



Shoreditch Park Primary School

Positive Behaviour Policy 2026-2027

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Contents

Shoreditch Park Primary School Mission Statement	3
Behaviour Philosophy.....	3
2. Legislative Framework.....	4
3. Roles and responsibilities	8
4. Creating a Positive Behaviour Culture	13
5. Teaching Positive Behaviour Through the ASPIRE Curriculum	19
6. Supporting Emotional Wellbeing and Self-Regulation.....	25
7. Behaviour Expectations.....	30
8. Responding to Behaviour	37
9. Restorative Practice	46
10. Supporting Pupils with SEND and Additional Needs.....	51
11. Anti-Bullying	59
12. Serious Behaviour, Internal Suspension, Suspension and Permanent Exclusion	68
13. Restrictive Intervention and the Use of Reasonable Force	74
14. Searching, Screening, Confiscation and Prohibited Items	80
15. Behaviour Beyond the Classroom	85
16. Monitoring, Recording, Evaluation and Continuous Improvement.....	92
Concluding Statement.....	99
Appendix a. Positive behaviour management strategies	99
Appendix b- SPPS Positive behaviour Steps.....	104
Appendix c-Tackling Cyber bullying	105
Appendix d-Positive handling record form.	106
Appendix e- ARP Child Behaviour and Discipline - Further Guidance for Staff	108
Appendix f- ABC Chart.....	110
Appendix f – Level 4 + Behaviour Form	111
Linked Shoreditch Park Policies:	114



Shoreditch Park Primary School Mission Statement

At Shoreditch Park Primary School, our mission is to ensure that every child leaves our school with the highest aspirations, an enquiring mind and respect for themselves, others and their community. We strive to develop confident, resilient and compassionate young people who are equipped to succeed, flourish and make a positive contribution throughout their education and beyond.

We are committed to providing an inclusive, nurturing and ambitious learning environment where every child feels safe, valued and able to achieve their full potential. We recognise that children thrive when they experience high-quality teaching, strong relationships and consistent expectations alongside the support they need to overcome barriers to learning.

Our ASPIRE values underpin every aspect of school life and provide a shared language for learning, behaviour and personal development. Through these values we teach children not only what they should learn, but also the attitudes, behaviours and character that will enable them to become responsible, respectful and successful members of society.

Behaviour Philosophy

At Shoreditch Park Primary School, we believe that positive behaviour is fundamental to creating a calm, safe and purposeful learning environment in which every child can flourish.

We believe that behaviour is learned and can be explicitly taught. Children are most successful when they experience predictable routines, consistent expectations, positive relationships and adults who respond with both warmth and high expectations.

We recognise that behaviour is a form of communication. Children's behaviour is influenced by their stage of development, experiences, relationships, emotional wellbeing and individual needs. Rather than focusing solely on the behaviour itself, we seek to understand what a child may be communicating so that we can provide appropriate support while maintaining clear boundaries and high expectations.



Our approach is rooted in the belief that inclusion and high expectations are complementary. Every child is expected to meet our behaviour expectations, but we recognise that some pupils, including those with special educational needs and disabilities (SEND), neurodivergent pupils and those who have experienced trauma or adversity, may require reasonable adjustments, additional teaching or targeted support to achieve these expectations.

Positive behaviour is developed through explicit teaching, modelling, encouragement and opportunities to repair relationships when mistakes occur. We teach children the knowledge, skills and emotional literacy needed to regulate their emotions, resolve conflict, develop empathy and make responsible choices. When behaviour falls below our expectations, we respond consistently, proportionately and restoratively, ensuring that consequences help children learn from their actions while maintaining their dignity and sense of belonging.

Through our ASPIRE curriculum, restorative practice and commitment to inclusive education, we aim to develop pupils who are:

- ambitious in their learning;
- self-aware and emotionally resilient;
- proud of themselves and their achievements;
- inclusive of others and appreciative of diversity;
- respectful in their relationships and actions; and
- enquiring, reflective and responsible citizens.

By working in partnership with families, governors and the wider community, we strive to ensure that every member of our school community feels safe, respected and able to thrive.

2. Legislative Framework

This policy has been developed in accordance with current legislation and statutory guidance relating to behaviour, safeguarding, equality and inclusion. It reflects Shoreditch Park Primary School's commitment to providing a safe, inclusive and orderly learning environment in which all pupils are able to thrive.



In developing and implementing this policy, the school has had regard to the following legislation and guidance:

Primary legislation

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Children Act 2004
- Human Rights Act 1998

Statutory guidance

This policy has been written with reference to the latest versions of:

- Behaviour in Schools: Advice for Headteachers and School Staff (Department for Education)
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (Department for Education)
- Keeping Children Safe in Education
- Searching, Screening and Confiscation: Advice for Schools
- The Use of Reasonable Force in Schools
- Special Educational Needs and Disability Code of Practice: 0–25 Years
- Supporting Pupils with Medical Conditions at School
- Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Working Together to Safeguard Children
- Sharing Nudes and Semi-Nudes: Advice for Education Settings
- Prevent Duty Guidance

The school will review this policy regularly to ensure that it remains compliant with changes to legislation, statutory guidance and best practice.

Equality and Inclusion



Shoreditch Park Primary School is committed to promoting equality, eliminating discrimination and fostering positive relationships between all members of the school community.

In implementing this policy, the school will fulfil its duties under the Equality Act 2010 by ensuring that no pupil is discriminated against because of a protected characteristic, including:

- age
- disability
- gender reassignment
- race
- religion or belief
- sex
- sexual orientation
- pregnancy or maternity.

The school recognises that behaviour may sometimes be influenced by disability, special educational needs, communication differences, mental health needs, adverse childhood experiences or other vulnerabilities.

Where appropriate, reasonable adjustments will be made to support pupils in meeting the school's behaviour expectations. Such adjustments do not remove expectations for positive behaviour but ensure that responses are fair, proportionate and take account of individual need.

Staff will always consider whether behaviour may be linked to an underlying need before determining an appropriate response. Decisions will be made on an individual basis, balancing the needs of the pupil with the safety, wellbeing and learning of the wider school community.

Safeguarding

Behaviour and safeguarding are intrinsically linked.



The school recognises that changes in behaviour may be an indicator that a child is experiencing abuse, neglect, exploitation, trauma, mental ill health or other safeguarding concerns.

All staff are expected to remain professionally curious and consider whether behaviour may indicate that a pupil requires additional support or protection. Where appropriate, concerns will be reported in accordance with the school's Child Protection and Safeguarding Policy.

Behaviour incidents involving harmful sexual behaviour, child-on-child abuse, discriminatory behaviour, online abuse or other safeguarding concerns will be managed in line with statutory safeguarding guidance and may be addressed through safeguarding procedures in addition to behaviour procedures.

Behaviour Principles

The Governing Body has adopted a written Statement of Behaviour Principles, as required by Section 88 of the Education and Inspections Act 2006.

These principles underpin this policy and ensure that:

- every pupil has the right to learn in a calm, safe and supportive environment;
- every member of staff has the right to work in an environment that is safe and respectful;
- behaviour expectations are consistently applied while recognising individual needs;
- sanctions are lawful, reasonable, proportionate and designed to support positive behaviour;
- restorative approaches are used wherever appropriate to repair relationships and promote accountability;
- suspensions and permanent exclusions are used only as a last resort and in accordance with statutory guidance;
- reasonable adjustments are made where appropriate for pupils with SEND or disabilities; and
- all behaviour decisions place the safety, dignity and wellbeing of children at the centre of practice.



3. Roles and responsibilities

3.1. The Governing Body

The Governing Body is responsible for ensuring that the school fulfils its statutory duties in relation to behaviour, equality and safeguarding.

Governors will:

- approve and review the school's Behaviour and Anti-Bullying Policy and Written Statement of Behaviour Principles;
- ensure that the policy complies with current legislation and statutory guidance;
- hold school leaders to account for the implementation and effectiveness of the policy;
- receive regular reports on behaviour, suspensions, bullying, attendance and safeguarding trends;
- monitor behaviour data to ensure that no group of pupils is disproportionately affected by behaviour procedures;
- ensure that the school fulfils its duties under the Equality Act 2010 and SEND legislation;
- monitor the effectiveness of the school's behaviour culture through visits, reports and discussions with leaders; and
- support the Headteacher in maintaining high standards of behaviour while promoting inclusion and pupil wellbeing.

3.2 The Headteacher

The Headteacher has overall responsibility for establishing and maintaining a positive behaviour culture across the school.

The Headteacher will:

- provide strategic leadership for behaviour and inclusion;
- ensure that this policy is implemented consistently across the school;



- promote a culture of high expectations, kindness, respect and inclusion;
- ensure that staff receive high-quality professional development in behaviour management and restorative practice;
- monitor behaviour data to identify trends and evaluate the effectiveness of interventions;
- ensure that behaviour procedures are applied fairly, consistently and lawfully;
- authorise suspensions and permanent exclusions in accordance with statutory guidance;
- ensure that pupils with SEND and disabilities receive appropriate reasonable adjustments;
- work closely with governors, parents and external agencies to improve outcomes for pupils; and
- ensure that behaviour systems support both excellent learning and positive wellbeing
- ensure that restrictive interventions are used only when lawful, reasonable, necessary and proportionate, and only as a last resort to prevent harm;
- ensure that all incidents involving the use of reasonable force or restrictive intervention are recorded, reviewed and monitored;
- ensure that parents or carers are informed of any restrictive intervention as soon as reasonably practicable;
- monitor patterns and trends in restrictive interventions to identify opportunities to reduce their use through proactive and preventative strategies;
- ensure that staff receive appropriate training in de-escalation, positive behaviour support and, where appropriate, safe restrictive intervention techniques;
- ensure that lessons learned from restrictive intervention incidents inform future practice, risk assessments and behaviour support planning.

3.3 Senior Leaders

Senior leaders play an active role in modelling, supporting and monitoring positive behaviour throughout the school.



They will:

- model calm, respectful and professional interactions at all times;
- provide coaching and guidance for staff;
- support staff in responding to more complex behaviour incidents;
- ensure that restorative approaches are embedded consistently;
- oversee behaviour support plans and targeted interventions;
- monitor behaviour records and identify emerging patterns;
- coordinate support for pupils requiring additional provision;
- liaise with families and external professionals where appropriate; and
- ensure that behaviour systems promote inclusion while maintaining high expectations
- provide guidance and support to staff in preventing behaviour from escalating through proactive, relational and restorative approaches;
- ensure that individual behaviour support plans and risk assessments are developed for pupils who present an increased risk of behaviours that may require restrictive intervention;
- review all restrictive intervention records promptly to ensure that interventions were lawful, proportionate and consistent with this policy;
- facilitate post-incident debriefs with staff and pupils, where appropriate, to identify learning and reduce the likelihood of future incidents;
- monitor the use of restrictive interventions across the school to ensure equitable practice and compliance with statutory guidance.

3.4 Teachers

Teachers are central to creating the positive behaviour culture of the school.

They will:

- establish warm, respectful and trusting relationships with pupils;
- create calm, purposeful and inclusive classrooms where every child can learn;
- explicitly teach, model and reinforce the ASPIRE values and expected behaviours;
- establish predictable routines and consistently applied expectations;



- deliver engaging, ambitious lessons that minimise barriers to learning;
- recognise and celebrate positive behaviour;
- respond to behaviour consistently using the school's graduated behaviour procedures;
- use de-escalation and restorative approaches whenever appropriate;
- communicate concerns and successes with parents;
- record behaviour incidents in line with school procedures;
- work collaboratively with colleagues to support individual pupils; and
- make reasonable adjustments for pupils with SEND or additional needs where appropriate.
- use proactive classroom management, adaptive teaching and de-escalation strategies to minimise the likelihood of restrictive intervention being required;
- contribute to the development and implementation of individual behaviour support plans and risk assessments where appropriate;
- record and report any restrictive intervention in accordance with the school's procedures.

3.5 Teaching Assistants and Support Staff

Teaching assistants, learning mentors, midday supervisors, office staff, site staff and all other adults contribute to the behaviour culture of the school.

All staff will:

- model respectful behaviour and positive relationships;
- reinforce school routines and expectations consistently;
- use positive behaviour strategies and de-escalation techniques;
- promote inclusion and belonging;
- support pupils to regulate their emotions and return successfully to learning;
- communicate concerns promptly with teachers and leaders;
- contribute to restorative conversations where appropriate; and
- undertake regular professional development relating to behaviour, safeguarding and inclusion.



- prioritise prevention, de-escalation and positive behaviour support before considering restrictive intervention;
- only use reasonable force where it is lawful, necessary and proportionate to prevent injury, serious damage to property or serious disruption, and where no less restrictive option is available;
- report and record any restrictive intervention immediately and participate in post-incident reflection and review.

Every adult is responsible for maintaining high expectations and ensuring that children experience consistency throughout the school day.

3.6 Parents and Carers

The school recognises that children achieve the greatest success when schools and families work together.

Parents and carers are expected to:

- support the school's Behaviour and Anti-Bullying Policy;
- encourage regular attendance and punctuality;
- reinforce the school's ASPIRE values at home;
- treat all members of the school community with courtesy and respect;
- work in partnership with staff to resolve concerns;
- attend meetings where appropriate to support their child's behaviour;
- inform the school of any significant changes which may affect their child's wellbeing;
- and
- support agreed behaviour strategies implemented by the school.

The school is committed to working positively with families and recognises that successful partnerships are built upon trust, honesty and mutual respect.



3.7 Pupils

Every pupil has the right to feel safe, respected and included within the school community. With this right comes a responsibility to contribute positively to the learning and wellbeing of others.

