



The 'North Park Way' Behaviour and Character Curriculum

Nursery – Year 6
Overview of Content

William Glasser, 2005, 'In the end, everything is behaviour'.

We want our children to succeed and in order to achieve this, we must teach the children how to.

Introduction

At North Park Primary, we develop children's character through the 'North Park Way' curriculum. To build character, we define the behaviours and habits that we expect pupils to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that as pupils practice these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them. We are what we repeatedly do. Excellence, then, is not an act, but a habit.

The choices an individual makes determines their future, and the purpose of developing good character is the ability to make good choices. Character allows us to flourish as individuals, and as a wider society. This is why the development of character, as well as achieving academic attainment, should be the purpose of education.

What is a character curriculum?

The goal of a character curriculum is one that can easily be agreed upon – human beings who flourish. Human beings that flourish not only achieve their potential but also live meaningfully and harmoniously in thriving communities with others. Drawing on Aristotle, a key component of flourishing is the acquisition and development of virtues such as kindness, generosity, courage, and honesty. Therefore, character education includes all explicit and implicit educational activities that help young people develop positive personal strengths called virtues. When we have acquired a virtue, we become able to manage our emotions and give reasons why we choose a particular course of action; we learn to deliberate and assume much more control over how we act in the circumstances we face.

Our Rationale

- Because behaviour sets the tone for everything.
- When pupils feel safe, respected, and engaged in their learning environment, they thrive. They're more likely to excel academically, form positive relationships, and develop essential life skills.
- By implementing a character curriculum, we cultivate a school culture where discipline is not about punishment but about teaching valuable lessons. It's about teaching pupils how to navigate challenges, work collaboratively, and become responsible members of society.
- We must recognise that shaping behaviour is not just the responsibility of parents or teachers – it's a collective effort. By prioritising behaviour management and character development, we're not just shaping pupils' academic success, we're preparing them for success in life.

Defining the Behaviours

In order to build character, we define the behaviours and habits that we expect pupils to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that as pupils practise these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them.

We are what we repeatedly do. Excellence, then, is not an act, but a habit. William Glasser, 2005, 'In the end, everything is behaviour'. We want our children to succeed and in order to achieve this, we must teach the children how to.

The North Park 3 Step Model

Frontloading: the explicit teaching of good behaviour through our Character Curriculum.

Managing: managing behaviour as it happens through our behaviour and rewards system.

Reviewing: what happens after a consequence has occurred – either with the aim of breaking cycles of poor behaviour or reinforcing positive behaviour (e.g., through public celebration of achievement).



Establishing our Aims

- Successful relationships are underpinned by the positive ethos promoted in the school culture; a culture which demands high expectations of staff and pupils and which also demonstrates respect, acceptance and understanding of difference, in the drive towards equity of opportunity and high aspirations for all. We aim to create a culture of exceptionally good behaviour: for learning, for community and for life.
- We aim to build a community which values kindness, care, respect and empathy for others and to help learners take control over their behaviour and be responsible for the consequences of it. We encourage pupils to value the diversity in our society and the environment in which they live whilst becoming active and responsible citizens, contributing to the community and society.
- Through encouraging positive behaviour patterns, we can promote good relationships throughout the school community built on trust and understanding. We believe that as pupils practise these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them.

North Park Character Development

The development of character is a process that requires the development of individuals, society, and its schools. A society determined to enable its members to live well will treat character education as something to which every child has a right. Schools should consider questions about the kinds of persons their pupils will become, how the development of good character contributes to a flourishing life, and how to balance various virtues and values in this process.

