



# **The 'North Park Way' Behaviour and Character Curriculum**

Nursery – Year 6  
Overview of Content

## Introduction

At North Park Primary, we help children grow their character through our vibrant 'North Park Way' curriculum. We focus on developing key behaviours and habits that empower pupils to thrive—both now and in the future.

Our aim is to nurture young people who are polite, respectful, grateful, and thoughtful towards others. As pupils practise these behaviours, they gradually become positive habits that shape their confidence, their wellbeing, and the way they interact with the world.

We believe that character is built through what we do every day. When children develop strong character, they flourish—not only as individuals but as part of a supportive, caring community.

### Our Rationale –

- **Behaviour shapes everything we do.**  
When we make kind, sensible choices, our school becomes a happier place for everyone.
- **We want every child to feel safe, respected, and excited to learn.**  
When pupils feel this way, they can do their best, make great friendships, and grow important skills for the future.
- **Our character curriculum helps us learn how to be our best selves.**  
It's about learning how to handle challenges, work as a team, and make choices that help us shine.
- **We all play a part in making North Park a wonderful place to be.**  
Teachers, families, and pupils work together to build strong character. When we do this, we're not just learning for school—we're learning for life.

At North Park, we believe that building strong character starts with the choices we make every day. That's why we talk about the behaviours and habits that help us all to learn, grow, and get along together.

We want every pupil to develop into someone who is polite, respectful, grateful, and caring—someone who thinks about others as well as themselves. When children practise these behaviours often, they become part of who they are. Over time, these actions turn into positive habits that help pupils feel proud of themselves and shape the way others see them.

We use the ideas of 'expected' and 'unexpected' behaviour to help everyone understand what making good choices looks like in school. Expected behaviours are the things we aim to do again and again—because we are what we repeatedly do. When pupils show expected behaviour, it becomes a natural habit that helps them succeed both in school and in life.

## The North Park 3 Step Model

### 1. Frontloading – Teaching Great Behaviour from the Start

We set pupils up for success by **explicitly teaching positive behaviour** through our Character Curriculum. This helps everyone understand what great choices look like and gives pupils the confidence to show them every day.

### 2. Managing – Supporting Behaviour in the Moment

As situations arise, we guide and encourage pupils using our behaviour and rewards system. Our aim is always to help children make positive choices, stay on track, and feel proud of their actions.

### 3. Reviewing – Learning, Growing, and Celebrating

After a consequence or a success, we take time to reflect together. This helps pupils break patterns of poor behaviour and strengthens positive habits. We also celebrate achievements publicly to reinforce the great things pupils are doing.



## **Establishing Our Aims –**

- **We believe strong relationships are built on a caring, positive school culture.**

At North Park, we expect the very best from everyone—staff and pupils alike. We show respect, kindness, and acceptance, and we celebrate what makes each person unique. Our aim is to create a place where exceptional behaviour helps us learn well, support each other, and grow skills for life.

- **We are building a community where kindness and responsibility shine.**

We want pupils to feel confident in making good choices and to understand how their actions affect others. We encourage everyone to value the diversity of our world, to care for our environment, and to become active, responsible citizens who make a positive difference in their community.

- **Positive behaviour helps us grow strong relationships built on trust.**

By practising kindness, respect, and empathy, pupils develop habits that help them feel proud of who they are. Over time, these behaviours shape how they see themselves and how others see them—helping every child flourish within our school community and beyond.

## **North Park Character Development –**

At North Park, we believe that character grows over time, and that every child deserves the chance to develop the qualities that will help them lead happy, fulfilling lives. Character isn't just learned in one place or at one moment—it's shaped by individuals, families, schools, and the wider community working together.