Pupils are expected to:

- demonstrate the ASPIRE values in their everyday behaviour;
- follow adult instructions promptly;
- show kindness, respect and honesty;
- care for the school environment and resources;
- take responsibility for their behaviour and learning;
- use restorative conversations to repair relationships when difficulties occur;
- report bullying, discrimination or unsafe behaviour to a trusted adult; and
- support others to feel welcomed, included and valued.

Children will be explicitly taught these expectations through the curriculum.

4. Creating a Positive Behaviour Culture

At Shoreditch Park Primary School, we believe that positive behaviour is not simply expected—it is explicitly taught, consistently modelled and carefully nurtured through every aspect of school life. Our behaviour culture is founded upon strong relationships, ambitious teaching, clear routines and high expectations, enabling every child to feel safe, valued and ready to learn.

We recognise that children learn best when they experience a calm, predictable and inclusive environment where adults are consistent in both their expectations and their responses. Positive behaviour is therefore the responsibility of every member of the school community and is embedded throughout our curriculum, routines, learning environments and interactions.

Our approach is underpinned by four key principles:



- Positive relationships
- High-quality teaching
- Explicit teaching of behaviour
- Consistent routines and expectations

Together, these principles create the conditions in which every child can flourish academically, socially and emotionally.

4.1 Positive Relationships

Positive relationships are at the heart of our behaviour culture.

Every interaction between adults and children contributes to the culture of the school. We therefore expect all adults to communicate with warmth, professionalism and respect, while maintaining consistently high expectations.

Adults will:

- greet pupils positively every day;
- build trusting relationships with children and families;
- model respectful communication;
- remain calm during periods of dysregulation;
- separate the behaviour from the child;
- seek to understand the reason behind behaviour before deciding upon an appropriate response;
- repair relationships following conflict; and
- ensure that every child starts each day with a fresh start.

Children are far more likely to regulate their own behaviour when they experience adults who are predictable, emotionally available and consistently supportive.

4.2 High-Quality Teaching

Excellent behaviour and excellent teaching are inseparable.



Children are more likely to demonstrate positive behaviour when learning is ambitious, engaging, appropriately adapted and carefully planned to meet their individual needs.

Teachers create classrooms where children feel:

- safe to make mistakes;
- challenged appropriately;
- actively engaged in learning;
- successful;
- listened to; and
- included.

Teachers use adaptive teaching to remove barriers to learning and provide appropriate support for pupils with SEND, English as an Additional Language (EAL), disadvantaged pupils and those requiring additional pastoral support.

Learning environments are calm, organised and purposeful, with clear routines that maximise learning time and minimise unnecessary disruption.

4.3 Explicit Teaching of Behaviour

At Shoreditch Park Primary School, we recognise that positive behaviour is learned in the same way as any other aspect of the curriculum.

Children are explicitly taught the behaviours, attitudes and social skills that enable them to become respectful, responsible and successful members of society.

Behaviour expectations are taught through:

- the ASPIRE Curriculum;
- PSHE;
- assemblies;
- class discussions;
- modelling by adults;
- stories and literature;
- restorative conversations;



- OPAL play experiences;
- educational visits;
- collaborative learning opportunities; and
- daily classroom routines.

Expected behaviours are revisited regularly throughout the year and retaught whenever necessary.

Adults never assume that children already know how to behave in every situation; instead, they provide clear explanations, modelling and opportunities for practice.

4.4 High Expectations

Every pupil is expected to meet the school's behaviour expectations.

We believe that maintaining high expectations demonstrates respect for children and promotes both inclusion and achievement.

High expectations include:

- arriving at school ready to learn;
- following adult instructions promptly;
- treating everyone with kindness and respect;
- taking pride in work and presentation;
- caring for the school environment;
- contributing positively to learning; and
- demonstrating the ASPIRE values throughout the day.

Where pupils experience barriers to meeting these expectations, staff will provide appropriate support and reasonable adjustments whilst maintaining ambitious expectations for behaviour and learning

4.5 Consistency

Children thrive when adults respond consistently.



Consistency does not mean treating every child identically. Rather, it means that all adults respond fairly, predictably and proportionately while taking account of each child's individual needs and circumstances.

At Shoreditch Park Primary School, consistency is achieved through:

- shared expectations;
- agreed routines;
- common language;
- restorative practice;
- graduated responses to behaviour;
- professional development;
- collaborative problem solving; and
- ongoing monitoring by senior leaders.

This consistent approach enables children to feel secure, understand expectations and develop confidence in managing their own behaviour.

4.6 Inclusive Practice

We are committed to ensuring that every child experiences a genuine sense of belonging.

Positive behaviour is promoted through inclusive practice that recognises and values diversity while removing barriers to participation.

This includes:

- reasonable adjustments for pupils with SEND;
- adaptive teaching;
- communication supports;
- sensory regulation strategies;
- individual behaviour support plans;
- transactional supports;
- personalised transition arrangements;
- collaborative working with families and professionals; and



- targeted pastoral interventions where appropriate.

We recognise that fairness does not mean treating every child the same. Fairness means providing each child with the support they need to achieve success.

4.7 Prevention and Early Intervention

Our approach prioritises prevention rather than reaction.

Adults actively seek to identify and remove barriers before behaviour escalates.

Preventative strategies include:

- building positive relationships;
- recognising early signs of distress or dysregulation;
- adapting the environment where appropriate;
- providing movement or sensory breaks;
- offering emotional regulation support;
- using visual supports and clear routines;
- reducing unnecessary demands during periods of dysregulation;
- providing access to trusted adults;
- maintaining close communication with families; and
- implementing targeted interventions at the earliest opportunity.

Where additional support is required, staff will work collaboratively with families and external professionals to ensure that appropriate provision is in place.

4.8 A Calm and Safe Learning Environment

Every child has the right to learn in an environment that is calm, orderly and free from disruption.

Adults establish this environment through:

- predictable routines;
- clear expectations;



- respectful relationships;
- consistent responses;
- purposeful transitions;
- organised classrooms;
- effective supervision;
- restorative practice; and
- proactive behaviour support.

Where behaviour disrupts the learning or safety of others, staff will respond promptly and proportionately in accordance with this policy.

The needs of individual pupils will always be balanced alongside the rights of all members of the school community to learn and work in a safe, respectful and purposeful environment.

5. Teaching Positive Behaviour Through the ASPIRE Curriculum

At Shoreditch Park Primary School, we believe that positive behaviour is not developed through rewards and sanctions alone. Children learn how to behave through explicit teaching, consistent modelling and regular opportunities to practise the values, attitudes and behaviours that enable them to thrive both within school and beyond.

Our ASPIRE Curriculum provides the foundation for this work. It is carefully planned to develop children's character, emotional literacy, resilience, independence and sense of social responsibility. Through every aspect of school life, children are explicitly taught what positive behaviour looks like, why it matters and how their choices affect both themselves and others.

The ASPIRE values provide a shared language that underpins our curriculum, our relationships and our expectations for behaviour. These values are revisited daily and embedded across all areas of school life.

5.1 The ASPIRE Values

Aspiration and Achievement



We encourage every child to believe in their potential and to develop ambitious aspirations for their future.

Children are taught to:

- approach learning with determination and enthusiasm;
- persevere when faced with challenge;
- embrace mistakes as opportunities for learning;
- celebrate effort as well as achievement;
- take pride in their progress; and
- support others to achieve success.

Self-Awareness

Children are explicitly taught to understand themselves as learners and individuals.

They learn to:

- recognise and name their emotions;
- identify situations that may cause them to feel overwhelmed;
- understand how emotions influence behaviour;
- reflect on their choices;
- recognise the impact of their behaviour on others;
- develop increasingly independent self-regulation strategies; and
- seek support appropriately when required.

Developing self-awareness enables children to become increasingly responsible for their own behaviour and wellbeing.

Pride

We encourage children to take pride in themselves, their school and their community.

Children demonstrate pride by:

- attending school regularly and punctually;



- wearing their uniform correctly;
- presenting work to a high standard;
- caring for school resources;
- looking after the environment;
- representing the school positively; and
- celebrating their own achievements and those of others.

Inclusion

We believe that everyone belongs.

Children are taught to:

- celebrate diversity;
- value different perspectives;
- include others in learning and play;
- challenge discrimination;
- demonstrate empathy;
- recognise barriers experienced by others; and
- contribute to a welcoming school community.

Inclusion is actively taught rather than assumed and reflects our commitment to equity and belonging.

Respect

Respect underpins every relationship within our school.

Children learn to:

- communicate politely;
- listen carefully to others;
- follow instructions;
- resolve disagreements peacefully;
- care for shared spaces and resources;
- respect differences of opinion; and



- behave with honesty and integrity.

Enquiry

We want every child to become an independent, curious and reflective learner.

Children are encouraged to:

- ask thoughtful questions;
- think critically;
- solve problems collaboratively;
- explore new ideas;
- take intellectual risks;
- reflect on their learning; and
- develop resilience when faced with challenge.

5.2 Explicit Teaching of Behaviour

Behaviour expectations are taught in the same way as academic knowledge and skills.

Adults do not assume that children automatically know how to behave appropriately in different situations. Instead, expectations are explicitly taught, modelled, practised, revisited and reinforced throughout the school year.

Behaviour is taught through:

- planned PSHE lessons;
- the ASPIRE curriculum;
- assemblies;
- classroom discussions;
- stories and high-quality texts;
- role play;
- educational visits;
- OPAL play;



- restorative conversations;
- transition activities; and
- daily classroom routines.

Following school holidays, transitions or significant changes in routine, staff will revisit behaviour expectations to ensure that children continue to feel safe, confident and successful.

5.3 The ASPIRE Characters

To support children's understanding of our values, each ASPIRE learning disposition is represented by a dedicated character.

These characters provide a consistent and memorable way for children to understand expected behaviours, reflect on their choices and discuss personal development.

Our ASPIRE Characters are:

- **Achieving Aisha**
- **Self-Aware Samuel**
- **Proud Pinar**
- **Inclusive Izeyah**
- **Respectful Roderick**
- **Enquiring Ebony**

The characters are used throughout assemblies, classroom teaching, displays and conversations to help children make meaningful links between everyday situations and the values that underpin our school community.

5.4 ASPIRE Mornings

Every school day begins with an intentional focus on relationships, wellbeing and readiness to learn.

During ASPIRE Mornings:



- adults warmly welcome every child into school;
- visual timetables and routines prepare children for the day ahead;
- children participate in activities linked to the weekly ASPIRE focus;
- staff check in with pupils to identify any worries or additional support needs; and
- classrooms establish a calm, purposeful atmosphere that promotes successful learning.

These daily routines help children feel safe, settled and emotionally ready to engage in learning.

5.5 Recognition and Celebration

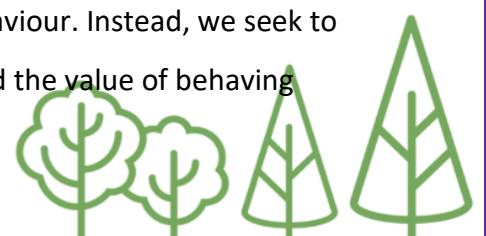
At Shoreditch Park Primary School, we believe that the most meaningful motivation comes from developing pride in making positive choices.

Our recognition systems are designed to reinforce intrinsic motivation by celebrating children who consistently demonstrate our values and contribute positively to the school community.

Positive behaviour is recognised through:

- specific verbal praise;
- positive communication with families;
- celebration of individual improvement;
- classroom recognition;
- ASPIRE Celebration Assemblies;
- Exemplary Awards;
- opportunities to take on leadership responsibilities;
- displays of children's achievements; and
- celebration of kindness, resilience, inclusion and personal growth.

We do not rely upon material rewards or prizes to motivate behaviour. Instead, we seek to foster children's intrinsic motivation, helping them to understand the value of behaving positively because it is the right thing to do.



5.6 Partnership with Families

Parents and carers play a vital role in developing children's behaviour, attitudes and values.

We work closely with families to ensure that children experience consistent messages about behaviour, respect and responsibility across both home and school.

Positive communication is an important part of this partnership, and staff actively seek opportunities to celebrate children's successes with their families as well as working collaboratively when additional support is required.

6. Supporting Emotional Wellbeing and Self-Regulation

At Shoreditch Park Primary School, we recognise that emotional wellbeing is fundamental to positive behaviour, successful learning and healthy relationships. Children who feel safe, understood and emotionally secure are more able to engage with learning, regulate their emotions and contribute positively to school life.

We believe that emotional regulation is a skill that develops over time. Like reading, writing and mathematics, self-regulation must be explicitly taught, carefully modelled and regularly practised. Adults therefore play a vital role in helping children understand their emotions, develop appropriate coping strategies and make positive choices.

Our approach combines universal provision for all pupils with targeted and specialist support for those requiring additional intervention.

6.1 A Whole-School Approach to Emotional Wellbeing

Promoting emotional wellbeing is the responsibility of every adult within the school.

Throughout the school day, staff create emotionally safe learning environments by:

- developing warm, trusting and respectful relationships;
- maintaining predictable routines;
- providing consistent responses to behaviour;
- explicitly teaching emotional literacy;



- recognising and celebrating success;
- using restorative conversations;
- modelling calm and respectful communication;
- helping children understand and name their emotions; and
- supporting pupils to develop increasing independence in managing their behaviour.

Children are encouraged to understand that all emotions are normal and acceptable, while recognising that not all behaviours are appropriate. We teach children to identify their feelings, consider how these influence their behaviour and select appropriate strategies to regulate themselves.