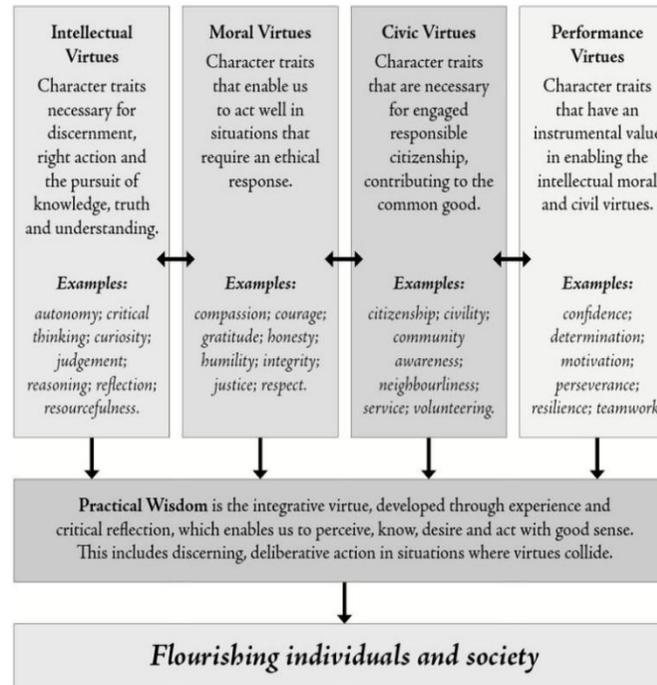
Belonging to and actively participating in a school community is a deeply formative experience that helps pupils develop, amongst other things, their character. In a broad sense, character education permeates all subjects, wider school activities, and a general school ethos.

Character Virtues

Character education teaches the acquisition and strengthening of virtues: the traits that sustain a well-rounded life and a thriving society. Schools should aim to develop confident and compassionate pupils, who are effective contributors to society, successful learners, and responsible citizens. Character development involves caring for and respecting others, as well as caring for and respecting oneself (self-compassion).

A virtue is the ability to act in a particular way in a specific situation to bring about a good outcome and it is broken down as follows:

When we have acquired a virtue, we become able to manage our emotions and give reasons for why we choose a particular course of action; we learn to deliberate and assume much more control over how we act in the circumstances we face.



How we Develop the Virtues research of the Jubilee Centre.

To establish these virtues, we have used the

1. Virtues are caught through the culture, ethos and positive example of school staff.
2. They are also explicitly taught through educational experiences that equip pupils with the language, knowledge, understanding, skill and attributes that enable character development.

3. Finally, these can be sought through experiences and enrichment activities outside of the formal curriculum.

Character Caught

Character can be caught through a positive school community, formational relationships, and a clear ethos.



Environment

School settings which contribute to character education

- A cared for, safe, and well-designed physical environment promotes a sense of belonging
- A collaborative, supportive, and aspirational learning environment strikes a balance between academic progress and character development
- A positive spiritual, moral, social, and cultural environment encourages staff and pupils to root their character development in their personal beliefs and world views

Vision, Ethos, Culture

Practices and initiatives which enable a school to shape a distinctive approach towards character education

School Leaders:

- Invite the school community to select and define **priority virtues** for all to aspire towards
- Develop a **mission statement** which affirms these priority virtues
- Develop a whole school **shared language of character**, encouraging consistent communication and reflection
- Integrate character education into existing **school policies and strategic plans**
- Create a **character education policy**
- Establish clear **ethical and moral expectations** for staff and pupils, informed by the priority virtues and mission statement
- Ensure **equality and inclusion** to demonstrate a commitment to character education for all
- Include character considerations when **recruiting staff**
- Induct new staff** so that each individual understands their role as a character educator
- Recognise and celebrate** examples of good character

Staff

The roles of staff in supporting character education

All Staff:

- Recognise their role as **moral exemplars**, consistently setting a positive example through their own character
- Understand and support** the school's character education approach

Teachers:

- Acknowledge** their influence as **character educators**, facilitating character education in their classroom and beyond
- Engage in **internal and external professional development** on character education, identifying improvements for practice
- Support pupils through **pastoral care and mentoring**, offering pupils guidance on their character development
- Utilise **research** in the field to evaluate and improve their practice

Senior Leadership Team:

- Drive and maintain** a whole school character education approach, providing support for staff and pupils
- Appoint, train, and support** a **character lead**
- Co-ordinate internal and external training**, empowering staff in their role as character educators
- Use appropriate methods to **evaluate provision** of character education

Governors:

- Support and challenge** character education provision

Relationships

Positive relationships, facilitated by school leaders, which support character education

Pupils:

- Form meaningful and respectful relationships with staff
- Develop positive relationships between peers, prioritising compassion, friendship, and trust

Staff:

- Develop compassionate and supportive relationships where pupils feel valued
- Form trusting and respectful relationships with colleagues to motivate and support each other
- Form collaborative and supportive relationships with parents through positive communication

Wider School:

- Engage families of all pupils to involve them in the life of the school
- Participate in activities alongside the local community, reinforcing a sense of belonging and responsible citizenship
- Establish partnerships with educational institutions, including other schools and universities

Character Taught

Character education can be taught through the curriculum using teaching and learning strategies, activities, and resources.



