



Shoreditch Park
Primary School

Positive Behaviour and Anti- Bullying Policy



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Shoreditch Park Primary School Mission Statement

At Shoreditch Park Primary School we have an ambitious mission to ensure that every child leaves our school with the highest aspirations, an enquiring mind and respect for themselves and their community. In turn, empowering their confidence to succeed and flourish in every aspect of their learning and future lives.

We are dedicated to providing an inclusive, happy and welcoming environment that meets the unique needs of each child. We firmly believe that achievement is rooted meeting children's emotional, social and physical needs. Further, we support children's self-awareness of their needs, in order to have the independence and resilience to achieve to their fullest potential.

We understand that behaviour is a form of communication and all adults are committed to respond to behaviour in a way that focuses on the underlying cause of the behaviour, rather than the behaviour itself.

We believe that:

- Children have the right to feel safe at school, to learn and to stretch themselves in their learning within a supportive environment.
- Members of staff at Shoreditch Park Primary have the right to work in a professional and mutually respectful environment and to teach children without barriers to teaching.
- Parents have the right to feel confident that their child has access to a quality first education and is being treated fairly and with respect.
- Positive behaviour is interlinked with ensuring children feel safe so the educational environment needs to be high in both nurture and structure. All children benefit from predictable routines and structure with predictable routines, expectations and responses to behaviour.
- Being 'fair' is not about everyone getting the same, but about everyone getting what they need therefore our behaviour and anti-bullying policy is differentiated to support children of different age ranges and for children that access the Autism



Resource Provision.

Shoreditch Park Primary School is a Rights Respecting School.

Our school policies respect the UN Convention on the Rights of the Child.

The Positive Behaviour and Anti-Bullying Policy links to:

Article 2: Non-Discrimination.

2. Legislation, statutory requirements and statutory guidance

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

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

In addition, this policy is based on:

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



3. Roles and responsibilities

3.1-The governing body

The governing body is responsible for:

- Reviewing this behaviour policy in conjunction with the Senior Leadership Team
- Monitoring the policy's effectiveness
- Holding the Senior Leadership Team to account for its implementation

3.2-The Senior Leadership Team

The Senior Leadership Team are responsible for:

- Reviewing this policy in conjunction with the Senior Leadership Team
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy



3.3-Teachers and staff

All teachers and staff are responsible for:

- Upholding their responsibilities as Duty Bearers for The UN convention on the Rights of the Child
- Following the ASPIRE code throughout the school day
- Creating a positive climate with realistic expectations
- Engaging pupils in regular 'mental health check ins' throughout the day and embed the language of mental health in everyday practice
- Emphasising the importance of being valued as an individual within a group
- Promoting, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encouraging relationships based on kindness, respect and understanding of the needs of others.
- Ensuring fair treatment for all regardless of age, gender, race, ability and disability
- Showing appreciation of the efforts and contribution of all
- Identifying reasons and patterns of behaviour using +4 behaviour incident forms.
- Forming good relationships with parents so that all children can see that the key adults in their lives share a common aim.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations

3.4- Pupils

Pupils will:

- Endeavour to respect the UN Convention on the Rights of the Child.
- Endeavour to follow the ASPIRE code throughout the school day
- Work to the best of their abilities, and allow others to do the same
- Leave all toys e.g. games cards at home.
- Make teachers aware of any incidents



3.5-Parents and carers

Parents and carers will, where possible, should:

- Sign the admission code in the admissions meeting
- Make sure they are aware of the ASPIRE code
- Make children aware of appropriate behaviour in all situations
- Encourage pupil independence and self-discipline
- Make sure that their children arrive on time, in appropriate clothing for the weather and are collected on time
- Get their children to bed at a reasonable time so that they are fresh for school each day.
- Show an interest in all that their child does at school
- Foster good relationships with the school
- Support the school to implement this policy
- Encourage children to tell their teacher or a member of school staff if they feel hurt in any way by someone else's behaviour
- Ensure children do not bring toys and games onto school site e.g. game cards

4. Strategies for promoting positive behaviour at Shoreditch Park Primary

1. High Quality Teaching and Learning

Every child has the right to a first-class education regardless of age, sex or economic barriers. We believe that outstanding teaching and learning is the first step to maintaining positive learning behaviour. If a child is engaged and excited by the learning happening at school, they will be more likely to show a positive learning disposition. Learning and behaviour are linked and maintaining one helps to maintain the other.

2. Equipping teachers with behaviour management strategies

At Shoreditch Park Primary school we provide advice and training for teachers through regular behaviour management CPD sessions. We have a strong team of senior leaders, expert teachers, learning mentors and support staff to model positive behaviour management across a range of situations. Please see Appendix A for some examples of the advice and strategies we give to teachers.



3. Actively teaching children about positive behaviour and learning disposition through the ASPIRE code and ASPIRE Curriculum.

Our aim is to explicitly teach and model to our children what is ethically important in different situations leading them to become more autonomous with decision making and reflective about the choices they will need to make as they grow up. Children's behaviour often stems from their feelings and we try to understand the reason for a child's behaviour in order to support their emotional and social needs. Our ethos is not just apparent in one subject or one lesson but permeates the school ethos and is built into our curriculum. The ASPIRE code sums up our ethos of learning dispositions.

Aspiration and Achievement-We want our children to develop high aspirations and set themselves challenging goals. We feel it is important to instill the confidence and determination to achieve these goals.

Self-awareness- We encourage our children to know themselves better; both their strengths and weaknesses in order to identify where they should celebrate success and where they need to strive to develop further.

