite, friendly and helpful to other children and all adults*
- *Tell someone if there is something that I am not happy about*
- *Take good care of the school environment and living things*
- *Use the internet safely as I have been taught in school*
- *Tell someone if I am concerned or worried about another child in school*

Further clarification of expectations are also communicated to children and parents / carers within the child's individual school planner:

Home School Agreement

Child

I will

- Work hard and listen to instructions
- Wear my correct school uniform and PE kit with pride
- Ask for help if I need it
- Do my homework
- Bring all the things I need into school on the right day
- Attend school every day and arrive on time
- Follow the school rules

Signed: _____ Date: _____

School

We will:

- Welcome you into school and keep you informed of your child's progress
- Support your child with their learning
- Set your child regular homework tasks including reading
- Put in place rewards and appropriate sanctions
- Meet with you regularly to discuss your child's progress

Signed: _____ Date: _____

Parent

I will:

- Make sure my child attends school regularly and on time
- Encourage and support my child with their homework
- Make sure my child wears the correct uniform and PE kit
- Contact the school as soon as possible if my child is absent
- Support my child to make the right behaviour and learning choices in school

Signed: _____ Date: _____

Communication

We have produced a handy one-page infographic for parents to support us in communicating the rules and expectations to your son/daughter, as we understand that the best pupil behaviour comes from when home and school share a united aim for behaviour.

We celebrate positive choices and develop an inclusive and supportive school culture through:

Awarding of lots of stars!

Collecting for class rewards

Fab Friday and other certificates

Positive praise and strong relationships

Where behaviour does not meet our expectations, a consequence ladder approach is taken. More serious breaches may result in movement to the third, fourth or fifth stage being applied without warnings being issued.

Consequence Ladder
CHOOSE TO MAKE THE RIGHT CHOICE

1st Verbal Warning

2nd Verbal Warning

Loss of a section of break time

Loss of break time - extended

Restorative Justice

How will we put this right to make sure that everyone is safe and able to learn?

What are my reflections?

How could things have been different?

Do I know why I did what I did?

What could I do now to put right what has happened?

We make sure that reflection about any incident is thorough to educate and protect against future incidents.

Where needed, we will provide individualised support to promote positive behaviour choices.

We also support all children to regulate their behaviour through use of the 'Zones of Regulation' approach. This allows children to talk about how they are feeling through talking about colours.

BLUE ZONE
SICK
TIRED
BORED
BATTERY EMPTY

GREEN ZONE
HAPPY
CALM
PROUD
READY TO LEARN

YELLOW ZONE
WORRIED
FRUSTRATED
ANXIOUS
CAUTION

RED ZONE
ANGRY
TERRIFIED
PANICKED
OUT OF CONTROL

Rewards and Consequences – Fair and Transparent

To maintain a harmonious learning environment, it is crucial to have a clear and consistent system of rewards and consequences. The consequences for behaviour that does not meet our established standards are fair, age-appropriate, and designed to help pupils understand the impact of their actions. Our consequences and reward systems are transparent and shared with pupils and parents annually additionally these systems are displayed clearly throughout the school and upheld by all staff.

At Lytchett Matravers Primary School, we use a 'Consequence Ladder' in order to alert pupils to behaviour that is not in line with our expectations and provide the opportunity for the pupil to correct this behaviour before graduating to a consequence:
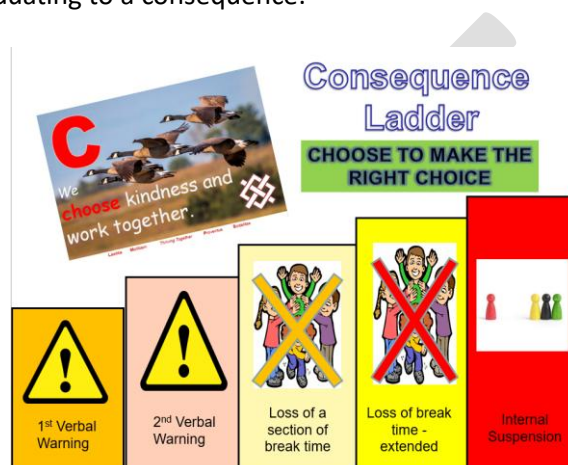
Pupils at each stage are provided with visual prompts to understand that there behaviour is not in line with behavioural expectations for the school and of what they need to reflect on to avoid moving up the ladder to potential further consequences:

1st Warning	2nd Warning	Loss of a section of break time	Loss of break time - extended	Internal suspension	Restorative Justice
To stop from getting a 2nd warning, ask yourself: •Am I being respectful to all adults? •Am I in the right place? •Am I completing my learning? •Am I disrupting learning for anyone else?	To stop yourself from losing sections of break time, you must choose to... •Be respectful to adults •Be in the right place •Complete learning to the best of your ability •Respect the rights of others to complete their learning.	To stop yourself from losing break time (extended), you must choose to... •Be respectful to adults •Be in the right place •Complete learning to the best of your ability •Respect the rights of others to complete their learning.	To stop yourself from receiving an internal suspension and working in isolation, you must choose to... • Be polite and respectful to all children and adults. • Complete learning to the best of your ability. • Respect the rights of others to complete their learning.	Because of your actions, you have received an internal suspension in order for you to regulate and to allow others to learn. •You will now work away from class •Your parent will be informed •We will help you to put right what has happened	How will we put this right to make sure that everyone is safe and able to learn? What are my reflections? How could things have been different? Do I know why I did what I did? What could I do now to put right what has happened?

Isolated incidents which are contrary to our school rules and more serious in nature, for example where the safety of others has been jeopardized, may result in a movement to the third, fourth or fifth stage of the ladder being applied without warnings being issued, following investigation into the incident and confirmation of the behaviours reported.

Online Behaviour of Pupils

In an increasingly digital world, we expect our pupils to uphold the same values and standards of behaviour online as they do in our physical school environment. Cyberbullying, harassment, or any

other form of harmful online behaviour will not be tolerated. Pupils are responsible for their online actions, and consequences for inappropriate online behaviour will be enforced in accordance with the above consequences.

Off-Site Behaviour of Pupils

We understand that pupils represent our school not only within our premises but also in the broader community. While off-site, during school events or when wearing school uniforms, pupils are expected to exhibit behaviour that reflects positively on our school. Any violations of this expectation may result in the use of consequences outlined above.

Use of Mobile Phones

The use of mobile phones within the school is not permitted within school in order not to disrupt the learning environment and to provide a place for distraction-free learning. Inappropriate use of mobile phones will lead to appropriate consequences.

All mobile phones brought into school by pupils are expected to be turned off and handed in to a staff member in the classroom to keep these devices safe until they are collected at the end of the school day. Pupils using mobile phones during the school day will have these devices removed from them by school staff and their parent(s) / carer(s) informed. In these circumstances, the parent(s) / carer(s) would have to then collect the phone from the school themselves rather than it being collected by the child and the school would consider whether further safeguarding actions were required.

6. Behaviour Curriculum

Behaviours Linked to Our Values

At our school, our behaviour curriculum taught within PSHE learning is closely aligned with our core school values, particularly that of sodalitas – companionship. We believe that these values underpin the development of positive behaviours and character traits that are essential for personal growth and successful learning. Therefore, our behaviour curriculum emphasises key areas such as: 'Me and my relationships'; 'Valuing Difference'; 'Keeping Myself Safe'; 'Being My Best'; 'Rights and Responsibilities'; 'Growing and Changing'.

Methods of Teaching Behaviour: A School-Wide Approach

To ensure consistency and effectiveness, our behaviour curriculum is implemented through a school-wide teaching approach. This includes detailed planning and delivery around key concepts which include:
- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Physical health and fitness

To ensure consistency and effectiveness, our behaviour curriculum includes:

- **Explicit Instruction**: Teachers provide explicit instruction on the expected behaviours and skills, integrating them into daily lessons and activities.