The Curriculum

Approaches to teach character education through a school's formal curriculum

Character education can be taught through:

- A **discrete and bespoke timetabled subject**, focussing explicitly on the teaching of character and virtue
- Existing subjects**, identifying opportunities to include character and virtue within the curriculum
- Personal, Social, Health, and Economic education** (or equivalent), using an issues or topic-based approach to teach character and virtue
- Citizenship Education**, developing the character and virtues needed to be an active and responsible citizen
- Religious Education**, using personal beliefs and world views to explore character and virtue
- Form time**, providing a daily platform to discuss character and virtue
- Assemblies**, bringing the whole school community together to explore character and virtue through a shared language

Teaching and Learning

Strategies used for teaching character education in and out of the classroom

- Discussion-based learning** engages pupils with moral and ethical issues through teacher-guided and pupil-led interactions
- Independent learning** encourages pupils to think critically and take responsibility for their own character development
- Reflective learning** guides pupils to consider their character through critical reflection
- Co-operative learning** involves pupils working together, encouraging teamwork and communication
- Enquiry-based learning** encourages curiosity, challenging pupils to ask and answer open-ended questions
- Experiential learning** offers pupils opportunities to be active learners through a range of virtue-forming experiences
- Virtue literacy** develops virtue perception, virtue knowledge and understanding, and virtue reasoning

Activities and Resources

Examples of teaching aids which can be used as the focus for character education

Character education can be taught using:

- Stories**, focussing on moral and ethical complexities
- Moral dilemmas**, encouraging pupils to discuss and reflect on situations requiring an ethical response
- Current affairs**, reflecting on the presence or absence of virtue in news stories
- Moral exemplars**, inspiring pupils to live virtuously
- Debates**, discussing key moral and ethical issues
- Literature**, including poetry and historical narratives
- Themed days or weeks**, focussing explicitly on character and virtues
- School trips**, encouraging pupils to engage with a range of people and places
- Sport**, developing character through team and individual activity
- Creative arts**, including music and the visual arts
- Drama**, encouraging pupils to understand the perspective of others
- Reflective journal keeping**, focussed on the personal character development of pupils

Character Sought

Character can be sought through chosen experiences that occur within and outside of the formal curriculum.



Enrichment

Experiences during and outside the school day that broaden pupils' passions and interests

School leaders:

- Offer opportunities for **pupil leadership**
- Establish **thriving extra-curricular activities**, enabling all pupils to have access to a wide range of virtue-forming experiences
- Plan **organised school events** that allow pupils to demonstrate their character
- Organise **residential trips** that provide challenging experiences in new environments
- Invite a range of **inspirational speakers** into school to motivate pupils' character development
- Encourage external facilitators to recognise opportunities for character education in their clubs and activities
- Encourage pupils to engage with **work experience or apprenticeships** as preparation for future employment

Social Action and Volunteering

Community-based experiences which encourage civic engagement in school and beyond

School leaders:

- Offer **school-led social action** experiences that promote social awareness, enabling pupils to make a positive difference to their community and themselves
- Promote **community-led social action** experiences, encouraging pupils to independently participate
- Encourage pupils to make a commitment to purposeful **voluntary activity** in and out of school
- Recognise and celebrate** pupils' participation in social action and volunteering
- Enable pupils to explore their role as **active citizens** within their school, the community, and globally

Teaching the curriculum

The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the 'North Park Way' curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the ten 'Principles of Instruction' set out by Barak Rosenshine including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of term). For example, a lining up should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content.

As Tom Bennett describes in 'Running the Room', the process for teaching behaviour explicitly is as follows -

1. Identify the routines you want to see
2. Communicate in detail your expectations
3. Practise the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly

It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an environment and where teachers are free to teach unimpeded. Developing a character curriculum is everyone's responsibility.

Adaptations

While this curriculum is for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be always applied when teaching the curriculum.

“Watch your thoughts, they become your words; watch your words, they become your actions; watch your actions, they become your habits; watch your habits, they become your character; watch your character, it becomes your destiny.”