6.2 Explicit Teaching of Emotional Regulation

Self-regulation is explicitly taught through the school's PSHE and ASPIRE curriculum.

Children are supported to:

- recognise a wide range of emotions;
- understand the connection between thoughts, feelings and behaviour;
- identify early signs of dysregulation;
- understand how behaviour affects others;
- develop empathy;
- solve problems collaboratively;
- resolve conflict peacefully; and
- reflect on their choices and their impact.

Adults model emotional regulation in their own interactions, demonstrating calm communication, respectful problem-solving and positive conflict resolution.

6.3 Zones of Regulation

The Zones of Regulation framework provides a consistent whole-school approach to supporting emotional regulation.



Children are taught to recognise different emotional states and develop a personalised toolkit of strategies to help them regulate their emotions appropriately.

Staff use the language of the Zones consistently throughout the school to support children in identifying how they are feeling and selecting appropriate regulation strategies.

The Zones are never used as a behaviour management tool or reward system. Instead, they provide a shared language that promotes self-awareness, emotional literacy and independence.

6.4 Personalised Regulation Strategies

Every child is different, and effective regulation strategies will vary according to individual needs.

Children are supported to develop personalised regulation toolkits, which may include:

- breathing techniques;
- mindfulness activities;
- sensory resources;
- movement breaks;
- access to quiet spaces;
- visual supports;
- emotional check-ins;
- drawing or writing;
- access to a trusted adult;
- problem-solving conversations; and
- structured reflection.

For some pupils, these strategies will form part of an individual behaviour support plan or SEND provision.

6.5 Early Identification and Support

We recognise the importance of identifying emerging needs at the earliest opportunity.



Staff remain professionally curious and responsive to changes in behaviour that may indicate:

- emotional distress;
- anxiety;
- unmet SEND needs;
- communication difficulties;
- adverse childhood experiences;
- safeguarding concerns;
- mental health needs; or
- other barriers to learning.

Where concerns arise, staff work collaboratively with parents, the SEND team, safeguarding leads and external professionals to identify appropriate support.

6.6 Targeted Pastoral Support

Some pupils require additional support to develop emotional regulation, resilience and positive behaviour.

The school provides a graduated range of interventions, which may include:

- social skills groups;
- emotional literacy interventions;
- Zones of Regulation groups;
- ELSA-informed approaches;
- gardening nurture;
- art-based interventions;
- therapeutic play;
- mentoring;
- behaviour coaching;
- individual behaviour support plans; and
- targeted transition support.



Interventions are regularly reviewed to ensure they continue to meet the needs of individual pupils.

6.7 Mental Health Support

Shoreditch Park Primary School is committed to promoting positive mental health and wellbeing.

The school works collaboratively with a range of professionals to provide additional support where appropriate. This may include:

- the Mental Health Support Team (MHST);
- Place2Be;
- Wellbeing and Mental Health in Schools (WAMHS);
- Educational Psychology;
- Speech and Language Therapy;
- Occupational Therapy;
- CAMHS and other NHS services;
- Early Help services; and
- voluntary and community organisations.

Support is coordinated through close partnership with families and external agencies to ensure that children receive timely and appropriate intervention.

6.8 Supporting Pupils with SEND

The school recognises that some pupils with SEND may communicate distress through behaviour.

Where behaviour is linked to an identified or emerging need, staff will consider whether:

- reasonable adjustments are required;
- additional teaching of behaviour is needed;
- communication methods need adapting;



- sensory needs require support;
- environmental changes would reduce barriers to learning;
- individual risk assessments are required; or
- specialist advice should be sought.

Support will be provided through the graduated approach described in the SEND Code of Practice and will be developed in partnership with pupils, families and relevant professionals.

High expectations remain for all pupils; however, the strategies used to help pupils achieve those expectations may differ according to individual need.

6.9 Partnership with Parents

Parents and carers play an essential role in supporting children's emotional wellbeing.

Where additional support is required, the school will work collaboratively with families to:

- share successful regulation strategies;
- agree consistent approaches between home and school;
- review progress regularly;
- celebrate improvements; and
- identify any further support required.

By working together, we can provide children with consistent messages and help them develop lifelong emotional regulation skills.

7. Behaviour Expectations

At Shoreditch Park Primary School, we believe that every child has the right to learn in a calm, safe and respectful environment. We also believe that every member of our school community has a responsibility to contribute positively to that environment through their actions, attitudes and relationships.



Behaviour expectations are explicitly taught, regularly revisited and consistently reinforced throughout school life. They are rooted in our ASPIRE values and provide children with a clear understanding of how they can contribute positively to our school community.

Children are expected to demonstrate these behaviours across all aspects of school life, including classrooms, playgrounds, educational visits, breakfast club, after-school clubs, online interactions and when representing the school within the wider community.

7.1 Our Behaviour Expectations

We expect every pupil to:

Be Ready

Children demonstrate readiness by:

- arriving at school on time and prepared for learning;
- following established routines;
- listening attentively to adults and peers;
- moving calmly around the school;
- bringing the equipment they need;
- completing learning to the best of their ability; and
- being ready to participate positively in all aspects of school life.

Be Respectful

Children demonstrate respect by:

- speaking politely to everyone;
- following adult instructions promptly;
- valuing the opinions and feelings of others;
- celebrating difference and diversity;
- using kind words and actions;
- caring for school property and the environment;
- respecting personal space and boundaries; and
- resolving disagreements peacefully.



Be Safe

Children help to keep themselves and others safe by:

- making sensible choices;
- walking calmly around the school;
- using equipment appropriately;
- reporting concerns to adults;
- following safety instructions;
- playing cooperatively; and
- behaving responsibly during visits and educational activities.

Be Responsible

Children take responsibility by:

- reflecting on their behaviour;
- learning from mistakes;
- repairing relationships where appropriate;
- accepting support from adults;
- caring for shared resources;
- contributing positively to the classroom and wider school community; and
- demonstrating the ASPIRE values in their daily actions.

7.2 Classroom Expectations

Every classroom should be calm, purposeful and inclusive.

Children are expected to:

- enter classrooms calmly and ready to learn;
- follow classroom routines independently;
- listen when others are speaking;
- contribute positively to discussions;
- complete learning with perseverance;
- ask for help appropriately;



- remain focused on learning;
- work collaboratively when appropriate;
- respect the learning of others; and
- leave classrooms tidy and organised.

Adults will ensure that expectations are explicitly taught, consistently reinforced and adapted appropriately for pupils requiring additional support.

7.3 Movement Around School

Children are expected to move around the school safely, calmly and respectfully.

This includes:

- walking quietly;
- respecting displays and learning environments;
- following adult directions immediately;
- holding doors where appropriate;
- using indoor voices;
- showing courtesy to others; and
- moving promptly between learning activities.

Adults will actively supervise transitions and reinforce expectations through positive modelling and clear routines.

7.4 Playtimes and Lunchtimes

Play is an important part of children's development and wellbeing. Through our OPAL approach, children are provided with rich opportunities to develop creativity, cooperation, resilience and problem-solving skills.

Children are expected to:

- include others in play;
- share equipment fairly;
- take appropriate risks safely;



- follow the playground rules;
- use equipment responsibly;
- resolve minor disagreements respectfully where appropriate;
- seek adult support when required;
- care for playground equipment;
- respect designated play areas; and
- follow adult instructions promptly.

Where disagreements occur, adults will support children to resolve conflict through restorative approaches wherever appropriate.

7.5 Dining Hall Expectations

During lunchtime, children are expected to:

- enter and leave the dining hall calmly;
- use good table manners;
- speak quietly;
- show respect to catering staff;
- try new foods where appropriate;
- keep the dining environment tidy; and
- follow adult instructions.

Lunchtime is viewed as an important opportunity to develop independence, social skills and respectful relationships.

7.6 Educational Visits and Off-Site Learning

Behaviour expectations remain equally high when pupils are learning beyond the school site.

Children are expected to:

- represent Shoreditch Park Primary School positively;
- follow instructions immediately;
- remain with their allocated group;



- demonstrate respect towards members of the public;
- care for venues and equipment;
- behave safely when travelling; and
- demonstrate the ASPIRE values throughout the visit.

Additional risk assessments and behaviour support arrangements may be implemented where appropriate to enable all pupils to participate successfully.

7.7 Online Behaviour

The school's expectations for behaviour apply equally to online interactions.

Children are expected to:

- communicate respectfully;
- use technology safely and responsibly;
- protect personal information;
- report inappropriate online behaviour;
- demonstrate kindness during online learning; and
- follow the school's Acceptable Use Agreement.

Incidents of cyberbullying or inappropriate online behaviour that affect the safety or wellbeing of members of the school community will be managed in accordance with this policy, the Online Safety Policy and the Child Protection and Safeguarding Policy.

7.8 Behaviour Beyond the School Gate

The school may respond to behaviour outside school where it:

- affects the safety or wellbeing of members of the school community;
- brings the school into disrepute;
- occurs whilst pupils are representing the school;
- occurs whilst travelling to or from school;
- takes place on educational visits or residential visits; or
- involves online behaviour that has an impact on school.



Responses will always be lawful, reasonable, proportionate and take account of the individual circumstances of each case.

7.9 Reasonable Adjustments

The school recognises that some pupils may require adaptations to routines, communication methods or behaviour support in order to meet these expectations successfully.

Where appropriate, reasonable adjustments may include:

- adapted communication;
- visual supports;
- sensory regulation opportunities;
- personalised transition arrangements;
- movement breaks;
- additional adult support;
- environmental adaptations;
- individual behaviour support plans; and
- other strategies identified through the graduated approach.

These adjustments are intended to remove barriers to success while maintaining high expectations for behaviour and learning.

7.10 Promoting Independence

As children progress through the school, we aim to develop increasing independence and self-regulation.

Adults gradually encourage pupils to:

- manage their own behaviour;
- reflect on their choices;
- solve problems collaboratively;
- seek support appropriately;
- regulate emotions independently;



- contribute positively to the school community; and
- take pride in demonstrating the ASPIRE values without relying on adult prompts.

Developing independence is central to preparing children for successful transition into secondary education and later life.

8. Responding to Behaviour

At Shoreditch Park Primary School, we believe that behaviour should always be responded to in a way that is fair, consistent, proportionate and focused on helping children learn from their experiences.

Our responses are designed to:

- maintain a calm, safe and purposeful learning environment;
- protect the wellbeing and dignity of all members of the school community;
- help children understand the impact of their behaviour;
- repair relationships where harm has occurred;
- teach alternative behaviours and self-regulation strategies;
- prevent repeated incidents; and
- support children to return successfully to learning.

Whenever possible, behaviour will be addressed at the earliest opportunity through calm, restorative and relational approaches before more formal consequences are considered.

Adults will always consider the individual circumstances of the child, including their age, developmental stage, SEND, communication needs, medical needs, safeguarding concerns and any known vulnerabilities, whilst maintaining high expectations for behaviour.

8.1 Principles for Responding to Behaviour

All behaviour responses at Shoreditch Park Primary School are underpinned by the following principles:

Calm



Adults respond calmly and professionally, recognising that their behaviour influences the behaviour of children.

Staff avoid confrontation, raised voices, sarcasm or public humiliation.

Consistency

Children experience consistent expectations and responses from every adult across the school.

Consistency means responding predictably whilst making reasonable adjustments where appropriate to meet individual needs.

Restoration

Where appropriate, behaviour incidents are followed by restorative conversations that enable children to understand:

- what happened;
- who was affected;
- how harm can be repaired; and
- how similar situations can be avoided in the future.

Proportionality

Responses are always proportionate to:

- the seriousness of the behaviour;
- the age of the child;
- the context of the incident;
- previous patterns of behaviour;
- the impact on others; and
- any identified additional needs.



Every day provides children with a fresh opportunity to succeed.

Once a consequence has been completed and restorative work has taken place, children are welcomed back into learning without prejudice or negative labelling.

8.2 A Graduated Response

Staff respond to behaviour using a graduated approach.

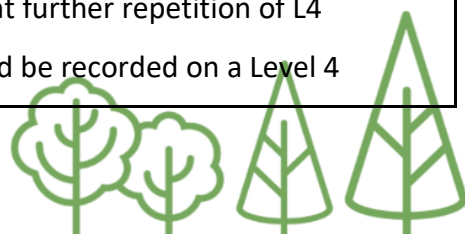
The majority of low-level behaviours are addressed quickly within the classroom through positive behaviour strategies.

Where behaviour continues or becomes more serious, responses become increasingly structured while remaining restorative wherever possible.