- **Positive Behaviour Support**: We employ a positive reinforcement system to acknowledge and celebrate pupils who exhibit desired behaviours through the awarding of stars within children's planners and other methods such as weekly certificates for 'Fab Friday' pupils.

- **Modelling and Role-Modelling**: Staff members model appropriate behaviours, serving as role models for pupils to emulate.

- **Parent and Community Engagement**: We engage parents and the community in reinforcing the same behaviour expectations at home and within the broader community.

Some pupils may require a bespoke behaviour curriculum. In these instances, alongside the implementation of a behaviour response plan, a Behaviour for Learning Skill Card Programme, which is personalised to the behaviour needs of the pupil, may be used. The school will co-produce the curriculum of skills alongside the pupil and the parent / carer and keep adults regularly informed of the progress the pupil is making, whilst accessing the programme.

Assemblies

Regular assemblies and PSHE lessons play a significant role in our behaviour curriculum. These are used to:

- Celebrate successes
- Communicate expectations regularly
- Reinforce Values
- Promote Reflection

By integrating these elements into our behaviour curriculum, we aim to foster a school community where positive behaviours are not only taught but also celebrated and ingrained into the everyday lives of our pupils.

7. Support and Intervention for Pupils

Staff Roles in Supporting Behaviour

At our school, we believe that behaviour support is a collaborative effort involving various staff members. Our staff play critical roles in supporting positive behaviour, the core of these roles are as follows:

- Classroom Teachers: Classroom teachers are responsible for creating a safe and inclusive classroom environment. They set clear expectations for behaviour and guide pupils on appropriate conduct. They will also ensure consequences are carried out in line with this policy.

- Teaching Assistants: Teaching assistants work closely with teachers to provide additional support to pupils. They assist in implementing behaviour strategies and ensuring individualised support where needed.

- SENDCo / Pastoral Lead: Our SENDCo / Pastoral Leads oversee the identification and planning of support for pupils with behavioural needs. They collaborate with teachers, parents, and external agencies to ensure a holistic approach to behaviour support.

The full list of how all staff support behaviour can be found in our model of Distributed Leadership.

Emotionally Available Adults

We recognise the importance of emotionally available adults in fostering positive behaviour. Our staff are trained to be emotionally available, providing a safe and nurturing environment for pupils to express their feelings and concerns. We use the principles of Protect, Relate, Regulate and Reflect. These principles are delivered throughout Trauma-informed practice.

Specialist staff are available to support pupils: 2 staff members are trained as Emotional Literacy Support Assistants (ELSAs) with 2 further staff members with advanced training in pastoral support of children.

Identification of Pupils for Targeted Support

Pupils in need of targeted behaviour support are identified through our Graduated Response to Behaviour, using the 5 stages outlined in **Section 3** of this policy. Core aspects of pupil support are summarised below.

Time In Rather Than Time Out

Our approach to behaviour management emphasises "time in" over "time out." If a pupil needs to be removed from the classroom due to behaviour concerns, they are supported by trained adults rather than isolated. This ensures that pupils receive guidance, reflection and an opportunity to develop more appropriate behaviours.

Universal Provision

Our school is committed to proactively using universal behavioural provision strategies to create a positive classroom environment that fosters good behaviour and pupil success. These include:

- Clear classroom expectations and routines
- Consistent behaviour management by all staff
- Positive reinforcement systems
- Emotionally available adults
- Whole-school teaching of regulation strategies
- Assemblies and PSHE lessons reinforcing values
- Targeted and Specialist Support

In addition to universal provision, we offer further support for pupils with additional needs:

- **Use of ELSA/Nurture** We employ Emotional Literacy Support Assistants (ELSAs) and Nurture programs to provide specialised support for pupils facing emotional and social challenges. These interventions help pupils develop emotional resilience and social skills.
- **Small Group Interventions** Small group interventions, such as 'Talk About' and a range of 'Hamish and Milo' intervention programmes (such as 'Resilient Me') are conducted to address specific behavioural needs. These sessions promote self-regulation and effective communication.