“Character becomes your destiny”

Lao Tzu, Philosopher

Curriculum Content

Curriculum content to be covered in depth in Autumn Term 1 and revisited throughout the year

Behaviour

Know that there are three behaviour principles in school known as the **pocket principles**. These are to:

- **Be Respectful** 
- **Be Responsible** 
- **Be Ready to Learn** 

Know the following examples of these three principles

Be Respectful 	Be Responsible 	Be Ready to Learn 
<ul style="list-style-type: none">• Say please and thank you• Hold doors open for each other• Talk kindly to other pupils• Say good morning/afternoon to adults and engage in conversations with them	<ul style="list-style-type: none">• Completing homework on time• Remembering to bring reading books, PE kit, swimming kit to school and look after resources given to you by school• Tidying up your own workspace and the classroom• Accepting responsibility if you make a mistake and saying sorry	<ul style="list-style-type: none">• Listening carefully to the teacher• Giving the teacher 100% of your attention• Working hard on tasks given• Being ready to learn at the start of a lesson

Know that if you respect someone, you have a good opinion of their character or ideas.

Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision.

Excellent Walking



Know that we walk around school using **Excellent Walking**

Know that Excellent Walking means:

- Facing forwards
- In a straight line
- Hands to yourself
- Walking calmly and quietly

Know that we use Excellent Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

Excellent Listening



Know that when in class, we use **Excellent Listening**

This means that we:

- Face forwards
- Hands up to speak
- Never interrupt
- Track the speaker

Know that we all do Excellent Listening to ensure everybody is able to learn without distractions.

Know that pupils who do not follow school rules will have a consequence for this.

Being Charismatic



Know that as part of the community and to demonstrate character, we use **Being Charismatic**

This means that we:

- Talk to all pupils and staff with respect and charisma
- Compliment each other
- Appreciate and thank staff
- Take pride in our school

Know that we use charisma to demonstrate our personality and define positive behaviours. Know that

by doing this repeatedly, it becomes the norm and part of being a global citizen.

Know that these are important life skills that set you apart from others.

Behaviour Signals

Hands Up



Know that the Hands Up signal helps children to stop in calm manner so they are ready the next part in their learning. In lessons this will follow a simple clap rhythm.

Hands Up is used at playtimes, in assembly, in lessons and during transitions.

My Turn, Your Turn



Know that we use this signal when we want children to repeat something.

Know that we model and ask children to repeat to check for understanding.

Turn and Talk to your Partner



Know that this is used when we want the children to participate in partner work.

Know that the children turn and face to discuss the question with their partner and that the teacher will check for understanding.

North Park 's Routines

Classroom routines

1. Know that you should line up without leaning against the walls while moving around school.
2. Know the routine for entering the classroom and getting ready to work.
3. Know where you sit in class during lessons (including 'carpet places')
4. Know that books should be out on desks at the start of lessons (monitors of adults to organize)
5. KS2 know that you should only go to the toilet at playtime or lunchtime or if you are ill during lessons.
6. Know to get equipment out ready for the lesson and to look after it.
7. Know that any deliberate damage to school equipment will incur a consequence.
8. Know how to put your hand up quietly to answer a question or participate in discussion.
9. Know that it is important to speak loudly and clearly in class when sharing answers so that everyone can hear.
10. Know that when you want help from an adult you raise your hand and wait quietly unless the teacher has indicated otherwise.

Completing work in books

Know how to set out work in books according to North Park's Feedback Policy.

Specific Presentation Aspects:

1. Know that each piece of work needs a date on the first line and title on the 2nd line of our page; both are underlined.
2. Know that you must use 'one square, one digit' when writing in maths books.
3. Know to correct mistakes by drawing a straight line through your work with a ruler.
4. Know that front covers and new topics have title pages or knowledge organisers (DT, ART, Geography, History, Science)
5. Know that we cross out our mistakes so our working out and thinking process can be seen.
6. Know that a tick means I have achieved the learning outcome and a c in a circle means there is an area to correct.
7. Know that when correcting my mistakes, I use a pencil in KS1 and a purple pen in KS2.
8. Know that when sticking into my book, I am considerate on how to use the glue stick and make sure it is completed neatly. Always replace the lid.
9. Know that all drawings must be in pencil.
10. Know that I present my work as neatly as possible.