Pride-We encourage our children to develop a sense of pride in themselves. This means being punctual, attending school every day, taking pride in their uniform and appearance, presenting their work to high standards and having pride in their behaviour.

Inclusion-We aim to help children understand that everyone has the right and the capacity to achieve no matter the challenges they may face. This is the belief that every child can succeed.

Respect-We want our children to understand that respect is not just shown to other people but also to themselves, the wider community and our environment. It is about being polite and courteous but also about developing moral principles and sticking to them.

Enquiry- This is about being ambitious learners who are not afraid to ask questions and to steer their own learning journey. We help children to develop into active learners who are engaged and have an investigative approach.



5. How is the ASPIRE code embedded?

5.1-ASPIRE lessons

The ASPIRE curriculum reflects our passion and dedication to provide a holistic education for all of our children. That is why we have an allocated ASPIRE lesson slot every week in school. During this lesson we explicitly teach the pillars of ASPIRE; achievement, self-awareness, pride, inclusivity, respect and enquiry. In this includes collaborative tasks, debates, personal reflection, peer reflection, exploration of core texts linked to ASPIRE, art and crafts and writing tasks. Please see the ASPIRE page on the school website, ASPIRE Policy and the curriculum map for more information.

5.2-ASPIRE mornings

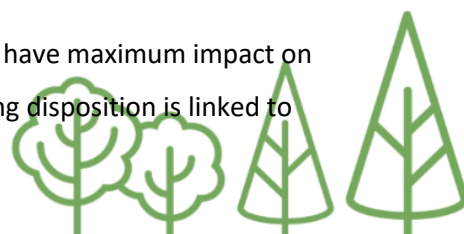
At Shoreditch Park we believe that in order to expect positive and respectful communication, we need to model and provide opportunities for it within our school day. Our mornings are free flow; children independently come into their classes from 8.45-9.00. On their transition up the stairs support staff are present at each stairwell to greet children. Once in the classroom the timetable for the day is on display for the children so they can be prepared for any changes in routine, this is also a time to engage in ASPIRE activities (linked to the weekly lesson and half-termly theme) and for children to have informal conversations with school staff. This morning routine is fundamental to driving our ASPIRE ethos as it develops independence, positive communication and well-being of each individual child.

5.3-Home School Agreement

Our home school agreement is signed by every child, parent and class teacher ensuring a three-way understanding of roles and responsibilities. Everyone agrees to follow the code within their area of responsibility. We are committed to working together with parents.

5.4- ASPIRE characters

In order to really bring the ASPIRE curriculum to life for children and to have maximum impact on positive behaviour we have created the ASPIRE characters. Each learning disposition is linked to



character as a tool to teach and model the ASPIRE concepts through stories and dialogue in a much more engaging way. We explicitly teach positive behaviour through our ASPIRE characters.

We have:

Achieving Aisha

Self-Aware Samuel

Proud Pinar

Inclusive Izeyah

Respectful Roderick

Enquiring Ebony



5.5-Playground Pals

Playground pals are pupils who are on call during playtime to ensure younger children are following the code.

5.6-ASPIRE Nurture Provision

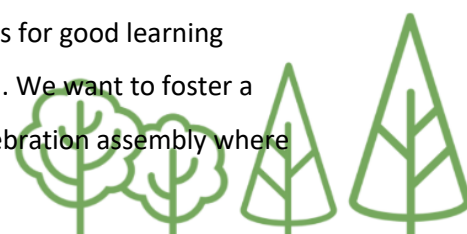
We provide nurture provision intervention groups for certain children who may need further support developing a positive learning disposition or need a higher level of support with other areas of learning. These small group sessions are based on nurture group principles and are focused on the positive learning disposition that we want to focus on.

5.7-Positive behaviour rewards

Positive behaviour rewards should be intrinsic as far as possible. Ultimately, we want all members of our school community to follow the ASPIRE code and display the desired behaviour attributes because they believe in them and support this policy. We hold half termly celebrations assemblies to recognise progress in ASPIRE dispositions and learning.

5.8-Certificates

Class teachers may award certificates during the school day for children showing exemplary learning dispositions linked to the ASPIRE code. We do not award prizes for good learning behaviour as we feel the motivation should come from within the child. We want to foster a desire and passion for learning. Every half term there is an ASPIRE celebration assembly where



children are awarded for showing behaviour linked to the ASPIRE topic for the half term. In this assembly two children from each class are awarded an exemplary certificate and are also invited to an ASPIRE Tea Party with the ASPIRE lead teacher the following half term.



6. Supporting pupil wellbeing and emotional regulation

We believe that children need to be taught how to behave positively and so we explicitly teach and model to our children what is ethically important in different situations in order to support them to become more autonomous with decision making and reflective about the choices they will need to make as they grow up. Children's behaviour often stems from their feelings and we try to understand the reason for a child's behaviour in order to support their emotional and social needs. We also support children to understand their own feelings and how this can impact on their actions.

6.1-Intervention to support with positive behaviour

We offer a range of interventions in school that promote positive mental health including art and gardening nurture groups, social skills groups and groups that are focused on supporting children to create their own toolkit of self-regulation strategies, using the Zones of Regulation approach.

We commission a number of specialists to support with improving mental health and behaviour including:

- Natasha Mattos, our School Counsellor, works with a small number of children that we have identified as needing additional support with their mental health.
- Gabi Vianna our Place2Be Mental Health Practitioner/ Counsellor. Laura works with pupils



on a 1:1 basis and in small groups. She also runs Place2Talk sessions during playtimes, which pupils are able to self-refer to.

- Nadezhda Chavdarova is our Place2Be Family Practitioner who runs Personalised Individual Parent Training (PIPT) with some of our families in order to improve pupil behaviour.