Stage	Behaviour descriptor	Sanction
Warning		Teacher to catch the behaviour and give a Reminder and warning.
Level 1	Disrespectful communication (to adults or peers) Distracting others learning Deliberately failing to follow instructions. Poor transitions such as pushing in or talking during transition. Silly noises Talking over staff/ other children. Interrupting teacher. Wandering around. Bringing in inappropriate items Playground behaviours Disrespectful communication to	5-minute reflection in school with a member of SLT Class teacher to feedback to parent. Playground Incident followed up by playground lead-child to have a timeout in the reflection zone.



	adults or peers. Challenge to authority.	
Level 2	Repetition of level 1 behaviour	10-minute reflection in school with a member of SLT Class teacher to feedback to parent. Playground incident Recorded by playground lead -child to have a time out in the reflection zone
Level 3	Continuation of level 1 and 2 behaviours.	15-minute reflection in school with a member of SLT YG leader intervention Meeting with parents This may result in a behaviour plan being put in place for the child. Playground Incident Recorded by playground lead -child to have a time out in the reflection zone or to have reflection time in school with an SLT member
Level 4	Continuous disruption to others learning. Continued or serious challenge to authority. Damaging school/children property Leaving class without permission. Behaviour or language that	Sanction will be a 20-minute reflection during playtime. A member of the senior leadership team and/or pastoral manager may arrange an internal exclusion and meeting with parent. Actions to prevent further repetition of L4 behaviours should be recorded on a Level 4



	discriminates against others (race, gender, sexuality, gender identity, disability) (can also be level 5) Bullying (can also be level 5) Playground behaviours See above in playground context.	behaviour form. Playground Incident Playground incident recorded on SIMS and child will be removed from the playground. Pupil may miss playtime for a number of days depending on severity of the incident.
Level 5	Any behaviour that poses a significant risk to others or themselves. Such as: Violence child-child. Violence Child-adult. Throwing large dangerous objects Absconding Continued challenge to authority whilst offsite. Behaviour or language that discriminates against others (race, gender, sexuality, gender identity, disability) (can also be level 4) Bullying (can also be level 4) Harmful sexual behaviour Playground behaviours See above in playground context	Sanction to be set by Senior Leader. Internal exclusion or suspension. Urgent meeting with parents. This incident will be reported to the Head Teacher or Deputy Head. Playground Incident Child brought off the playground immediately. Sanction to be set by Senior Leader but may include missed playtime, internal exclusion or suspension. Urgent meeting with parents. This incident will be reported to the Head Teacher or Deputy Head.



8.3 Responding to Persistent Behaviour

Where a pupil demonstrates repeated patterns of behaviour that affect their learning or the learning of others, the school will seek to understand the underlying reasons for the behaviour rather than relying solely on repeated consequences.

Support may include:

- behaviour observations;
- behaviour support plans;
- restorative meetings;
- pastoral mentoring;
- parental meetings;
- SEND assessment;
- therapeutic interventions;
- environmental adaptations;
- personalised regulation strategies;
- external professional involvement.

The aim is to reduce barriers to learning and help pupils develop sustainable positive behaviours.

8.4 Recording Behaviour

Behaviour incidents are recorded in accordance with the school's recording procedures.

The level of recording will be proportionate to the seriousness of the incident.

The school records behaviour in order to:

- monitor individual pupils;
- identify emerging patterns;
- evaluate the effectiveness of interventions;
- ensure consistency;



- identify any disproportionate impact on particular groups of pupils;
- fulfil safeguarding responsibilities.

Serious incidents, including discriminatory incidents, bullying, restrictive interventions, suspensions and internal suspensions, will always be recorded.

8.5 Actions following level 4 and 5 incidents

Where a pupil demonstrates Level 4 or Level 5 behaviour, the incident will be referred immediately to a member of the Senior Leadership Team (SLT). The SLT will investigate the incident, consider the context, the pupil's individual needs and any safeguarding or SEND factors, and follow the behaviour decision-making flowchart to determine the most appropriate next steps.

Responses will always be proportionate, restorative where appropriate, and focused on ensuring the safety, wellbeing and successful reintegration of all pupils.

Area	SLT Response
Investigation	Gather accounts from pupils, staff and, where appropriate, witnesses. Review any available evidence and establish the facts before determining outcomes.
Risk Assessment	Complete or review an individual risk assessment where necessary, considering the safety of the pupil, other children and staff. Existing behaviour support plans will also be reviewed.
Parents/Carers	Inform parents/carers of serious incidents promptly. Where appropriate, arrange a meeting to discuss the incident, next steps and strategies to support the child.
Behaviour Support	Review whether additional support or intervention is required, including mentoring, emotional regulation support, pastoral intervention or adaptations to provision.



Playground Reintegration	Following serious playground incidents, a structured reintegration plan will be implemented. This may include phased access to playtimes, increased supervision, structured play activities or support from a member of the Senior Leadership Team or a Higher Level Teaching Assistant (HLTA).
Structured Play Intervention	Where appropriate, pupils may access structured play sessions to develop social skills, self-regulation, communication and positive play behaviours before returning to unstructured play.
Educational Visits and Trips	SLT will complete a risk assessment to determine whether the pupil can safely participate in educational visits, residentials or off-site activities. Where risks cannot be managed safely, parents/carers will receive written confirmation that their child will either remain in school with appropriate supervision or attend the visit only if accompanied by a parent/carer. Decisions will be reviewed on an individual basis and will not automatically apply to future visits.
Classroom Reintegration	Where appropriate, a reintegration meeting or support plan will be implemented to ensure the pupil returns successfully to learning with clear expectations and appropriate support.
External Agency Involvement	Consider referrals to, or advice from, appropriate external professionals, including Educational Psychology, CAMHS, Behaviour Support, Early Help, Social Care or other relevant agencies where appropriate.
Monitoring	Monitor behaviour closely over an agreed period. Targets, support strategies and progress will be reviewed regularly with staff, parents/carers and the pupil where appropriate.
Recording	All serious incidents, investigations, decisions and actions will be recorded on the school's behaviour recording system to ensure consistency, accountability and effective monitoring.



The purpose of these procedures is to maintain a safe learning environment while ensuring that pupils receive the support, guidance and intervention needed to improve their behaviour and successfully reintegrate into all aspects of school life

8.6-Red card analysis

Where a pupil's behaviour is persistently disrupting the learning of others or presents a risk to the safety of themselves or others, it may be necessary to remove them from the classroom for a short period. At Shoreditch Park Primary School, this is known as a 'Red Card'.

A Red Card is used only when appropriate strategies within the classroom have been unsuccessful and the pupil is unable to engage safely or positively in learning. The pupil will be supported by a member of the Senior Leadership Team, who will work with them to regulate their emotions, reflect on their behaviour and prepare them for a successful return to class as soon as possible.

Following a Red Card, the class teacher and the supporting member of SLT will review the incident, consider any contributing factors and record it as a Level 4 behaviour incident. The school's Level 4 behaviour procedures, including restorative conversations, communication with parents where appropriate and any necessary follow-up support or intervention, will then be implemented in accordance with this policy.

The purpose of a Red Card is not simply to remove a pupil from learning, but to restore a calm learning environment for all pupils while providing timely support to help the child return successfully to the classroom.

8.7 Communication with Parents

The school believes that positive partnerships with families are essential in promoting successful behaviour.

Parents will be informed of significant behaviour incidents promptly and will be invited to work collaboratively with the school where additional support is required.

Communication will focus on:



- understanding what happened;
- agreeing strategies;
- supporting the child;
- repairing relationships; and
- preventing future incidents.

The school will also communicate positive behaviour and improvements regularly, recognising that celebrating success is an important part of building strong home-school partnerships.

9. Restorative Practice

At Shoreditch Park Primary School, we believe that mistakes provide valuable opportunities for learning, growth and strengthening relationships. Restorative practice is a fundamental part of our behaviour culture and supports children to understand the impact of their actions, take responsibility for their behaviour and repair relationships where harm has occurred.

Restorative practice does not replace appropriate consequences. Instead, it works alongside them, ensuring that children are supported to learn from incidents, rebuild trust and successfully reintegrate into the school community.

Our restorative approach reflects our ASPIRE values by promoting empathy, accountability, respect and inclusion.

9.1 Aims of Restorative Practice

The aims of restorative practice are to:

- repair relationships following conflict or harm;
- support children to understand the impact of their behaviour on others;
- encourage empathy and personal responsibility;
- restore trust within the school community;
- reduce repeated behaviour incidents;
- strengthen children's problem-solving and communication skills;



- develop emotional literacy and self-awareness; and
- enable children to return positively to learning and school life.

Our focus is not on blame, but on learning, repairing harm and moving forward.

9.2 When Restorative Practice is Used

Restorative approaches may be used following:

- friendship disagreements;
- classroom disruption;
- inappropriate language;
- conflict during play;
- damage to property;
- discriminatory incidents (alongside formal procedures);
- bullying (following investigation and only where appropriate);
- physical aggression;
- suspension;
- internal suspension;
- restrictive intervention; and
- any incident where relationships need to be repaired.

The use of restorative practice will always take account of the wishes and wellbeing of those affected. It will never replace safeguarding procedures or formal investigations where these are required.

9.3 Restorative Conversations

Restorative conversations take place once everyone involved is calm and emotionally ready to participate.

Adults facilitate conversations in a supportive, non-judgemental manner, helping children to reflect honestly while taking responsibility for their actions.

The emphasis is on understanding, accountability and finding constructive ways forward rather than assigning blame.



Adults may adapt conversations according to the age, communication needs and developmental stage of the child.

9.4 Restorative Questions

The school uses consistent restorative questions to support reflection.

For the child whose behaviour has caused harm:

- What happened?
- What were you thinking or feeling at the time?
- What have you thought about since?
- Who has been affected?
- How do you think they have been affected?
- What could you do differently next time?
- What needs to happen to put things right?

For the person who has been affected:

- What happened from your point of view?
- How did this make you feel?
- What has been the hardest part?
- What do you need now to feel safe and supported?
- How can we help repair the situation?

These questions are intended to develop empathy, reflection and responsibility rather than encourage rehearsed responses.

9.5 Repairing Harm

Where appropriate, children will be supported to repair harm in meaningful ways.

Depending on the circumstances, this may include:

- offering a sincere verbal or written apology;
- replacing or repairing damaged property;



- completing an act of kindness or service;
- rebuilding trust through positive behaviour;
- participating in a restorative meeting; or
- agreeing actions that support a successful return to positive relationships.

Adults ensure that restorative actions are meaningful, proportionate and never humiliating.

9.6 Supporting Reflection

Some children may require additional support to reflect on their behaviour.

Adults may use:

- visual supports;
- social stories;
- comic strip conversations;
- emotion scales;
- reflection sheets;
- drawing;
- role play;
- sensory regulation activities;
- supported discussions with trusted adults.

Children are given sufficient time to regulate before restorative conversations take place.

9.7 Reintegration Following Serious Incidents

Following serious behaviour incidents, internal suspension or suspension, pupils will be supported to successfully reintegrate into school.

Reintegration may include:

- a restorative meeting;
- reviewing behaviour support plans;
- reviewing reasonable adjustments;
- updating risk assessments where necessary;



- identifying additional support;
- agreeing clear expectations;
- rebuilding relationships with staff and peers; and
- celebrating successful reintegration.

The aim is to enable every child to return with dignity, confidence and the opportunity for a genuine fresh start.

9.8 When Restorative Practice May Not Be Appropriate

While restorative practice forms an important part of our approach, there may be occasions where alternative procedures are required.

For example:

- safeguarding investigations;
- allegations of abuse;
- serious child protection concerns;
- incidents involving criminal behaviour;
- situations where a child does not yet feel emotionally safe to participate;
- incidents where participation could cause further distress.

In such circumstances, safeguarding, legal or disciplinary procedures will take precedence. Restorative approaches may still be considered at a later stage if appropriate and with the agreement of those involved.

9.9 A Restorative School Culture

Restorative practice is not limited to responding to incidents of poor behaviour.

Across the school, adults model restorative approaches by:

- listening respectfully;
- encouraging children to resolve disagreements independently where appropriate;
- supporting collaborative problem-solving;
- promoting empathy and understanding;



- helping children express their feelings appropriately;
- encouraging forgiveness alongside accountability; and
- reinforcing that everyone can learn from mistakes.

By embedding restorative practice into everyday school life, we develop a culture where relationships are valued, differences are respected and children feel safe to take responsibility for their actions and grow from their experiences.

10. Supporting Pupils with SEND and Additional Needs

At Shoreditch Park Primary School, we are committed to providing an inclusive learning environment where every child is supported to succeed academically, socially and emotionally. We believe that all pupils are capable of demonstrating positive behaviour and that it is our responsibility to remove barriers, teach appropriate behaviours and provide the support necessary for children to achieve success.

We recognise that behaviour is influenced by a wide range of factors, including developmental stage, communication skills, emotional wellbeing, sensory processing, previous experiences, learning needs and disabilities. We therefore adopt a graduated, needs-led approach which balances high expectations with appropriate support and reasonable adjustments.

Our approach reflects the principles of the **SEND Code of Practice (2015)**, the **Equality Act 2010, Keeping Children Safe in Education** and the Department for Education's guidance on **Behaviour in Schools**.

10.1 High Expectations for Every Child

Every pupil is expected to behave safely, respectfully and responsibly.

High expectations apply equally to pupils with SEND; however, we recognise that some pupils may require different teaching approaches, additional support or reasonable adjustments in order to achieve these expectations successfully.



Reasonable adjustments are intended to remove barriers to learning and participation. They do not remove expectations for positive behaviour or diminish the rights of other pupils to learn in a calm, safe and purposeful environment.

10.2 Understanding Behaviour

Behaviour communicates information.

For some pupils, behaviour may indicate:

- communication difficulties;
- sensory processing differences;
- anxiety;
- emotional dysregulation;
- frustration;
- trauma or adverse childhood experiences;
- unmet learning needs;
- physical discomfort;
- mental health needs;
- social communication differences; or
- an unidentified special educational need.

Adults seek to understand the function of behaviour rather than responding solely to its presentation.

This understanding enables staff to provide effective support while maintaining consistent expectations.

10.3 The Graduated Approach

Where behaviour causes concern, staff follow the graduated approach described within the SEND Code of Practice.

This includes:

Assess



Adults gather information about:

- when behaviours occur;
- possible triggers;
- environmental factors;
- communication needs;
- emotional wellbeing;
- sensory needs;
- learning barriers;
- pupil voice;
- parent views; and
- previous successful strategies.

Plan

Where appropriate, staff develop a personalised support plan which may include:

- clear behaviour targets;
- reasonable adjustments;
- regulation strategies;
- environmental adaptations;
- communication supports;
- sensory provision;
- adult responsibilities;
- parental involvement;
- review arrangements.