Stuck with learning

1. Know that when we are stuck with our learning, we speak to our partner before the adult
2. Know that before the adult supports, you will have attempted to have a go at the task
3. Know that when you want support from an adult, you must put your hand up and wait for the adult to come to you
4. Know that when asking for support from an adult, you must explain what it is you are needing help with

Going to the toilet

1. Know that we try to use break and lunch times to go to the toilet
2. Know that to go to the toilet, we must politely ask the adult if they may go
3. Know that toilets and cloakrooms are safe and personal spaces where privacy must be respected
4. Know that we only let one child per class go to the toilet at one time, unless an emergency, so that children are safe and their privacy is respect

Manners

1. Know that you should always say '**please**' when you are asking for something.
2. Know that you should always say '**thank you**' when you receive something or someone does something nice for you.
3. Know that you should let any waiting adults through a doorway before walking through yourself.
4. Know that you should say '**Good morning/afternoon**' to adults if spoken to.
5. Know that it is polite to give **eye contact** to the person you are talking to
6. Know that it is important to show **gratitude** to others by thanking people for what they have done for you.

Playtime Behaviour

1. Know that you must walk from your classroom to the playground.
2. Know that you must play safely without hurting anyone.
3. Know that we do not 'play fight' because we may hurt someone by accident.
4. Know that you must be kind, by including people in your games and sharing equipment.
5. Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
6. Know that, when called, you must line up calmly and quietly.
7. Know that the whistle/bell signals time to line up.

Lunchtime

1. Know where you line up for lunchtime when you are called.
2. Know that you should use a quiet voice in the dinner hall.
3. Know that you should always try to use a knife and fork correctly (this will be explicitly taught in EYFS and KS1)
4. Know that you should finish what you are eating before leaving your seat.
5. Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to dinner supervisors.

Morning Routine

1. Know that staff will greet children on the gates and doors and that we show charismatic behaviours
2. Know that we enter school and engage in our Meet and Greet procedure
3. Know that each morning is an opportunity to define our day

End of the day routine

1. Know that they must stand in front of the teacher at the meeting point.
2. Know that they must not go home until the teacher has checked that the correct adult is picking them up.
3. Know that these procedures are put in place to keep all children safe at home time.

Attendance and Punctuality

1. Know that you must try to attend school every day and that we strive for 95% attendance and above.
2. Know that school is a place to support learning, mental health and social wellbeing
3. Know that you must try to arrive at school on time every day.
4. Know that attending school on time every day is important so that you don't miss important learning.
5. Know that being on time is an important trait to develop into being an adult

Behaviour outside of school

1. Know that when you are wearing your school uniform you are representing the school community and must always behave responsibly and respectfully.
2. Know that you should be considerate of other people arriving and leaving school.
3. Know that being considerate means thinking about other people's needs, wishes and feelings.
4. Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting.
5. Know that school can still provide consequences due to our behaviour in the local community

School Uniform

Know that school uniform consists of –

Grey/black trousers, grey skirt or grey shorts, white/navy polo shirt, jade green sweatshirt or cardigan, and black footwear.

Jewellery

Know that, on health and safety grounds, we do not allow pupils to wear jewellery in school except for earring studs in pierced ears, small objects of religious significance and a watch (smart watches are not permitted).

PE

Know that for PE, pupils must wear black shorts or black tracksuit bottoms, green PE top, trainers for outside. A school sweatshirt can also be worn in colder months. Know that indoor PE is done in trainers or barefoot

Know that the North Park Way curriculum must be followed at all times

Know that all pupils follow the North Park Way curriculum to become better learners and to build positive habits which will help everyone to be successful throughout life.

Consistent procedures for dealing with inappropriate behaviour

Lesson Expectations

Teachers must clearly communicate learning expectations at the start of every lesson. Every child should feel a sense of belonging within the classroom, and no child should be removed from the learning environment unnecessarily. However, mutual respect and adherence to agreed rules are essential; when these are not upheld, learning for everyone is disrupted.

- Follow instructions
- Try your best and work hard
- Listen carefully
- Hand up to speak

Process to follow if rules are not being followed:

1. 1st clear setting of expectations to the class by the teacher
2. Clear verbal warning, private discussion about why the behaviour is unacceptable. Warning that next time they will have to leave the class. As a consequence of this warning the pupil must move seats (a seat chosen by the teacher) or go to the 'Calm corner'. This is to provide another opportunity for the child to correct their behaviour and rejoin learning.
3. 3rd time spoken to by the teacher, the pupil must leave the class which means instant 15-minute detention and parents receive a text. If a child gets a 3rd warning this must be logged on CPOMs. The child must leave the classroom with an adult to complete the rest of the work outside of class. A short, timed task needs to be given to the child for them to complete out of class under the supervision of an adult. This could be a calm activity to help the child regulate and become ready for learning again. Once calm, the child returns to class to continue learning. **A child can never be asked to leave alone and if an adult is not available then ask for a member of SLT to support.**
4. If the child is not compliant when out of class, then the child should be escorted to a member of SLT or SLT should be called for.