Shoreditch Park is also part of the Wellbeing and Mental Health in Schools (WAMHS) service. Dr. Zoe Tweedale, a Clinical Psychologist, works in Shoreditch Park for one afternoon per week as part of the WAMHS offer. WAMHS focuses on building academic, social and emotional resilience and coping skills in students and helping them to identify and access additional support if needed. This is an approach that brings parents/carers, children, teachers, psychologists, together to find new solutions so that the children can be helped to behave better, be happier or more settled and engage with teaching and learning opportunities in school.

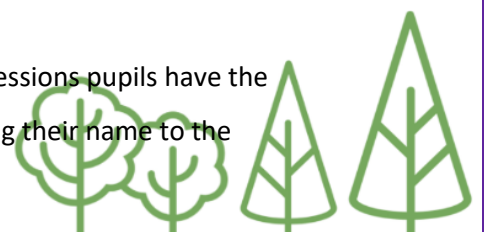
We also have an onsite practitioner from the Mental Health Support Team (MHST), Selin Degmenlibey, who works with small groups of children running interventions around feeling mentally healthy.

As well as in-school interventions and support we refer young people to a number of services. More details can be found on the mental health section of the website and in our mental health policy.

6.2-Supporting emotional regulation in the classroom

At Shoreditch Park Primary School we want pupils to feel in control of their emotions and behaviour. We provide pupils the opportunity to regulate their emotions so avoid their feelings impacting negatively on their actions. The primary way in which we do this is through teaching the 'Zones of Regulation' programme through our ASPIRE curriculum. The Zones of Regulation is the original framework and curriculum (Kuypers, 2011) that develops awareness of emotions while exploring a variety of tools and strategies for emotional regulation. This curriculum provides children with easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once pupils understand our feelings and zones, they can learn to use tools/strategies to manage different Zones. The aim is to support children to master the complex skill of regulation so that they can regulate and manage their own behaviour.

Each class has at least one mental health check in daily. During these sessions pupils have the opportunity to communicate how they are feeling verbally or by moving their name to the



relevant emotion. All pupils are given an opportunity to discuss how they are feeling and often to engage in an active strategy to get into the optimum zone for learning. In upper KS2 the approach to check-ins will link more closely to the bloc tree/ mental health spectrum. The mental health check-ins are designed to be a quick 5-minute session to support emotional regulation after playtime.

Where a pupil is struggling to get into a zone that is optimal for learning they will be prompted to use their 'zones toolbox'. The toolbox is a mental bank of strategies that child can use to regulate their emotions. Pupils from KS1 upwards will be encouraged to select a tool that is appropriate for the context. For example, in class this may be 'volcano breathing' or 'chair push' that the child can do without disrupting others learning.

7. Sanctions

It is our aim that by engaging in the ASPIRE ethos and mental health curriculum, most children will be successful in displaying positive behaviour in school. However, it is important that there are clear consequences and sanctions for those that break the ASPIRE code. This is important to ensure that every child is able to learn in a safe and productive environment.

If a behavioral incident occurs a teacher or member of support staff will adhere to Shoreditch Park Primary School's positive behaviour steps and implement a strategy to bring behaviour back in line with our expectations. A child displaying level 1 behaviour will first get a reminder, with an expectation that they will turn their behaviour around. Following this, continued behaviour will result in a warning. Continued behaviour will escalate the response to a sanction, in accordance with our scale of sanctions below.

All members of staff working at the school can implement the positive behaviour awards and issue sanctions in line with the behaviour policy.

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 teacher or other children. Interrupting teacher. Wandering around. Bringing in inappropriate items (sweets, game cards) <u>Playground behaviours</u> Disrespectful communication to adults or peers. Challenge to authority.	5-minute reflection in school with a member of SLT Class teacher to feedback to parent. <u>Playground Incident</u> followed up by playground lead-child to have a timeout in the reflection zone.
Level 2	Repetition of level 1 behaviour	10-minute reflection in school with a member of SLT Class teacher to feedback to parent. <u>Playground incident</u> 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. <u>Playground Incident</u> 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 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.	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 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.

7.1- Recording behaviour incidents



Level 1-3 behaviours are recorded on slips which are uploaded onto SIMS to enable staff to track patterns of behaviour.

Level 4 and 5 behaviours are reported on a level 4/5 behaviour form which is immediately shared with all members of SLT.

Parents are made aware of any significant behaviour incidents (equivalent to level 4 on the Scales of Sanctions) on the same day either in person or by phone by a teacher or member of the Senior Leadership Team.

8. Follow up after a behavioural incident

8.1- Restorative practice

At Shoreditch Park Primary School, we take restorative approach to supporting pupils to move on after a behavioural incident or conflict. The heart of the restorative approach is the intention to resolve conflict through a peaceful and fair process in which all parties are heard and respected. We believe that by using this restorative approach we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future. Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. By using a restorative approach, we help our children to develop the ASPIRE values of pride, self-respect and inclusivity.

When our pupils find themselves in conflict or upset, we will ask them:

What happened?

What were you thinking or feeling when it happened?

What needs to happen to put this right?

What would you do differently next time?

We might also say to our pupils:

How would you feel if [the behaviour] happened to you?

How do you think [the other person] might be feeling?

Most situations can be dealt with by working through these questions. The aim is that the outcome is fair for everyone and all parties feel listened to and respected.