Do

Support strategies are implemented consistently by all adults working with the child.

The emphasis remains on prevention, teaching and relationship-building rather than reactive behaviour management.

Review



Support plans are reviewed regularly with:

- the pupil;
- parents or carers;
- class staff;
- the SEND team;
- external professionals where appropriate.

Strategies are adapted in response to progress and changing needs.

10.4 Reasonable Adjustments

Reasonable adjustments will be considered for pupils whose disability or additional needs significantly affect their ability to access learning or meet behaviour expectations.

Adjustments may include:

- adapted communication;
- visual timetables;
- now-and-next boards;
- social stories;
- reduced language;
- processing time;
- sensory regulation opportunities;
- movement breaks;
- alternative workspaces;
- transitional supports;
- access to regulation resources;
- adapted play arrangements;
- personalised reward systems where appropriate;
- adjusted expectations during periods of dysregulation;
- additional adult support.

Reasonable adjustments will always be proportionate and reviewed regularly.



10.5 Supporting Emotional Regulation

Some pupils require explicit teaching of emotional regulation over an extended period of time.

Support may include:

- Zones of Regulation;
- emotional coaching;
- sensory circuits;
- therapeutic interventions;
- trusted adults;
- calm spaces;
- regulation plans;
- personalised self-regulation toolkits;
- structured routines;
- visual supports.

Adults support pupils to recognise early signs of dysregulation and develop increasingly independent regulation strategies.

10.6 Behaviour Support Plans

Where behaviour significantly impacts learning or safety, an Individual Behaviour Support Plan may be developed.

Plans are produced collaboratively with:

- parents or carers;
- the pupil where appropriate;
- teachers;
- the SEND team;
- pastoral staff;
- external professionals.

Plans will identify:



- strengths;
- known triggers;
- early signs of distress;
- successful de-escalation strategies;
- reasonable adjustments;
- regulation strategies;
- adult responses;
- crisis responses where appropriate;
- reintegration arrangements following incidents.

Plans are reviewed regularly to ensure they remain effective.

10.7 Risk Assessments

Individual risk assessments may be completed where behaviour presents a foreseeable risk to:

- the pupil;
- other pupils;
- staff;
- visitors;
- property.

Risk assessments focus on prevention.

They identify:

- known triggers;
- early warning signs;
- proactive strategies;
- reasonable adjustments;
- agreed responses;
- restrictive intervention arrangements where absolutely necessary;
- post-incident support.



Risk assessments are reviewed regularly and shared with relevant staff.

10.8 Working with External Professionals

Where additional expertise is required, the school works collaboratively with external agencies.

Support may include advice from:

- Educational Psychology;
- Speech and Language Therapy;
- Occupational Therapy;
- CAMHS;
- Mental Health Support Team;
- Social Care;
- Early Help;
- health professionals;
- specialist outreach services.

Recommendations from professionals will be incorporated into behaviour planning wherever appropriate.

10.9 Autism Resource Provision (ARP)

The Autism Resource Provision forms an integral part of Shoreditch Park Primary School's inclusive community.

Pupils accessing the ARP follow personalised programmes designed to meet their individual strengths and needs while being supported to access mainstream learning and wider school life wherever appropriate.

Behaviour support within the ARP is based upon:

- understanding autism and neurodiversity;
- reducing anxiety;
- proactive planning;



- communication support;
- sensory regulation;
- predictable routines;
- positive relationships;
- explicit teaching;
- collaborative working with families.

The same principles of dignity, inclusion, high expectations and restorative practice underpin behaviour support within both the ARP and mainstream provision.

10.10 Partnership with Families

Families know their children best.

The school values parents and carers as equal partners in supporting positive behaviour.

We work collaboratively to:

- share successful strategies;
- review support plans;
- celebrate progress;
- identify emerging concerns;
- agree consistent approaches;
- plan transitions;
- review risk assessments where appropriate.

Parents will be involved in decisions relating to significant behaviour support whenever possible.

10.11 Balancing Individual Needs and the Rights of Others

The school is committed to meeting individual needs while also protecting the rights of all pupils and staff to learn and work in a safe, calm and respectful environment.

Where behaviour places others at risk or significantly disrupts learning, additional support, reasonable adjustments and targeted interventions will be implemented promptly.



Where necessary, further action may be taken in accordance with this policy and statutory guidance.

Decisions will always seek to balance:

- the needs of the individual pupil;
- the safety and wellbeing of others;
- the school's legal duties;
- the principles of inclusion;
- the importance of maintaining high expectations

11. Anti-Bullying

11.1 Statement of Commitment

At Shoreditch Park Primary School, we are committed to creating a safe, inclusive and respectful environment where every child feels valued, protected and able to thrive.

Bullying of any kind is unacceptable and will never be ignored or minimised.

We recognise that bullying can have a significant impact on a child's emotional wellbeing, confidence, attendance, relationships and achievement. Every allegation of bullying will therefore be taken seriously, investigated thoroughly and responded to promptly, fairly and sensitively.

Our aim is not only to respond effectively when bullying occurs but to develop a culture where kindness, inclusion, empathy and respect make bullying far less likely to happen.

Preventing bullying is everyone's responsibility.

11.2 What is Bullying?

Bullying is:

Deliberate behaviour which is intended to hurt another person, is repeated over time and involves an imbalance of power that makes it difficult for the victim to defend themselves.



Bullying may involve:

- physical aggression;
- verbal abuse;
- emotional abuse;
- social exclusion;
- intimidation;
- threats;
- humiliation;
- online abuse (cyberbullying);
- discriminatory behaviour.

A one-off disagreement or isolated incident of poor behaviour is not normally bullying, although such incidents are always taken seriously and dealt with appropriately through the school's behaviour procedures.

11.3 Types of Bullying

Bullying may include:

Physical bullying

For example:

- hitting;
- kicking;
- pushing;
- damaging belongings;
- inappropriate physical contact.

Verbal bullying

Including:

- name calling;
- insults;



- threats;
- offensive comments;
- mocking.

Emotional bullying

Including:

- intimidation;
- humiliation;
- manipulation;
- spreading rumours;
- excluding others deliberately;
- encouraging others not to be friends with someone.

Cyberbullying

Including:

- social media;
- messaging apps;
- online gaming;
- sharing images;
- anonymous messaging;
- creating fake accounts;
- online humiliation.

Cyberbullying occurring outside school may still be investigated where it impacts upon the safety or wellbeing of pupils within school.

11.4 Prejudice-Based Bullying

The school has a zero-tolerance approach towards prejudice-based bullying.

This includes bullying related to:



- race or ethnicity;
- religion or belief;
- disability or additional needs;
- sex;
- gender reassignment;
- sexual orientation;
- looked-after status;
- young carers;
- family circumstances;
- appearance.

The school also challenges discriminatory language, stereotypes and prejudice even where there is no intention to bully.

Every child has the right to feel safe, included and respected.

11.5 Preventing Bullying

Preventing bullying is more effective than simply responding after incidents occur.

The school promotes positive relationships through:

- the ASPIRE curriculum;
- PSHE;
- Relationships Education;
- assemblies;
- restorative practice;
- OPAL play;
- pupil leadership opportunities;
- celebration of diversity;
- anti-bullying week;
- online safety education;
- positive behaviour recognition;
- staff training.



Children are explicitly taught:

- empathy;
- kindness;
- respectful disagreement;
- inclusion;
- responsible online behaviour;
- how to seek help;
- how to support others safely.

11.6 Reporting Concerns

Children are encouraged to tell an adult immediately if they:

- experience bullying;
- witness bullying;
- are worried about another child;
- experience online bullying;
- hear discriminatory language.

Parents are encouraged to contact the school as soon as concerns arise.

Reports can be made to:

- class teachers;
- learning mentors;
- senior leaders;
- safeguarding leads;
- any trusted adult.

Every concern will be taken seriously.

11.7 Responding to Bullying

When bullying is alleged, the school will:



1. listen carefully to everyone involved;
2. investigate thoroughly;
3. record findings;
4. inform parents where appropriate;
5. support the child experiencing bullying;
6. work with the child displaying bullying behaviour;
7. implement appropriate behaviour responses;
8. monitor the situation to ensure bullying has stopped.

Responses will be proportionate and may include:

- restorative meetings (where appropriate);
- behaviour support plans;
- increased supervision;
- pastoral support;
- parental meetings;
- internal suspension;
- suspension for serious or persistent bullying.

11.8 Supporting the Child Experiencing Bullying

Children affected by bullying will receive support appropriate to their needs.

Support may include:

- trusted adult check-ins;
- pastoral mentoring;
- emotional wellbeing support;
- counselling;
- friendship support;
- increased supervision;
- restorative meetings (where appropriate);
- safety planning.

Children will never be expected to resolve bullying independently.



11.9 Supporting the Child Displaying Bullying Behaviour

Children who display bullying behaviour also require support to change their behaviour.

Adults will seek to understand:

- why the behaviour occurred;
- any underlying needs;
- relationship difficulties;
- emotional wellbeing;
- safeguarding concerns.

Support may include:

- restorative conversations;
- empathy work;
- behaviour coaching;
- behaviour support plans;
- parental involvement;
- therapeutic interventions;
- external agency involvement where appropriate.

The aim is to achieve lasting behaviour change while ensuring the safety of others.

11.10 Recording and Monitoring

All bullying allegations and confirmed incidents will be recorded.

Senior leaders will monitor:

- frequency;
- location;
- type;
- protected characteristics;
- repeat incidents;
- outcomes;



- effectiveness of interventions.

Behaviour data will be analysed regularly to identify trends and ensure that no group of pupils is disproportionately affected.

11.11 Bullying and Safeguarding

Some bullying incidents may also constitute safeguarding concerns.

Examples include:

- child-on-child abuse;
- sexual harassment;
- sexual violence;
- harmful sexual behaviour;
- discriminatory abuse;
- exploitation;
- online abuse.

Such incidents will be managed in accordance with the school's Child Protection and Safeguarding Policy and Keeping Children Safe in Education.

Behaviour procedures will never replace safeguarding procedures.

11.12 Monitoring the School Culture

The school regularly evaluates the effectiveness of its anti-bullying work through:

- pupil voice;
- parent surveys;
- behaviour data;
- safeguarding audits;
- governor monitoring;
- staff feedback;
- curriculum review.



Our aim is to create a school where every child feels:

- safe;
- respected;
- included;
- listened to;
- confident that adults will help them.

11.13 Bullying, Conflict and Relational Behaviour

At Shoreditch Park Primary School, we recognise the importance of distinguishing between bullying, relational conflict and developmentally typical disagreements.

Children, particularly in primary school, are still developing the social, emotional and communication skills needed to build and maintain positive relationships. Disagreements, friendship fallouts and occasional unkind behaviour are an expected part of this development and provide valuable opportunities for teaching, reflection and growth.

Not every disagreement constitutes bullying. Staff carefully consider:

- whether the behaviour was deliberate;
- whether it was repeated over time;
- whether there was an imbalance of power;
- the impact on those involved; and
- the wider context of the incident.

Where behaviour does not meet the definition of bullying, it will still be addressed promptly through restorative practice, explicit teaching and appropriate behaviour responses.

This approach helps children develop empathy, resilience, conflict-resolution skills and respectful relationships while ensuring that genuine bullying is recognised and addressed appropriately.



12. Serious Behaviour, Internal Suspension, Suspension and Permanent Exclusion

12.1 Our Approach

At Shoreditch Park Primary School, we are committed to maintaining a safe, calm and purposeful learning environment where every pupil and member of staff feels respected and protected.

The vast majority of behaviour incidents are successfully managed through positive relationships, high-quality teaching, restorative practice and targeted support. However, there are occasions when behaviour places individuals at risk, significantly disrupts learning or seriously breaches the school's expectations. In these circumstances, a more formal response may be necessary.

Our approach is guided by the principles of:

- safety;
- fairness;
- proportionality;
- inclusion;
- accountability; and
- restoration.

Whenever possible, children will be supported to remain successfully engaged in school through early intervention, reasonable adjustments, behaviour support planning and multi-agency working. Suspension and permanent exclusion will only be considered where all appropriate alternatives have been explored or where the seriousness of the incident makes such action necessary.

12.2 Serious Behaviour

Serious behaviour includes, but is not limited to:

- physical assault on another pupil;
- physical assault on a member of staff;



- behaviour that creates a significant risk of injury;
- serious verbal abuse;
- threatening or intimidating behaviour;
- bullying that is serious or persistent;
- discriminatory behaviour or hate incidents;
- sexual harassment or harmful sexual behaviour;
- possession of prohibited items;
- deliberate damage to property;
- serious acts of vandalism;
- absconding where there is a significant risk to safety;
- behaviour that seriously disrupts the learning or safety of others;
- repeated serious breaches of the Behaviour Policy despite targeted support.

Each incident will be considered individually, taking account of the context, the age of the pupil, any SEND or disability, safeguarding concerns and the impact on others.

12.3 Removal from the Classroom

In line with Department for Education guidance, a pupil may be removed from the classroom for a limited period where their behaviour is seriously disrupting learning or presents a risk to others.

Removal is a short-term intervention designed to:

- restore calm;
- enable learning to continue;
- provide an opportunity for regulation and reflection;
- prevent behaviour from escalating.

During removal:

- pupils will remain under appropriate supervision;
- pupils will continue to receive suitable educational work;
- staff will maintain the child's dignity and wellbeing;
- restorative conversations will take place before the pupil returns where appropriate.