A more serious breach of behaviour (such as being physically or verbally abusive) would mean automatic detention. In KS1 and EYFS, children have 'time out' outside where they sit on the bench and miss out on play.

Sanctions are applied fairly and consistently.

- During detention in spare classroom, a member of staff has a restorative conversation discreetly with the child/ren involved.
- All detentions are recorded and pupils are discussed at Supervision meetings held each week by SLT. If a child is in detention more than once a week then concerns are discussed and support is put in place.
- If it is thought that a loss of breaktime will be detrimental to the child concerned because they have not had the opportunity to run off energy, this 'active' time will be provided at the end of the detention away from peers so that the child can be successful when returning to their learning.
- Some of our children with additional needs may have a personalised system to reflect their needs.
- A child is instantly referred to a member of SLT for being physical or a serious breach of the rules
- If a child is sent to the Headteacher on more than one occasion in a week, parents will be called and invited to a meeting with a view to devising an "individual behaviour plan" to help the child learn appropriate behaviour in school. If the behaviour continues to cause concern then a further meeting will be held.
- A record is kept on CPOMS of any serious incidents to monitor any pattern of issues or any group of children/child being involved on a regular basis.

Suspension

All decisions to exclude are serious and only taken as a last resort or where the breach of school rules is serious. At all times, the LA's procedures are followed. Any child returning to school following an exclusion attends a reintegration meeting with the headteacher, parent/carers and is helped to behave appropriately.

The following are examples of serious breaches;

- Failure to comply with a reasonable request from a senior member of staff.
- Breaches of health and safety rules.
- Verbal/physical abuse of staff, other adults or children.
- Wilful damage to property.
- Homophobic / racist / sexist bullying.
- Bullying.
- Sexual misconduct.
- Persistent defiance or disruption.
- Other serious breaches of school rules.

Permanent Exclusion

A decision to exclude a pupil permanently should only be taken:

- in response to serious or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

(DfE 'Exclusion from maintained schools, academies and pupil referral units in England 2017)

The headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- serious actual or threatened physical assault against other children or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug;
- possession of an illegal drug with intent to supply;
- carrying an offensive weapon;
- making a malicious serious false allegation against a member of staff;
- potentially placing children, staff and members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

The headteacher may also permanently exclude a child for one of the above offences; or

- persistent disruption and defiance including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises; or
- an offence which is not listed but is, in the opinion of the headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community.

Positive handling

There may be circumstances where de-escalation strategies and preventative strategies have failed and some form of physical restraint may be unavoidable. It is important to remember that this would be a last resort and that any restraint would be in line with Durham County Council's guidelines.

Bullying

Our definition is: **"Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group, either physically or emotionally."**

Children learn that there are different forms of bullying. These include cyber bullying, prejudice-based and discriminatory bullying. This is taught explicitly through PSHE, Computing and in assemblies.

Children must realise that any form of bullying is unacceptable and will not be tolerated. Any such behaviour will be dealt with appropriately by staff. Staff are alert to situations that may occur both inside and outside the classroom. Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not 'telling tales'. Silence and secrecy nurture bullying.

We take part in Anti-Bullying Week in the Autumn Term as part of our whole-school approach to our children's social and emotional development. Appropriate age-

related strategies for dealing with different aspects of bullying are explored through a variety of approaches across the school. For further information please refer to the school Anti-Bullying Policy for more details.

At North Park Primary School, we have zero tolerance to any peer on peer abuse both inside and outside of school and online. All staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

Behaviour in Our Community Matters

Children who attend North Park Primary School are its ambassadors beyond the school day. As such, we would address inappropriate behaviour outside school if the following applied:

The child was taking part in a school organised or a school related activity

The behaviour could have repercussions in school

The behaviour threatened another pupil of the school. Incidents outside school would be investigated fully and normal sanctions would be applied.

Monitoring and Evaluation

This policy will be monitored by the Senior Leaders of the school. Its success will be evaluated termly and reported to governors.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Communication

All staff receive a copy of the policy. A copy will also be published on the school website.

December 2025

Next Review date: December 2026