8.2- Monitoring and tracking behaviour



The school collects data on the following:

- Behavioural incidents
- Attendance, permanent exclusions and suspensions
- Incidents of searching, screening and confiscation

The data is analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

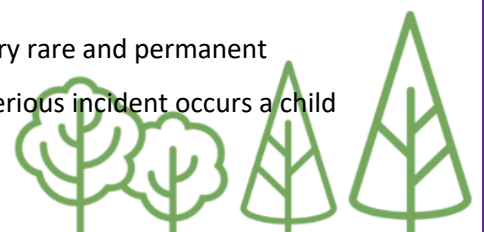
The school uses the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them. Analysis of the data is used to track behaviour for classes and individuals to ensure that appropriate support around behaviour and behaviour management can be put in place.

8.3-Red card analysis

If a child is continuously disrupting the learning of others, or is presenting with unsafe behaviour in class, it may be necessary to remove the child from the class where they will sit with a member of SLT. This is called a 'red card'. If this situation happens the teacher and the member of SLT supporting will analyse the behaviour and record it as a level 4 behaviour. The behaviour policy will be followed in line with the level 4 behaviour sanction system.

8.4- Children at risk of exclusion

Thankfully suspensions (previously called 'fixed term exclusion') are very rare and permanent exclusions are even rarer and seen by the school as a last resort. If a serious incident occurs a child



may be excluded from the school by the Headteacher in line with the government's guidance outlined in *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England* (2023).

In consultation with the Headteacher, a child may be removed from the classroom for a time and asked to work in another class this is called 'internal exclusion'. Child suspensions may be used in the school for different lengths of time. No child should be suspended and left unsupervised at any time. No child should be excluded from their curriculum entitlement, e.g. banned from a trip due to behaviour, unless there is a significant health and safety risk in the child attending the activity. All such decisions must be taken by the SLT and parents/carers be consulted.

Children may be suspended from the school for a 'fixed term'. All occasions where children are suspended from regular school arrangements are subject to regulations and should be recorded and dealt with systematically. On return to school after a period of suspension, parents, children and staff will meet to discuss the behaviour, set targets for future behaviour and set systems in place for supporting the child in meeting those targets. The school relies on the support of parents during this process and a Pastoral Support Plan may be drawn up which includes this support. On the extremely rare occasion that a child is permanently excluded, it should be recorded and dealt with systematically. The Headteacher leads on this process.

Where we are concerned about the behaviour of a pupil with an EHC plan we will contact Hackney Education at an early stage to share our concerns and consider requesting an early annual review.

9. Managing behaviour in the playground

Children are encouraged to enjoy the outdoors, explore their environment and play imaginatively. Children are encouraged to manage, with adult help only when necessary, their social situations positively and independently. They should feel safe and secure so as to feel that they can ask for help when needed. All staff need to cultivate a consistent approach to discipline in order for the children to feel safe. Staff lead purposeful activities with pupils to engage them in meaningful play.

9.1-Strategies to promote constructive playtimes

- Encouraging regular communication between children and staff.
- Encouraging efficient communication between all staff is paramount to the success of



positive lunchtimes. Shoreditch Park Primary School this is achieved through regular meetings between the learning mentor with playground responsibility and the Inclusion Manager and an effective communication system between the play leaders and class teachers.

- An ASPIRE playground code has been adapted in consultation with the staff and children. The code is laminated and displayed for all to see. A similar dining room code is displayed in the dining room.
- We have organised/"Zoned" playground activities such as kingball, handball, tennis, skipping and climbing apparatus. We run adult led and supervised team games as well as resourced quiet areas in our nature zone. We also have a separate football pitch which is timetabled for a year group per lunch time during the week.

9.2- Rewards and Sanctions in the playground

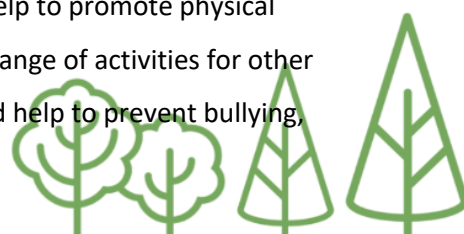
At Shoreditch Park Primary we manage behaviour using positive behaviour management strategies. It is important that our children perceive the management of rules, rewards and sanctions to be fair and consistent. Play leaders play an important part in managing children's behaviour and make a big difference to a child's day. All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently. Rewards and sanctions reflect in class systems. The sanction for any low level behaviour will be an immediate 5 minute time out in the playground's reflection zone. This ensures the sanction is served quickly and without impacting the next lesson.

The Learning Mentors that lead in each playground will update relevant teachers of any behaviour incidences on the playground. The behaviour is recorded through SIMS, as it is throughout the day.

Play leaders are responsible for dealing with unacceptable playground behaviour in a fair and consistent manner. Unacceptable behaviour includes fighting, bullying, racial or sexual abuse, vandalism, theft, verbal/physical abuse. All incidents of this type must be dealt with in a formal way. In dealing with a bullying incident staff should refer to the Anti-bullying section of this policy and follow the procedures outlined within it.

9.3-Playground Pals

A number of children are nominated to become playground pals and help to promote physical activities during lunchtime by assisting the play leaders in delivering a range of activities for other children. In doing so they act as positive role models for their peers and help to prevent bullying,



discrimination and other forms of anti-social behaviour on the playground.

9.4- Inside play

In poor weather the staff on duty may decide that pupils should not go outside to play. In such cases all classes should be purposefully engaged with a range of appropriate activities and games.