- The **Zones of Regulation approach** is used throughout the school and pre-school to promote emotional awareness and the ability for children to regulate independently. Displays to support this approach are present with regulation stations in each classroom and learning area. Individualised support and resourcing is also put into place for children in need of a higher level of resource for them to regulate.
- **Precision Teaching of Skills 1:1** For pupils requiring intensive support, we offer precision teaching of skills on a one-to-one basis. This tailored approach focuses on individual needs and goals to develop essential behavioural and academic skills through a targeted IBP/IEP, which is closely tracked and monitored regularly.
- **Use of Outreach or Alternative Provision (AP)**In cases where pupils require additional support beyond what the school can provide, we may collaborate with external agencies for outreach services or consider alternative provision (AP) placements. This decision is made in consultation with parents and relevant professionals to ensure the best interests of the pupil are met. The agencies and Local Alternative Provision we use include: The Dorset Learning Centre; Prospero Education; Learn To Live.

8. Pupil Transition and Development

Induction and Reintroduction

At our school, we place importance on ensuring a smooth and supportive transition for all our pupils, whether they are joining us for the first time or returning after an absence. Our induction process is designed to help new pupils join our school, ensuring they feel welcome and secure from day one. We organise transition and induction sessions to help new pupils settle in comfortably and know what is expected of them.

For pupils returning to school after an absence, we understand the significance of their reintegration into the academic and social environment. Our staff work closely with these pupils and their families to develop tailored reintegration plans that address any underlying issues contributing to the absence and facilitate a seamless transition back into the school community.

Return from suspensions

In cases where it has been necessary to use a Suspension, our school follows a structured and supportive approach to their return. This involves a reintegration plan that is coproduced at a Return from suspension meeting with parents or guardians. This plan will consist of behaviour expectations, with ongoing monitoring and support to help the pupil succeed academically and behaviourally. Further details are outlined in the school's exclusion policy.

[Policies | Lytchett Matravers](#)

9. Expectations and Reasonable Adjustments for Pupils with SEND

At our school, we are committed to providing a safe and inclusive learning environment for all pupils, including those with Special Educational Needs and Disabilities (SEND). Our school's Behaviour Policy recognises the importance of individualised support for pupils with SEND. In line with the school Graduated Response to Behaviour, this individualised support can be given through;

Targeted IEPs (Individual Education Plans)

Targeted Individual Education Plans (IEPs) are developed in collaboration with the pupil, parents or carers, and relevant professionals when necessary. These plans are tailored to the unique needs and challenges of each pupil with SEND and aim to promote positive behaviour and academic progress. IEPs outline specific strategies and interventions to address behavioural concerns, set achievable goals, and regularly review progress to ensure ongoing support and improvement.

Provision Mapping (for Behaviour)

Provision Mapping is an integral part of our approach to supporting pupils with SEND. Our school's staff works closely with the Special Educational Needs Coordinator (SENCO) to identify and map the provision required to meet the diverse needs of our pupils. This includes allocating resources, staff support, and specialised interventions as needed. Provision Mapping is regularly reviewed and adjusted to ensure that pupils receive the appropriate support to enable them to access the curriculum and make progress in their learning.

Behaviour response plans (BRPs)

Behaviour Response Plans (BRPs) are structured strategies used in schools to support students who exhibit challenging or disruptive behaviours. These plans are tailored to individual needs and are designed to promote positive behaviour, ensure consistency in staff responses, and create a safe and supportive learning environment. A BRP typically outlines specific behaviours of concern, identifies triggers and sets out proactive strategies to promote safe regulation. By using BRPs, schools aim to reduce behavioural incidents, support emotional regulation and help students engage more successfully with their education. Where possible, the school will co-produce a BRP with parents/carers and the pupil to ensure the most effective methods of de-escalation are used.

Risk Assessments

The safety and well-being of all pupils, including those with SEND, are paramount at our school. We conduct comprehensive risk assessments to identify potential risks and hazards that may affect pupils' behaviour or safety. These assessments consider both the physical and social aspects of the school environment. For pupils with specific needs, individualised risk assessments are developed, and reasonable adjustments are made to minimise potential risks. The findings of these assessments are shared with parents and relevant staff members to ensure a proactive and responsive approach to managing risks.