Removal from the classroom is not used as an informal or prolonged exclusion.

12.4 Internal Suspension

In some circumstances, an internal suspension may be appropriate.

An internal suspension involves a pupil working in an alternative supervised location within school for a defined period of time.

Internal suspension may be used where:

- serious behaviour has occurred;
- additional reflection and support are required;
- the safety or learning of others needs to be protected;
- a graduated response is required before considering suspension.

During an internal suspension:

- pupils will remain fully supervised at all times;
- pupils will continue to access an appropriate curriculum;
- work will be provided and supported;
- opportunities for reflection and restorative work will be built into the day;
- parents will be informed of the reasons for the decision.

Following an internal suspension, staff will review whether additional support, reasonable adjustments or behaviour planning are required.

12.5 Suspension

Suspension is a serious disciplinary sanction and will only be authorised by the Headteacher, or by another authorised member of staff acting on the Headteacher's behalf.

Suspension will only be used where it is lawful, reasonable, fair and proportionate.

Before making a decision, the Headteacher will consider:

- the seriousness of the incident;



- the facts available;
- the individual circumstances of the pupil;
- whether the behaviour may have been influenced by SEND, disability, mental health needs or safeguarding concerns;
- whether reasonable adjustments have been made;
- the impact on other pupils and staff;
- whether suspension is necessary to maintain the safety and wellbeing of the school community.

Parents will be informed promptly of:

- the reasons for the suspension;
- the length of the suspension;
- arrangements for education during the suspension;
- their right to make representations;
- arrangements for reintegration.

12.6 Reintegration Following Suspension

Every suspension will be followed by a planned reintegration process.

The purpose of reintegration is to support a successful return to school, rebuild relationships and reduce the likelihood of further incidents.

Reintegration may include:

- a meeting with parents or carers;
- a restorative conversation;
- review of behaviour support plans;
- review of reasonable adjustments;
- updated risk assessments where appropriate;
- pastoral support;
- phased reintegration where appropriate;
- referral to additional support services.



The emphasis will always be on helping the pupil achieve future success.

12.7 Permanent Exclusion

Permanent exclusion is a last resort.

The Headteacher will only permanently exclude a pupil where this is lawful, reasonable and proportionate and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Permanent exclusion decisions will always comply with statutory guidance.

Before reaching a decision, the Headteacher will carefully consider:

- all available evidence;
- the seriousness of the behaviour;
- previous interventions;
- SEND;
- disability;
- safeguarding;
- proportionality;
- the Equality Act 2010;
- the impact on the wider school community.

The Governing Body and Local Authority will fulfil their statutory responsibilities in accordance with current legislation.

12.8 Pupils with SEND

The school recognises that some pupils with SEND or disabilities may require additional support to achieve positive behaviour.

Where a pupil with SEND is involved in a serious behaviour incident, leaders will carefully consider:

- whether the behaviour was linked to the pupil's additional needs;



- whether appropriate reasonable adjustments were in place;
- whether further assessment is required;
- whether the current provision remains appropriate;
- whether additional professional advice is needed.

However, having SEND or a disability does not prevent the school from taking appropriate disciplinary action where necessary to protect the safety and wellbeing of others.

12.9 Multi-Agency Working

Following serious behaviour incidents, the school may work with external professionals to strengthen support for the pupil and their family.

This may include:

- Educational Psychology;
- CAMHS;
- Social Care;
- Early Help;
- Speech and Language Therapy;
- Occupational Therapy;
- Alternative Provision;
- the Local Authority;
- Health professionals.

The aim is always to identify underlying needs and reduce the likelihood of further serious incidents.

12.10 Monitoring Serious Behaviour

Senior leaders monitor:

- removals from classrooms;
- internal suspensions;
- suspensions;
- permanent exclusions;



- discriminatory incidents;
- bullying;
- restrictive interventions;
- serious safeguarding incidents.

Behaviour data is analysed regularly to:

- identify trends;
- monitor equality;
- evaluate interventions;
- inform staff training;
- support strategic decision-making;
- reduce repeat incidents.

Governors receive regular reports enabling them to fulfil their statutory monitoring responsibilities.

13. Restrictive Intervention and the Use of Reasonable Force

13.1 Our Commitment

At Shoreditch Park Primary School, we are committed to creating an environment in which restrictive interventions are rarely, if ever, required. Our approach to behaviour is built upon positive relationships, high-quality teaching, proactive planning, emotional regulation, restorative practice and early intervention.

We believe that the most effective way to reduce restrictive intervention is to prevent situations from escalating. Staff are therefore expected to use proactive behaviour support, adaptive teaching, environmental adjustments and de-escalation strategies to support pupils before behaviour reaches crisis point.

Restrictive intervention will only ever be used as a **last resort**, where it is necessary to prevent harm and where all appropriate alternatives have either been unsuccessful or are clearly inappropriate in the circumstances.



The use of restrictive intervention is never intended to punish, coerce, secure compliance or compensate for inadequate staffing or poor planning.

13.2 Definition

For the purposes of this policy:

Restrictive intervention refers to any action that intentionally restricts a pupil's movement, liberty or freedom of action.

This may include:

- reasonable force;
- physical intervention;
- environmental restrictions used to maintain safety.

The school does not use seclusion as a behaviour management strategy.

Children will never be deliberately placed in a room or area from which they cannot freely leave as a consequence of their behaviour.

Any supervised time away from peers will always be for the purposes of safety, regulation or restoring calm, will be proportionate, and pupils will remain under continuous supervision.

13.3 Principles

Whenever restrictive intervention is considered, staff must ensure that any action is:

- lawful;
- necessary;
- reasonable;
- proportionate;
- in the best interests of the child and others;
- for the shortest possible time; and
- the least restrictive option available.



Every effort should be made to preserve the dignity, wellbeing and emotional safety of the pupil throughout the incident.

13.4 Prevention

The most effective restrictive intervention is one that never becomes necessary.

Staff are expected to use proactive strategies including:

- positive relationships;
- consistent routines;
- adaptive teaching;
- visual supports;
- sensory regulation;
- environmental adjustments;
- movement breaks;
- transactional supports;
- behaviour support plans;
- emotional coaching;
- restorative approaches;
- de-escalation techniques;
- access to trusted adults.

Where a pupil presents an increased risk of behaviours that could require restrictive intervention, an Individual Behaviour Support Plan and, where appropriate, a Positive Handling Risk Assessment will be developed in collaboration with parents and relevant professionals.

13.5 De-escalation

Before considering restrictive intervention, staff will use appropriate de-escalation strategies wherever it is safe to do so.

Strategies may include:

- calm verbal reassurance;



- reducing demands;
- offering choices;
- increasing processing time;
- removing an audience;
- redirecting attention;
- providing regulation opportunities;
- adapting communication;
- changing the environment;
- support from a trusted adult.

The use of restrictive intervention should never be considered where de-escalation remains a safe and viable option.

13.6 When Reasonable Force May Be Used

In accordance with Section 93 of the Education and Inspections Act 2006, all members of school staff have a legal power to use reasonable force where it is necessary to prevent a pupil from:

- injuring themselves;
- injuring another person;
- committing a criminal offence;
- causing serious damage to property;
- causing serious disorder that cannot be managed by less restrictive means.

The degree of force used must always be the minimum necessary to achieve the legitimate aim.

13.7 Restrictive Intervention and SEND

The school recognises that some pupils with SEND, autism or communication differences may experience periods of significant dysregulation.

Where a foreseeable risk exists, proactive planning will include:

- identifying known triggers;



- recognising early warning signs;
- agreeing preventative strategies;
- identifying preferred communication approaches;
- planning regulation opportunities;
- recording agreed de-escalation techniques;
- identifying when additional adult support is required.

The existence of SEND does not justify the use of restrictive intervention. Instead, it reinforces the importance of proactive planning and reasonable adjustments to reduce the likelihood of restrictive intervention becoming necessary.

13.8 Following an Incident

Following any restrictive intervention:

The pupil will receive:

- reassurance;
- emotional support;
- time to regulate;
- a restorative conversation when ready;
- support to successfully return to learning.

Staff involved will also have the opportunity to debrief and identify learning from the incident.

Parents or carers will be informed as soon as reasonably practicable on the same day wherever possible.

13.9 Recording

Every restrictive intervention will be recorded promptly.

Records will include:

- date and time;



- location;
- people involved;
- antecedents;
- de-escalation strategies attempted;
- reason intervention became necessary;
- type of intervention used;
- duration;
- injuries sustained;
- outcome;
- post-incident actions;
- parental communication.

Records will be reviewed by a senior leader to ensure that the intervention was lawful, proportionate and consistent with this policy.

13.10 Monitoring and Governance

Senior leaders will monitor all restrictive interventions to identify:

- patterns;
- repeated triggers;
- effectiveness of behaviour support plans;
- training needs;
- equality considerations;
- opportunities to further reduce restrictive interventions.

The Governing Body will receive anonymised information regarding the use of restrictive intervention as part of its monitoring of behaviour, safeguarding and inclusion.

Where trends are identified, leaders will review practice, amend risk assessments and implement additional preventative strategies.



13.11 Staff Training

The school is committed to ensuring that all staff have the knowledge and confidence to prevent behaviour from escalating.

Staff receive regular professional development in:

- behaviour as communication;
- trauma-informed practice;
- de-escalation;
- emotional regulation;
- restorative practice;
- SEND and neurodiversity;
- safeguarding;
- the lawful use of reasonable force.

Where staff are identified as requiring additional specialist training in restrictive intervention techniques, this will be provided in accordance with the needs of the school and individual pupils.

Training does not create a requirement to physically intervene. Staff will always exercise professional judgement, prioritising prevention and using restrictive intervention only

14. Searching, Screening, Confiscation and Prohibited Items

14.1 Our Approach

Shoreditch Park Primary School is committed to maintaining a safe, calm and orderly environment where pupils can learn free from harm or disruption.

There may be occasions where it is necessary to search a pupil, screen pupils or confiscate items in order to safeguard individuals, prevent harm or maintain good order and discipline.

These powers will always be exercised lawfully, respectfully and proportionately, having due regard to the dignity, welfare and rights of the child.



Wherever possible, staff will seek voluntary cooperation before considering the use of statutory powers. However, staff may exercise their legal powers without consent where legislation permits.

14.2 Screening

The school may screen pupils where this is considered necessary to maintain the safety and welfare of the school community.

Screening may include the use of walk-through or hand-held metal detectors where appropriate.

Pupils will not normally be required to remove clothing other than outer clothing, such as coats, hats, gloves or scarves.

Screening will be conducted respectfully and in accordance with current statutory guidance.

14.3 Searching Pupils

The Headteacher and authorised members of staff may search a pupil or their possessions where there are reasonable grounds to suspect that the pupil is carrying a prohibited item or another item identified in the school's behaviour policy as one which may be searched for.

Where possible:

- the purpose of the search will be explained to the pupil;
- the pupil will be encouraged to cooperate voluntarily;
- searches will be conducted with dignity and sensitivity;
- another member of staff will normally be present as a witness.

Where there is a risk of serious harm, a search may be undertaken by a member of staff acting alone if delaying the search would increase the risk.



14.4 Prohibited Items

The following items are prohibited under legislation and must not be brought onto the school site:

- knives or offensive weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, cigarettes, vapes and smoking materials;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause injury or damage property.

Any prohibited item found during a search will be dealt with in accordance with statutory guidance. Where appropriate, the school will involve the police or other external agencies.

14.5 Items Banned by the School

In addition to prohibited items, pupils must not bring items to school that may:

- present a risk to health or safety;
- distract from learning;
- cause conflict between pupils;
- damage property;
- undermine the orderly running of the school.

Examples include:

- laser pens;
- toy weapons;
- replica weapons;
- sharp objects not required for learning;
- inappropriate electronic devices;



- inappropriate publications or images;
- energy drinks;
- chewing gum;
- valuable personal items that have not been authorised by the school.

The school reserves the right to confiscate such items where appropriate.

14.6 Mobile Phones and Electronic Devices

Pupils should not bring mobile phones or smart devices to school unless there are exceptional circumstances agreed in advance with the Headteacher.

Where permission has been granted:

- devices must be switched off before entering the school site;
- devices must be handed to the school office immediately upon arrival;
- devices will be stored securely during the school day;
- devices will be returned to the pupil at the end of the school day.

Unauthorised use of mobile phones or electronic devices may result in confiscation.

Where appropriate, staff may examine electronic devices if there is reason to believe that they contain material that may place a child at risk or constitute a safeguarding concern.

This will always be undertaken in accordance with statutory guidance, safeguarding procedures and data protection legislation.

14.7 Confiscation

Staff may confiscate any item that:

- poses a risk to safety;
- disrupts learning;
- is prohibited by law;
- breaches the school's behaviour expectations.

Confiscated items will be returned to parents or carers where appropriate.



Illegal items, suspected illegal items or items that present a significant safeguarding concern may be passed directly to the police or disposed of in accordance with statutory guidance.

The school accepts no liability for loss or damage to items that pupils bring to school contrary to school expectations.

14.8 Use of Reasonable Force During Searches

Where reasonable force is necessary to conduct a lawful search or to prevent harm, staff will act in accordance with the school's Restrictive Intervention Policy and the Department for Education guidance on the use of reasonable force.

Any force used will always be:

- lawful;
- necessary;
- reasonable;
- proportionate; and
- for the shortest time required.

14.9 Recording and Communication

Where a search results in the discovery of a prohibited or dangerous item, or where reasonable force has been used, the incident will be recorded.

Records will include:

- the reason for the search;
- those present;
- the outcome;
- any items found;
- actions taken;
- communication with parents or carers;
- any safeguarding actions.