10. Positive behaviour in the EYFS

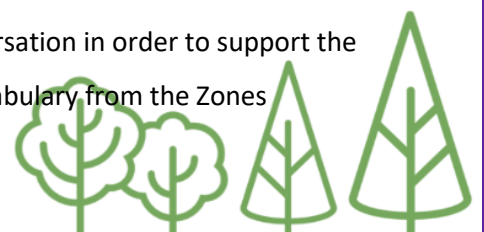
Encouraging positive behaviour in the foundation stage works a little differently to the rest of the school as we know that children are developing and working towards early learning goals.

Expectations for behaviour are in line with the whole school policy as outlined above but there is a larger emphasis on the modeling of positive learning behaviours, interactions and establishing boundaries linking to the ASPIRE curriculum.

Visuals are used to support children's understanding and to support them with engagement in their learning, environment and relationships. Emotional regulation is taught explicitly through the Zones programme of study for Nursery and Reception. Pupils are then supported to make positive choices and reflect on how they are feeling using the language and visual support system of Zones. The classroom environment supports emotional regulation by having a calm corner that pupils are taught to use, here they may engage in calming activities such as mindful coloring, fiddle toys or 'building a rainbow'.

Positive behaviour is regularly celebrated as a way of reinforcing and encouraging positive learning behaviours. ASPIRE certificates are given in line with whole school policy. Pupils also receive regular verbal feedback throughout their day to reinforce their positive choices. We try to share as much positive feedback with parents as possible.

There are some times, however, when a sanction is an appropriate response to pupil behaviour. This may be where the behaviour continues following intervention from adults, or where a behaviour is unsafe. A sanction will be actioned after the adult has given one silent reminder, one verbal reminder and one warning. The sanction will be determined by a child's developmental stage and level of understanding. A sanction will often take the form of reflection time in the designated reflection area, which involves 2-5 minutes away from the class activity with a timer. An adult will always follow up at the end of reflection time with a restorative conversation in order to support the child understand how to make positive learning choices, using the vocabulary from the Zones



programme for support. This approach is used consistently throughout the entire EYFS provision including inside and outside learning times.

Where a child displays a level 4 or 5 behaviour or where there are incidents of sustained behavioural challenge, a level 4/5 behaviour form will be completed in order to request support from the Senior Leadership Team. This will likely lead to a meeting with parents to develop a team approach which positively supports the child. In very rare cases a child in EYFS may go on to a pastoral support plan (PSP) or receive a suspension in line with the whole school policy.

11. Positive behaviour in Year 6

In Year 6, teachers are focused on preparing pupils for Year 7 and ensuring that the transition to a new school is as positive as possible. Positive behaviour for learning is, in the first instance, the responsibility of the classroom teacher and the children in that lesson. It is the responsibility of the teacher and the children to arrive at lessons on time, have the correct equipment, have good standards of dress and are prepared for learning.

In the past we have identified that children in Year 6 can feel anxious about the transition to secondary school and this can result in an increase in behavioural incidents, especially in the Summer term. The inclusion team organize mental health support and intervention for groups of year 6 such as: transition groups, parental support with Y6 transition and Y6 nurture groups. They also encourage children to self-refer to Place2talk for additional 1:1 support.

For Year 6, this is based on a merit system which all children can earn for consistent effort and progress as outlined below. All members of staff have the right and responsibility to award these merits. Merits are stuck into planners for the day they are given and collated by teachers to track.

Merit system

1 - Consistently good level of effort, work and progress (1 point) Awarded by Teachers and staff

5 High levels of effort, work and progress (5 points) Awarded by SLT for work or focus

10 Outstanding levels of effort, work and progress (10 points) – linked to ASPIRE certificates over a half term

Children with an exceptional number of merits are highlighted in the newsletter and in ASPIRE assemblies at the end of each term.

When a merit mark is awarded, the Student writes the subject and the date on the merit sticker and



sticks it in her/his planner. The teacher should sign it and children can then share this with parents.

At the end of each half term children who receive 20 or more by Week 6 will access the 'reward trip' for Year 6. The expectation is that children will be able to achieve this within 6 weeks positive behaviour (35 school days).

Year 6 Sanctions will follow the whole school policy and teachers should manage behaviour within SPPS Positive Behaviour Steps (see appendix b) and will follow whole school scale of sanctions.

12. Positive behaviour in the Autism Resource Provision

The primary aim of The Autism Resource Provision is to provide a safe, secure and caring environment where expectations and achievements are high, and children with ASD realise their full potential in all areas of their development.

Within the ARP environment we acknowledge that all behaviour is meaningful communication. Children on the autistic spectrum and with a variety of other needs may exhibit behaviours which reflect their condition. The ARP ethos is 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. Please see the table in appendix e for guidance about how to problem solve behaviour that challenges in the ARP. All strategies need to be appropriate to the needs and understanding of each child including:

- Providing a curriculum that is relevant, stimulating, and matched to the individual needs and ability of each child
- Creating a stimulating and rewarding environment for children and their parents
- Providing an environment in which positive relationships between staff and children, and children and their peers can be developed
- Working and communicating with parents to develop positive and supportive relationships between school and home.
- Encouraging all children to take responsibility for their own behaviour. Recognising and rewarding positive behaviour, sometimes through tangible reward activities whereas child is very self-motivated.
- Challenging inappropriate behaviour or conduct likely to hurt or harm themselves or others. Challenging any racist, homophobic, transphobic or sexist language or other



oppressive behaviour.

- Making the physical environment sensitive to the needs of the individual and appropriate for an ASD cohort.
- Teaching the Zones of regulation program is explicitly through regular sessions and frequent 'check ins'.

13. Adjustments to the behaviour policy for individual children

Shoreditch Park Primary School has a high number of children with special educational needs and mental health needs. In some circumstances there may be cases in which the behaviour policy is differentiated for an individual child. This would be agreed in advance by the team working with the family around the child's complex needs.