EHCPs (Education, Health and Care Plans)

Pupils with SEND who have Education, Health and Care Plans (EHCPs) receive a high level of personalised support. Our school collaborates closely with the local authority and relevant professionals to ensure that EHCPs are implemented effectively. These plans provide a detailed framework for supporting pupils with complex needs, encompassing their educational, health and social care requirements. We strive to align our school's behaviour expectations with the goals and outcomes outlined in EHCPs, ensuring that pupils with SEND are fully included in all aspects of school life.

10. Child-on-Child Abuse

We are committed to creating a safe and supportive learning environment for all our pupils. Child-on-child abuse is a serious concern, and we take proactive measures to prevent, identify, and respond to any instances of such behaviour. Our approach is guided by the principles outlined in "Keeping Children Safe in Education" (KCSIE), the statutory guidance provided by the Department for Education.

Child-on-child abuse refers to any behaviour where one pupil harms or mistreats another pupil physically, sexually, emotionally, or psychologically. It can take various forms, including but not limited to bullying, harassment, peer-on-peer sexual harassment, and violence.

Prevention is a key aspect of our approach to child-on-child abuse. We promote a positive school culture where respect, tolerance, and empathy are core values. Our efforts include:

- Regular staff training on recognising signs of abuse and effective interventions.
- Age-appropriate lessons and discussions on healthy relationships and respectful behaviour.
- Encouraging open communication between pupils, staff, and parents to report concerns promptly.
- Establishing clear expectations for behaviour through our school's values and rules.

If a child-on-child abuse incident is reported or suspected, we follow our established procedures, in line with KCSIE, to ensure the safety and well-being of all involved parties. Our response may include:

- Providing immediate support to the victim, ensuring their emotional and physical well-being.
- Investigating the incident in a fair, confidential, and impartial manner.
- Implementing appropriate sanctions and interventions for the perpetrator.
- Involving external agencies and professionals when necessary to provide additional support and guidance.

We understand the importance of maintaining confidentiality when dealing with child-on-child abuse cases. All information is handled sensitively and shared only with those who need to know, in accordance with data protection laws and safeguarding procedures.

11. Use of Force and Powers to Search

We are committed to maintaining a safe and respectful learning environment for all pupils and staff. To ensure the appropriate and responsible use of force and powers to search within the school premises, we adhere to the guidance provided by the DfE and follow a comprehensive set of policies and procedures.

DfE Guidance

Our school's use of force and powers to search policy is guided by the Department for Education's statutory guidance on "Use of Reasonable Force" and "Searching, Screening, and Confiscation." We strictly adhere to these guidelines to ensure that any use of force or searches conducted on school grounds are lawful, proportionate and respectful of individuals' rights and dignity.

Training for Staff

To effectively implement this policy, all staff members who may be required to use force or conduct searches are provided with appropriate training. This training is designed to ensure that staff

members have a clear understanding of the legal framework, the principles of proportionality and the techniques required to safely manage situations that may require the use of force or searches**.**

Training Provider

The staff training is conducted by Securicare with expertise in dysregulation management, de-escalation, and the use of reasonable force within educational settings. Our school uses Securicare as an accredited provider, where training is accredited through BILD (Restraint Reduction Network Standard) and ICM (Institute of Conflict Management.)

More information can be found in the school's Physical Intervention Policy.

Our school's Behaviour Policy is designed to create a safe, respectful, and inclusive learning environment for all pupils. It is our collective responsibility to uphold these standards and values to ensure that every pupil can thrive academically and personally. By adhering to this policy, we foster a culture of respect, for our school mission of 'Thriving Together'**,** that will serve our pupils well in their academic pursuits and throughout their lives.

12. Monitoring & Review

This policy will be reviewed annually by the Board of Trustees.

13. Link to other HET policies (in alphabetical order)

- Exclusions policy
- Physical Intervention policy