Parents or carers will normally be informed on the same day unless doing so would place a child at increased risk of harm.

14.10 Safeguarding

Some searches may identify safeguarding concerns.

Where this occurs, staff will immediately inform the Designated Safeguarding Lead and follow the school's Child Protection and Safeguarding Policy.

The welfare of the child will remain the school's paramount consideration throughout the process.

15. Behaviour Beyond the Classroom

15.1 Our Expectations

At Shoreditch Park Primary School, we believe that our values extend beyond the classroom. Pupils are ambassadors for our school and are expected to demonstrate the ASPIRE values whenever they are representing the school or participating in school-related activities.

Positive behaviour beyond the classroom helps to ensure that all pupils remain safe, develop positive relationships and contribute to a culture of respect and inclusion.

The expectations outlined within this policy apply throughout the school day and, where appropriate, beyond the school gates.

15.2 Behaviour Around the School Site

Children are expected to behave safely and respectfully in all areas of the school.

This includes:

- corridors;
- entrances and exits;
- toilets;
- playgrounds;



- dining hall;
- library;
- intervention spaces;
- shared learning areas;
- the Autism Resource Provision;
- breakfast club and after-school provision.

Pupils should:

- walk calmly;
- follow staff instructions immediately;
- use respectful language;
- care for displays and resources;
- respect the privacy and dignity of others;
- move safely around the building; and
- contribute to a calm learning environment.

15.3 OPAL Play

At Shoreditch Park Primary School, we recognise that high-quality play is an essential part of children's learning, wellbeing and personal development.

Through our OPAL (Outdoor Play and Learning) approach, children are provided with opportunities to:

- develop resilience;
- solve problems creatively;
- build friendships;
- develop communication skills;
- negotiate and cooperate;
- manage appropriate risk;
- become increasingly independent.



Children are encouraged to explore, create and challenge themselves through play while demonstrating the ASPIRE values.

Adults facilitate play by:

- promoting inclusion;
- modelling respectful interactions;
- supporting children to resolve conflict independently where appropriate;
- encouraging positive risk-taking;
- intervening proportionately when safety requires;
- using restorative approaches following disagreements.

Play is recognised as an important part of children's education and behaviour development rather than simply a break between lessons.

15.4 Educational Visits

Educational visits provide valuable opportunities for pupils to apply the behaviours and values they have learned in school.

When participating in visits, residential experiences or community activities, pupils are expected to:

- demonstrate the ASPIRE values;
- follow instructions immediately;
- remain with their allocated group;
- treat members of the public respectfully;
- care for venues and equipment;
- behave safely at all times;
- represent the school positively.

Staff will ensure that expectations are explicitly taught before each visit.

Individual risk assessments and additional support arrangements may be implemented to enable all pupils to participate successfully.



15.4.1 Participation in Educational Visits

Shoreditch Park Primary School is committed to ensuring that all pupils have access to educational visits and enrichment opportunities. We recognise the significant educational, social and emotional benefits that visits provide and will make every reasonable effort to enable all pupils to participate.

Where a pupil's behaviour, medical needs or additional needs present a potential risk during a visit, the school will carry out an individual risk assessment and consider what reasonable adjustments, additional support or alternative arrangements may enable the pupil to participate safely.

In the vast majority of cases, appropriate planning and support will enable pupils to take part successfully.

However, there may be exceptional circumstances where, despite reasonable adjustments and additional support, the school determines that the risk to the pupil, other pupils, staff or members of the public cannot be managed safely. In these circumstances, the Headteacher may decide that the pupil is unable to participate in the visit.

This decision will only be made following careful consideration of:

- the nature of the visit and activities involved;
- the individual risk assessment;
- advice from relevant professionals where appropriate;
- the pupil's recent behaviour and ability to follow safety instructions;
- the effectiveness of previously agreed support strategies;
- the availability of reasonable adjustments or additional staffing; and
- the school's duty to safeguard all participants.

Parents or carers will be informed of the decision and the reasons for it as early as possible.

Where appropriate, the school will discuss alternative educational provision or future opportunities for participation.



The school will always seek to balance its commitment to inclusion with its legal duty to ensure the health, safety and welfare of all pupils, staff and members of the public.

15.5 Breakfast Club, After-School Clubs and Extended Provision

The school's behaviour expectations apply equally during breakfast club, after-school clubs and any extended provision organised by the school.

Children are expected to:

- follow the same routines and expectations;
- demonstrate respect towards staff and peers;
- care for resources;
- contribute positively to activities;
- resolve disagreements respectfully.

Staff working within extended provision will follow this Behaviour Policy and work closely with class teachers and senior leaders where concerns arise.

15.6 Travelling to and from School

Although parents and carers retain primary responsibility for pupils outside school hours, the school may take action where behaviour whilst travelling to or from school affects members of the school community or brings the school into disrepute.

Examples include:

- unsafe behaviour near the school gates;
- aggressive or threatening behaviour;
- bullying;
- discriminatory language;
- vandalism;
- behaviour that places others at risk.

Where appropriate, the school will work collaboratively with parents, transport providers, the Local Authority and the police to promote safe travel.



15.7 Behaviour Beyond the School Gate

The Headteacher may apply behaviour sanctions where behaviour outside school:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil, member of staff or member of the public;
- adversely affects the reputation of the school;
- occurs whilst pupils are under the lawful control of school staff;
- occurs during educational visits, sporting events or school performances.

Responses will always be reasonable, proportionate and consistent with statutory guidance.

15.8 Online Behaviour

Positive behaviour expectations apply equally to online interactions.

Pupils are expected to:

- communicate respectfully;
- protect their own personal information;
- respect the privacy of others;
- use technology responsibly;
- report concerns to trusted adults;
- follow the school's Acceptable Use Agreement.

The school may investigate online behaviour where it:

- affects the safety or wellbeing of pupils or staff;
- constitutes bullying or harassment;
- involves discriminatory behaviour;
- results in safeguarding concerns;
- disrupts the learning environment.

Online incidents will be managed in conjunction with the school's Online Safety Policy and Child Protection and Safeguarding Policy.



15.9 Working in Partnership with Parents

Parents and carers play a vital role in reinforcing positive behaviour beyond the school day.

The school encourages families to:

- reinforce the ASPIRE values at home;
- support children in using technology safely;
- promote respectful behaviour within the community;
- communicate concerns promptly;
- work collaboratively with the school to resolve difficulties.

Strong partnerships between home and school help children develop consistent expectations across different environments.

15.10 Community Responsibility

As members of the Shoreditch Park community, pupils are encouraged to recognise that their behaviour has an impact beyond themselves.

Through our curriculum, enrichment opportunities and wider community engagement, children learn to:

- contribute positively to their local community;
- value diversity;
- show compassion and empathy;
- demonstrate civic responsibility;
- become active, respectful citizens.

By extending our expectations beyond the classroom, we prepare children for life beyond primary school and support them in becoming responsible members of society.



16. Monitoring, Recording, Evaluation and Continuous Improvement

16.1 Our Commitment

At Shoreditch Park Primary School, we believe that creating and maintaining a positive behaviour culture requires ongoing reflection, evaluation and improvement.

Behaviour data is not collected simply to record incidents. It is used to identify strengths, recognise successes, evaluate interventions, monitor equality, inform professional development and continually improve the experiences of our pupils.

Leaders, governors and staff share responsibility for ensuring that behaviour systems remain effective, inclusive and responsive to the changing needs of our school community.

16.2 Recording Behaviour Incidents

Behaviour incidents will be recorded accurately, proportionately and promptly.

The level of recording will reflect the seriousness of the incident.

Records may include:

- low-level concerns where patterns are emerging;
- repeated behaviour incidents;
- serious behaviour incidents;
- bullying allegations and outcomes;
- discriminatory incidents;
- racist incidents;
- homophobic, biphobic and transphobic incidents;
- incidents relating to disability discrimination;
- internal suspensions;
- suspensions;
- permanent exclusions;
- restrictive interventions;
- searches and confiscation where appropriate;
- safeguarding concerns arising from behaviour.



Staff are expected to ensure that records are factual, objective and free from personal opinion.

16.3 Using Behaviour Data

Behaviour data is analysed regularly to identify:

- patterns over time;
- locations where incidents occur;
- times of day;
- recurring triggers;
- pupils requiring additional support;
- effectiveness of interventions;
- impact of behaviour strategies;
- equality trends;
- emerging safeguarding concerns.

This analysis enables leaders to take proactive action before concerns become more significant.

Behaviour data also informs:

- curriculum development;
- staff deployment;
- environmental adaptations;
- playground development;
- OPAL provision;
- staff training;
- resource allocation.

16.4 Monitoring Equality

The school is committed to ensuring that behaviour procedures are implemented fairly and without discrimination.



Senior leaders regularly review behaviour data to monitor whether particular groups of pupils are disproportionately affected by behaviour responses.

This includes consideration of:

- pupils with SEND;
- pupils with EHCPs;
- disadvantaged pupils;
- looked-after and previously looked-after children;
- pupils with English as an Additional Language;
- ethnicity;
- sex;
- pupils with medical needs;
- pupils accessing the Autism Resource Provision.

Where disproportionality is identified, leaders will investigate the reasons and take appropriate action to ensure equitable practice while maintaining high expectations.

16.5 Monitoring the Behaviour Culture

Leaders evaluate the effectiveness of the school's behaviour culture through a range of evidence, including:

- behaviour data;
- attendance and punctuality;
- pupil voice;
- parent voice;
- staff surveys;
- learning walks;
- classroom observations;
- governor visits;
- safeguarding audits;
- OPAL observations;
- curriculum reviews;



- external professional advice where appropriate.

This broad evidence base enables leaders to evaluate not only behaviour incidents but also the overall quality of relationships, inclusion and wellbeing across the school.

16.6 Pupil Voice

Children are active partners in developing the school's behaviour culture.

Pupils are regularly invited to share their views through:

- School Council;
- pupil questionnaires;
- focus groups;
- restorative reviews;
- class discussions;
- behaviour and wellbeing surveys.

Pupil feedback helps the school evaluate whether children feel:

- safe;
- listened to;
- respected;
- included;
- supported;
- able to learn successfully.

Where appropriate, children contribute ideas for improving behaviour systems and promoting positive relationships.

16.7 Partnership with Parents

The school values parents and carers as essential partners in promoting positive behaviour.

Leaders seek parental feedback through:

- meetings;



- surveys;
- parent forums;
- consultation events;
- behaviour review meetings.

Parent feedback is used to strengthen relationships, improve communication and ensure that behaviour systems remain effective and responsive.

16.8 Staff Development

The quality of adult practice is fundamental to positive behaviour.

All staff receive regular professional development in behaviour and inclusion.

Training may include:

- behaviour as communication;
- restorative practice;
- de-escalation;
- trauma-informed practice;
- emotional regulation;
- adaptive teaching;
- SEND;
- autism and neurodiversity;
- safeguarding;
- child-on-child abuse;
- discriminatory incidents;
- restrictive intervention;
- positive play through OPAL.

New members of staff receive induction into the school's behaviour culture and are supported through coaching, modelling and professional dialogue.

Behaviour management is viewed as a professional skill that develops through reflection, collaboration and ongoing learning.



16.9 Monitoring the Use of Restrictive Practices

Senior leaders monitor all:

- restrictive interventions;
- removals from lessons;
- internal suspensions;
- suspensions;
- permanent exclusions.

Monitoring focuses on:

- reducing the need for restrictive practices;
- evaluating preventative strategies;
- ensuring legal compliance;
- reviewing proportionality;
- identifying staff training needs;
- improving individual support plans.

The school is committed to continually reducing the need for restrictive interventions through proactive planning and high-quality inclusive practice.

16.10 The Role of Governors

The Governing Body plays a key role in monitoring the effectiveness of this policy.

Governors will receive regular reports relating to:

- behaviour trends;
- attendance;
- suspensions;
- permanent exclusions;
- internal suspensions;
- bullying;
- discriminatory incidents;
- restrictive interventions;



- safeguarding;
- equality monitoring.

Governors will use this information to:

- challenge and support school leaders;
- evaluate the effectiveness of behaviour systems;
- ensure statutory compliance;
- monitor equality;
- promote continual improvement.

16.11 Policy Review

This policy will be reviewed at least annually by the Headteacher and Governing Body, or sooner if:

- legislation changes;
- statutory guidance is updated;
- local procedures change;
- monitoring identifies improvements that are required;
- significant incidents indicate that changes are necessary.

Reviews will consider:

- pupil outcomes;
- behaviour data;
- staff feedback;
- parent feedback;
- governor monitoring;
- developments in research and best practice.

The school is committed to ensuring that this policy remains current, legally compliant and reflective of Shoreditch Park Primary School's values and vision.



Concluding Statement

At Shoreditch Park Primary School, we believe that every child deserves to learn in an environment where they feel safe, respected, included and inspired to succeed.

Our behaviour culture is founded upon strong relationships, ambitious teaching, high expectations and an unwavering commitment to inclusion. Through our ASPIRE values, restorative practice and collaborative partnerships with families, we seek not only to respond to behaviour but to teach children the knowledge, skills and character they need to flourish throughout their lives.

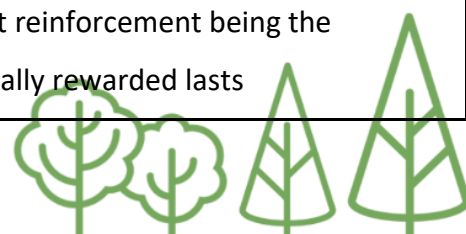
We recognise that behaviour is learned, relationships matter and every child has the capacity to grow. By combining compassion with consistency, and support with accountability, we create a school community where children are empowered to become confident, resilient and responsible citizens.