13.1- Pastoral Support Programme

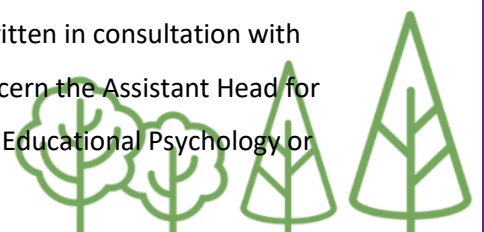
If a child has a pattern of poor behaviour and the previous steps have been followed with limited effect, the Assistant Head for Inclusion, deputy head or head teacher may place the child on a pastoral support programme. This is a 6 week supportive programme. The PSP procedure and process is designed to support any pupil for whom the normal school based strategies have not been effective. It is a structured, coordinated, 6-week school intervention designed to support pupils at risk of exclusion. It is not intended to be a step in the process of exclusion.

Through an initial meeting with the pupil and parents a set of targets will be established, with a weekly review progress to monitor behaviour and progress. In addition, the school will outline that support is in place for the pupil, or what additional support they will put in place to give the pupil the best chance of success.

A PSP requires a team around the child approach where all stakeholders, including parents, are supportive of the measures put in place by the school.

13.2-Positive Management Plans

Where a child displays frequent or significant behaviour that challenges, a Positive Management Plan will be written. This will be written identifying behaviours which need support possible triggers and agreed strategies to support the child's behaviour. Plans will be written in consultation with parent/carers. Where a child's behaviour continues to give rise for concern the Assistant Head for Inclusion will seek further guidance from outside professionals such as Educational Psychology or



CAMHS. Where necessary behaviour plans will include risk assessments.

14. Responding to specific behaviours

14.1- Behaviour Incidents Outside of the School day

Children that breach the school's behaviour policy whilst easily identifiable as a child from Shoreditch Park Primary School, or in school uniform, will be dealt with in the same manner as if the incident has taken place at school. This included but is not limited to, travelling to and from school, taking part in any school activity including school trips. For a breach of behaviour policy at any other time, whether in school uniform or not the school may impose sanctions if:

- The behaviour of act could have repercussions for the orderly running of the school
- The behaviour or act poses a threat to another child or member of the public
- The behaviour could adversely affect the reputation of the school.

14.2- Responding to discriminatory behaviour between pupils

Shoreditch Park School is committed to protecting its pupils from the effects of discrimination and takes the occurrence of such an event with the utmost seriousness

In some cases, the incident may be an allegation and need further investigation. In this case staff should refer the alleged incident to the Year Group Lead in the first instance. The allegation will then be investigated and, if upheld, the appropriate action will be taken.

For a primary school setting the main types of discrimination that are protected against are: racism (including ethnicity and culture), sexism, homophobia, transphobia, religious discrimination and discrimination linking to SEND or disability.

Discriminatory behaviour may include (but is not limited to):

- Discriminatory verbal abuse, such as derogatory name calling, insults and discriminatory jokes.
- Bullying on the basis of a protected characteristic (race, gender, sexuality, disability)
- Physical violence that is deemed to be motivated by discriminatory views or attitudes.
- A pupil citing race, culture, sexuality, gender or disability as a reason to dislike or behave unkindly to another pupil.



- Provocative behaviour such as wearing badges and insignia that offend a protected characteristic.
- The use of stereotypes with the intent to offend.
- All discriminatory behaviour incidents should be reported to the Year Group Lead using the level 4 behaviour form.

In line with the behaviour and anti-bullying policy, the response taken to the incident will depend on several relevant factors including severity of behaviour, age of the child, special educational needs of the child and perceived intent of the action. In addition to a sanction, there will be an urgent meeting with the parent, who we expect to engage fully in helping their child understand the severity of their behaviour.

All incidents of discriminatory behaviour should be recorded, regardless of the perceived intent of the incident. In the first instance the behaviour should be reported through the level 4/5 behaviour form on key survey. The incident will also be recorded on SIMS on the child's behaviour record. The purpose of this is to keep a running log of all discriminatory incidents in the school, and for each pupil. This will help the Inclusion Team to identify trends and patterns over time so that further support or intervention can be planned.

Shoreditch Park Primary School is committed to the wellbeing of all pupils and has a range of supportive systems in place to support children who have experienced discriminatory behaviour. Initially the case will be referred to the pupil welfare team who will plan subsequent follow up for the pupils involved. This may involve meeting with a member of the inclusion team, self-referral to Place2Talk, or using a restorative approach.

14.3- Responding to harmful sexual behaviour

Harmful sexual behaviour is always taken seriously, both in terms of a behavioural incident and as a safeguarding issue. Any incident that is sexual in nature will be recorded on a level 4 form and responded to by a member of the Senior Leadership Team. It may be the case that a safeguarding investigation is necessary or that the child needs further intervention to understand appropriate behaviour in school. The victim of sexual behaviour will be supported by their Year Group Lead and the Inclusion Team. SPPS has a range of supportive systems in place to support children who have experienced sexualised behaviour.

14.4- Malicious allegations



Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the LADO where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

16. Educational Visits

We carefully risk assess any educational visits that take place during the academic year. If for any reason a child's behaviour poses a health and safety risk the child may not be able to join a trip and appropriate provision will be provided in school.

16. Positive Handling

Where challenging behaviour poses a risk to the health and safety of the child, staff or others; risks damaging property; or seriously disrupts the learning environment; staff may, **once all other strategies have been exhausted**, have to include the use of physical intervention. Any physical intervention should be agreed with parents and written into the child's Positive Management Plan. Physical intervention should only be put in place by Team Teach trained members of staff and should adhere to Team Teach principals at all times.

Shoreditch Park Primary Governing Body have taken account of advice provided by the DfE in the document *Use of reasonable force: advice for head teachers, staff and governing bodies* as well as the school's public sector equality duty set out in section 149 of the Equality Act 2010.

Force is generally used for two different purposes, either to control children or to restrain them.



Control can mean either passive contact (standing between two children or blocking a child's path) or active physical contact (leading a child by the hand or arm, ushering a child away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent).

Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a child from doing or continuing to do any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property including their own
- Engaging in any behaviour prejudicial to good order and discipline at the school or among any of its children, whether that behaviour occurs in a classroom or elsewhere.

Shoreditch Park provides Team Teach Positive behaviour training for 20 members of staff, this includes accreditation for physical intervention. Only members of staff who are Team Teach trained should physically intervene with a pupil. In the event that a Team Teach trained member of staff is unavailable, other members of staff may use physical intervention in specific situation (please see 'action as a result of self-defense or in an emergency' on the next page.

To reduce the need for any physical interventions pupils will be supported through an individualised plan which may include:

- Gardening nurture groups – these are support groups for specific children identified as having greater need.
- Social skills groups - a small group intervention to improve children's communication skills around turn taking, dealing with issues, resolving conflict etc.
- WAMHS - provides accessible support for children and parents who are presenting with behavioural and/or emotional wellbeing difficulties at school.
- 1:1 check- ins or mentoring for children experiencing difficulties at home or school.
- Weekly access to an on-site school counselor



- Self-referral to Place2Talk.
- Referral to specialist support such as: Educational Psychology, First Steps, CAMHS, and Disability CAMHS, Place2be

Please reference the school's SEND Policy and Information Report, Intervention Information and the school's Mental Health Policy for more information.

17. Confiscation and searching

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

17.1- Confiscation

As a primary school we rarely have to confiscate prohibited items from pupils. Prohibited items include:

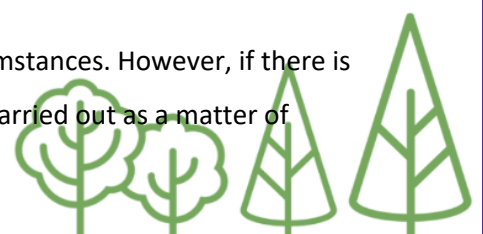
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

17.2- Searches

As a primary school we would avoid searching pupils under most circumstances. However, if there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of



urgency, a pupil's possessions may be searched. An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. The DSL should be informed before a pupil's possessions are searched.

The government guidance on searches contains advice on carrying out physical searches on pupils. At Shoreditch Park Primary School, we would not anticipate being required to carry out any physical searches on our pupils. If we were ever urgently required to carry out physical searches we will do so under the guidance of Hackney MASH and follow the best practice protocols set out in the government guidance.

17.3-Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

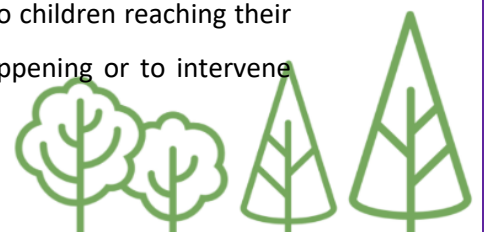
17.4-Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

18. Anti –Bullying Strategy

Bullying can happen in any setting, but it can become a huge barrier to children reaching their full potential so it is everyone's responsibility to prevent it from happening or to intervene swiftly and effectively when it does occur.



18.1 What is bullying?

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

In line with our ASPIRE code we firmly believe that prevention is better than cure, so we actively work to avoid any bullying incidents by:

- Being a Right's Respecting School which explicitly teaches children to respect the rights of others.
- Having organised/"Zoned" playground activities with adult led and supervised team games as well as resourced quiet areas in our forest school zone.
- Using of playground pals and learning mentors in the playground.
- Offering regular training for staff in behaviour management, including identifying and dealing with bullying.



- Offering a bespoke ASPIRE curriculum which addresses social issues such as bullying throughout the school year and through an annual anti bullying week

We encourage all children to approach adults when they are upset. Where bullying is suspected teachers will speak to all the children involved and try to find out the cause of the issue. This process will often involve discussions about what happened and why. Children will be encouraged to understand what has gone wrong, reflect and confront the impact of what they have done. Bullying features as a part of our ASPIRE PSHE teaching cycle and pupils are taught how to recognise bullying and report it.

All serious reported incidents are recorded on level 4/5 behaviour forms which are regularly reviewed by the Senior Leadership Team. If there are repeated issues involving the same child, then the school uses ASPIRE intervention groups, learning mentors, increased playground supervision and on rare occasions of serious and sustained bullying children can be excluded.

The following steps will be taken when dealing with any incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The DSL will be informed of all bullying concerns, especially where there may be safeguarding issues.
- The headteacher, Designated Safeguarding Lead (DSL) or another appropriate member of leadership staff will interview all parties involved.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies, sanctions and support, for example as identified within the school behaviour policy and child protection policy, will be implemented in consultation with all parties concerned.



- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, or Hackney MASH if a child is felt to be at risk of significant harm.

18.2-Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.
- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.
- Inform the police if a criminal offence has been committed.

Please see the Digital Safety Policy for more information about Cyberbullying.

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

We engage promptly with parents to ensure their support and involvement and then go through a series of stages:

- Restorative practice approaches are taken where appropriate
- One-to-one interviews with staff or peer mentors
- Counseling offered where appropriate
- Work with the educational psychologist or other outside agency such as First Steps. Anger management strategies may be discussed if appropriate.