Together, we will continue to build a culture where every member of our community is valued, every child is supported to achieve their potential and every day provides a fresh opportunity to learn, belong and succeed.

Appendix a. Positive behaviour management strategies



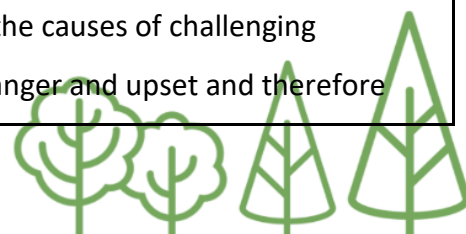
Praise and rewards	Making Rewards Work Guidelines for effective use of rewards When you want to make something clearer to the child be clear and precise about what behaviour you are trying to encourage (the clearer and more easily observed the better). Whenever a child is rewarded explain what they have done to earn it. Again and again and again- particularly to begin with reward the target behaviour every time it occurs. Keep the delay between behaviour and reward to a minimum. Start on a winning streak. When starting a reward system pick situations where the target behaviour is more likely to occur and the problem behaviour is less likely. Start with low standards - lots of rewards for a small change. Keep delays between behaviour and reward to a minimum to begin with. The pay-off for “being good” should be greater than for “being bad”. If the target is a specific action of brief duration reward every occurrence (e.g. complying promptly with a request). If the target is a continuous performance (e.g. being „on task“) reward at frequent intervals. Gradually increase the interval or reward, perhaps 2 in 3 instances of the target. Draw attention to something the child has just done well, or done something a little closer to how you hope it will be done. Emphasise what the child has done has had some good effects (e.g. made another child pleased). Emphasise how the child feels good/proud/pleased to have done something so well (i.e. “you really feel pleased with that, don’t you, Pinar”, not “I’m pleased with what you’ve done, Pinar”).
Ignoring Unwanted Behaviour	Principles which should govern the use of ignoring Usually most productive when a child may be deliberately “winding up” staff in order to gain adult attention. Consistency - staff need to be confident they can ignore longer than the child can persist (NB behavioural principle of intermittent reinforcement being the most powerful i.e. behaviour which is only occasionally rewarded lasts



	longest). Consensus - all staff (and other adults) need to follow the same policy. New staff need to learn at what level existing staff have set their 'filters'. Begin when it is likely to succeed, e.g. when there are other interesting activities (distracters) going on. Usually, give the child a verbal explanation in terms they will understand.
Restitution	Initially use restitution with a child when you are reasonably confident you can obtain success with the child: • relatively minor incident • child not very excited already • element of surprise to child • other staff ready to support verbally (in some circumstances modeling alongside the child) • Give the child a brief explanation: child is old enough to know better, can 'make good' (usually in the tone of righteous indignation). • Expect only 1 or 2 minutes of restitution. • Avoid praise on completion.
Plan for misbehaviour	Look at your classroom seating. Should it be changed? Arrange desks so that you can walk around the room - have easy access to all children.
Take control	Try to ensure mobility around the room, give bits of your lesson from where they sit, also from the back - not obviously (over-control) - move around a bit. Or from time to time just move around the classroom and just stand near any child/children causing concern.



Least intrusion into the lesson	Don't make a big deal out of it. Remember they're not doing it to get at you – they're just doing it because they feel like it. (Although if you go over the top in your response – they'll continue as it's fun to get such heavy reactions to something minimal).
Catch them doing it right	Discipline from the positive not the negative. Take away their need to act out in class. Acknowledge something they're doing well e.g. "I see you've got that maths problem right – Great!". Be smart - give them no cause to disrupt your lesson, rather to come back on task because they feel okay about you.
Use nonverbal messages	Maintain firm eye contact at times, raised eyebrow, gestures- so they know that you know what they're up to. Send a non-verbal message of disapproval but also one of no fuss.
Don't get hooked-in	... unconsciously they're either seeking attention, checking out if they can take control here, – would love a power struggle, or maybe they want to impress their peers – all unconscious goals of misbehaviour, – gives them a sense of belonging. – I'm the cheeky one, the naughty one and any such response to these will reinforce the goals of misbehaviour. Just refuse to play their game. You're the teacher. All kids push the limits. Acknowledge this and refuse to get hooked-in. You have no intention of getting hooked-in to such behaviour but keep your response low key.
Managing attitude	If some concern on your part, take one aside, preferably the leader and send a clear "I" message e.g. "When people mess around in class, I am concerned. No attention = low marks. I don't want that to happen to you. OK!" NOTE: As you've been heavily reacting to their behaviour – and you're going to change your response – you may find they'll push you – just to check if you're for real. Stay cool. You are the teacher here. Keep focusing on catching them when they do "it" (anything), right. They just need a gentle reminder and divert by catching them doing it right. No fuss and they'll settle down.
Defusing	Diffusion is a way of working in a non-confrontational manner. It involves taking away triggers which can cause challenging behaviour. The member of staff concentrates their skills and energies on minimising or removing the causes of challenging behaviour. Intervention is focused on reducing the anger and upset and therefore



interrupting the patterns that are likely to lead to challenging behaviour.

Some of the following suggestions may be helpful: -

1. Calm the situation by giving help and reassurance. Ensure that the situation does not escalate by not confronting the child.
2. Address the causes of the behaviour by removing or at least reducing them.
3. Help the child to learn to deal with the triggers themselves, for example by giving them the time and a place to calm down and enabling them to remove themselves from the situation.
4. Distract the child by offering them the choice of available activities. These need to be reasonable and accessible alternatives. The child needs to have control in making a real choice. They should not be merely directed to do another convenient activity.
5. The adult needs to behave reasonably. If a child's request is reasonable in the situation, then the adult should respond.



Appendix b- SPPS Positive behaviour Steps

All staff use the following guidance during interactions with children not following the ASPIRE code.

1. Catch	In a positive way correct everything that is not completely acceptable by using ASPIRE meta-language state what they should be doing. Always state someone else who is showing that aspect of ASPIRE	For example It is respectful to have centre standing when talking to an adult. Well done _____. It is respectful to use a teacher's name when you communicate with them. Well done _____.
2. Calm and Clear	The expectation is stated in a calm way to the child 1:1 not in front of the class. Anger is not needed for emphasis. Give the child a clear direction of what they should be doing.	For example To show respect you can turn your body around and look at me.
3. Choice and cut off	A consequence is stated. It must be clear to the child that you don't want to give them this consequence but you will have to if the behaviour persists. Explain the impact of the behaviour.	For example _____, if you continue to _____, I will have to give you a consequence. This is your choice you have 5 minutes to decide.
4. Consequence	A choice is made to either comply with ASPIRE code or not to. Depending on this choice a clear consequence is given A teacher may give s child a 5 minute reflection to be served during morning playtime, lunch playtime or at the end of the day.	See APPENDIX a



5. Cut	Communication stops. Give no more attention.	
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Appendix c-Tackling Cyber bullying

Cyber Bullying: Supplementary Advice and Guidance

What are the different types of cyber bullying?

There are lots of different ways that someone can experience bullying through the internet or mobile phones. Some of them are really subtle, so it might be difficult to realise what is happening.

Text messages

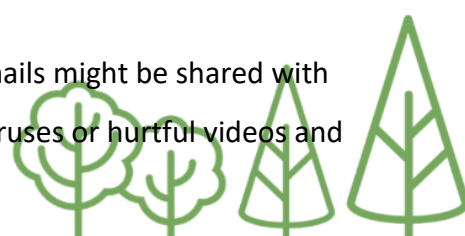
Sending abusive, nasty or threatening text messages to someone is a type of bullying. This could include sharing those texts with other people who might join in the bullying.

Sexting

Sexting is when someone takes a sexually explicit picture or video of themselves and then sends it to someone else. Sometimes people who are trying to bully someone may ask for these kinds of images so they can send them on to other people. Any incidents of sexting involving children will be dealt with in line with our safeguarding policy and processes.

Email

Sending abusive emails is a type of bullying. Sometimes those emails might be shared with other people who could join in the bullying. Sending computer viruses or hurtful videos and



pictures by email is also online bullying.

Instant messaging (IM) and chat rooms

Sometimes people might get nasty messages when they are using instant messaging or chat rooms. Sending those types of messages using someone else's account without their permission is also online bullying.

Social networking sites

Social networks can be used in lots of different ways to bully someone. Learn more about how to stop bullying on different social networking sites like Facebook, Twitter, Tumblr, Instagram, YouTube and many more. Children under the age of 12 are not permitted to hold a Facebook account.

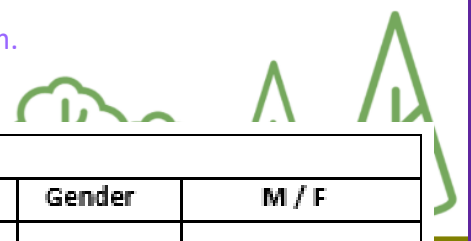
Online gaming

Being abusive towards someone or harassing them on an online multi-player gaming site is also a kind of online bullying.

Abusing personal information

Sometimes people involved in bullying might post someone else's photos or personal information without that person's permission. This could include pretending to be someone else and writing fake comments or blogs.

Appendix d-Positive handling record form.



Date			
Child's name		Gender	M / F
Class			

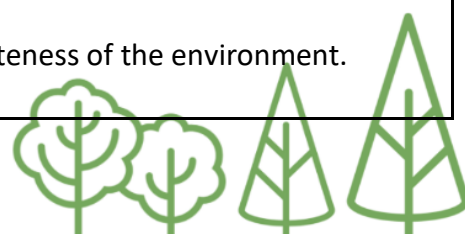
Person involved in	
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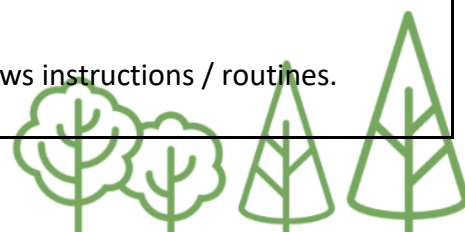
Appendix e- ARP Child Behaviour and Discipline - Further Guidance for Staff

Within the ARP environment we believe that all behaviour communicates a purpose. It is only by understanding what the purpose or functionality of that behaviour is that we can provide an appropriate response. The table below should be used as a guide when determining the appropriate response to a specific behaviour.

Functionality of Behaviour	Staff Response
Sensory The behaviour is fulfilling a sensory need (e.g. hand flapping, or spinning), or because a sensory stimulus may be uncomfortable (e.g. behaviour in response to elevated levels of noise).	Distract / redirect child. Use a substitute / coping strategy (e.g. headphones) Remove child from / reduce time in situation (especially if they are in pain). Gradually build up tolerance (if appropriate).
Escape Behaviour is designed to escape from a task / instruction the child does not like or to escape from a person / place / situation the child does not like	Check level of work / understanding. Make sure child knows what is going to happen and when (timetables & schedules). Check sensory issues. Develop tolerance: "First this, then [preferred activity]." Shorten / simplify task. Use prompts (including physical prompts if appropriate). Assess appropriateness of the environment.



Attention Behaviour is designed to gain a reaction / attention from someone else.	If possible and safe – ignore behaviour. Try to give attention / reward for appropriate behaviour. Redirect to task then praise the appropriate behaviour. Ensure a structured environment is in place. Tell child what they must do (rather than what not to do), don't negotiate.
Tangible Behaviour is designed to get a tangible reward e.g. drink, toys.	Make sure child has an effective means of communication and is taught to ask for the item appropriately. Make sure child knows what is going to happen and when (timetables & schedules). Use "First this, then [tangible reward]." Use tangible reward to motivate on-task behaviour (e.g. build up credits, tokens to earn reward – e.g. I am working towards"). Consider the interests of the child in planning rewards / motivators.
Control Behaviour that says "I'm in charge here!"	Ensure requests and routines are appropriate and fair. Have clear rules and procedures that are effectively communicated e.g. through schedules & followed through. Ensure child follows instructions / routines.



	Ensure all staff are consistent in management of the above.
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Appendix f- ABC Chart

Date and time	Antecedent (what was happening just before the behaviour started? Where was the child? Who else was around? Consider sensory aspects.)	Behaviour (describe exactly what the child did)	Consequence (what happened after the behaviour? What was the response from others? When did the behaviour stop? What might be the „payoff“ of the behaviour for the child?)



Appendix f – Level 4 + Behaviour Form



Shoreditch Park Level 4+ Behaviour Incident Form

Date:

Child's name:

Gender:

- ☐ Male
☐ Female

Class:

Year group:

- ☐ N
☐ R
☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6

Name of person reporting incident:

Role of person reporting incident:

Please select one ... ▼

Description of incident:

Category of incident: 4 points

Please select one ... ▼

Category of incident: 5 points

Please select one ... ▼

Location of incident:

Please select one ... ▼

Outcome

Member of SLT supporting:

Outcome:

Please select one ... ▼

Preventative strategies to support the child in the future(Support to be put in place to minimise or avoid triggers)

Submit



Linked Shoreditch Park Policies:

SEND Policy Information Report

ARP Information Report

ARP Curriculum Information

Intervention Information

Mental Health Policy

Safeguarding and Child Protection Policy

Positive Handling – Guidance for schools and settings

Digital Safety and Filtering and Monitoring Policy

Date adopted by the Governing Body:

Signed by Chair of Governors.....

This policy will be reviewed in 24 months unless there are reasons to review it at an earlier date for example if there are changes to legislation or guidance.