18.3-Strategies to Support a Victim

- Disciplinary sanctions as appropriate applied to the bully



- Counseling may be offered
- Mediation
- One to one parental interview, parental support and involvement
- Self-assertive strategies discussed
- Reassuring the pupil and providing immediate pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
- Working towards restoring self-esteem and confidence.

18.4- Advice for Parents / Carers

- Try to keep a perspective and be calm. As children are growing and learning social skills they can fall out and have arguments. This does not always equate to bullying and both sides of a story need to be heard before anything can be assumed.
- Follow the school procedures for dealing with incidents and don't try to deal with them yourself which poses the risk of being accused of bullying yourself.
- Parents who approach other children or parents about issues very often make the situation much worse.
- Don't give permission for bullying by encouraging children to hit back, or take matters into their own hands.

18.5- Procedure for Dealing with Bullying

- All complaints to go to the Class Teacher or Learning Mentor before reporting it to the Year Group Lead and then the Deputy Head teacher and finally the Head teacher. Class teachers are often best placed to have a deeper understanding of the situation and to investigate.
- This member of school staff should establish the circumstances of the incident (s) by speaking to any adults or children who witnessed it. Records should be made of the content of the discussions and witness statements taken where appropriate. Stress that watching and doing nothing is supporting (some children prefer this as an option).
- Be aware and directly tackle any racist, sexist, homophobic/transphobic language. This is unacceptable in our school.
- Involve parents and explain action taken, why and what they can do to reinforce and support.
- Give support to both the victim and the bully.



19. Allegations of Abuse Against Staff and Other Adults Working in the School

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

At Shoreditch Park Primary School Governors have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organizations where appropriate, and in accordance with local inter-agency procedures.

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfill its commitment to the welfare of children, Shoreditch Park Primary School has a procedure for dealing with allegations of abuse against members of staff and volunteers. The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation. (Reference Shoreditch Park's Safeguarding and Child Protection Policy for further details.)

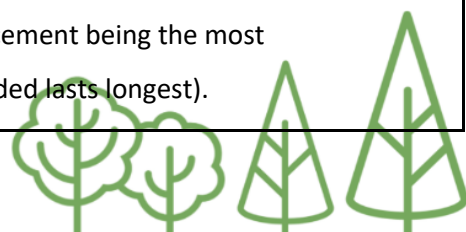
19.1-Pastoral support for staff who are being investigated

Schools have a duty to support staff members who are being investigated following an allegation in order to minimise stress. Staff will be informed as soon as possible about any allegation made and given all information available, subject to advice from the police and children's social care. Staff will have a named person available to provide support and information, particularly if they have been suspended, and should be given advice on obtaining legal representation and counselling if needed. They will also be told about the process of any investigation and kept informed of the outcomes and progress of these.



Appendix a. Positive behaviour management strategies

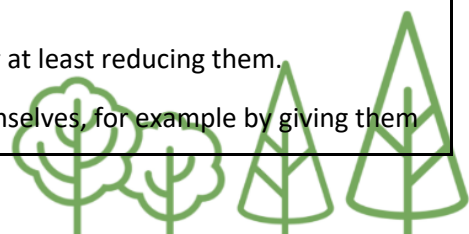
Praise and rewards	Making Rewards Work Guidelines for effective use of rewards When you want to make something clearer to the child be clear and precise about what behaviour you are trying to encourage (the clearer and more easily observed the better). Whenever a child is rewarded explain what they have 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, Jackie”, not “I’m pleased with what you’ve done, Jackie”).
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.
SAT	Stop and Think Continually use this with children prior to giving blue cards/behaviour sheets etc. We want them to take ownership and responsibility. If they can genuinely change their behaviour without you resorting to a Blue card that's great.
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.

<u>1. Catch</u>	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	<u>For example</u> 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 _____.
<u>2. Calm and Clear</u>	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.	<u>For example</u> To show respect you can turn your body around and look at me.
<u>3. Choice and cut off</u>	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.	<u>For example</u> _____, if you continue to _____, I will have to give you a consequence. This is your choice you have 5 minutes to decide.
<u>4. Consequence</u>	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.	<u>See APPENDIX a</u>
<u>5. Cut</u>	Communication stops. Give no more attention.	



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

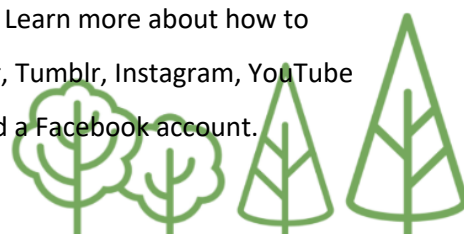
Sending abusive emails is a type of bullying. Sometimes those emails might be shared with other people who could join in the bullying. Sending computer viruses or hurtful videos and pictures by email is also online bullying.

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 restraint					
Role of above person	SLT	Teacher	TA/LSA	CY	Volunteer

Duration of restraint (approximate start and end time.)	
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Location on incident	classroom	playground	corridor	Other (please specify)	
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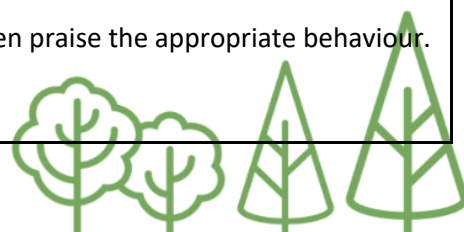
Outcome or Next Steps:



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.

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?)

Conclusions

Behaviour:	Conclusions after observation



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.