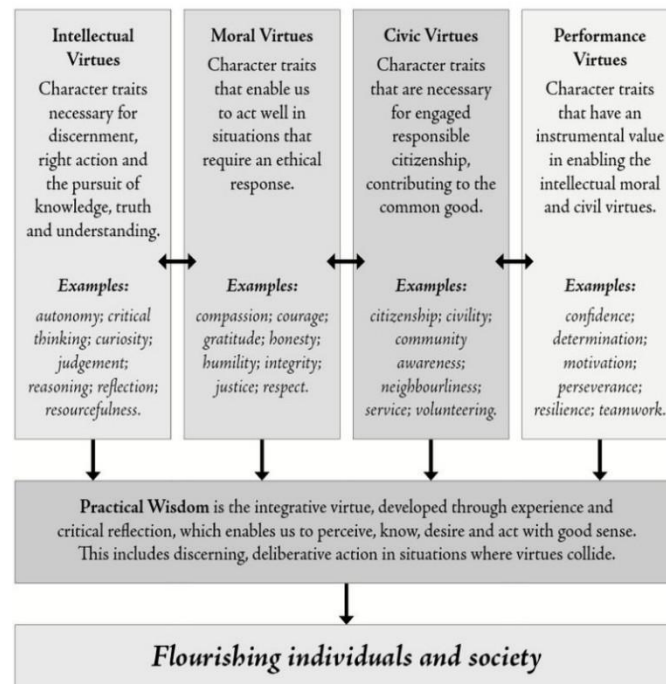
We see character education as something every child has a right to. As educators, we think carefully about the kind of people our pupils are becoming and how strong character helps them flourish. We aim to guide children towards developing positive virtues such as kindness, resilience, honesty, and respect—and to help them understand how these values work together in daily life.

Being part of a school community plays a huge role in shaping who we are. When pupils feel included, valued, and encouraged to take part in school life, they grow in confidence and character. At North Park, character education isn't limited to one lesson or one part of the day—it runs through everything we do: our curriculum, our activities, our expectations, and the caring ethos we build together.

Character development is a journey, and at North Park we're proud to walk that journey with every child, helping them grow into the very best version of themselves.

## 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).



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.

<p><b>Environment</b></p> <p><i>School settings which contribute to character education</i></p> <ul style="list-style-type: none"> <li>• A cared for, safe, and well-designed <b>physical environment</b> promotes a sense of belonging</li> <li>• A collaborative, supportive, and aspirational <b>learning environment</b> strikes a balance between academic progress and character development</li> <li>• A positive <b>spiritual, moral, social, and cultural environment</b> encourages staff and pupils to root their character development in their personal beliefs and world views</li> </ul> <p><b>Vision, Ethos, Culture</b></p> <p><i>Practices and initiatives which enable a school to shape a distinctive approach towards character education</i></p> <p><b>School Leaders:</b></p> <ul style="list-style-type: none"> <li>• Invite the school community to select and define <b>priority virtues</b> for all to aspire towards</li> <li>• Develop a <b>mission statement</b> which affirms these priority virtues</li> <li>• Develop a whole school <b>shared language of character</b>, encouraging consistent communication and reflection</li> <li>• Integrate character education into existing <b>school policies and strategic plans</b></li> <li>• Create a <b>character education policy</b></li> <li>• Establish clear <b>ethical and moral expectations</b> for staff and pupils, informed by the priority virtues and mission statement</li> <li>• Ensure <b>equality and inclusion</b> to demonstrate a commitment to character education for all</li> <li>• Include character considerations when <b>recruiting staff</b></li> <li>• <b>Induct new staff</b> so that each individual understands their role as a character educator</li> <li>• <b>Recognise and celebrate</b> examples of good character</li> </ul>	<p><b>Staff</b></p> <p><i>The roles of staff in supporting character education</i></p> <p><b>All Staff:</b></p> <ul style="list-style-type: none"> <li>• Recognise their role as <b>moral exemplars</b>, consistently setting a positive example through their own character</li> <li>• <b>Understand and support</b> the school's character education approach</li> </ul> <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>• <b>Acknowledge</b> their influence as <b>character educators</b>, facilitating character education in their classroom and beyond</li> <li>• Engage in <b>internal and external professional development</b> on character education, identifying improvements for practice</li> <li>• Support pupils through <b>pastoral care and mentoring</b>, offering pupils guidance on their character development</li> <li>• Utilise <b>research</b> in the field to evaluate and improve their practice</li> </ul> <p><b>Senior Leadership Team:</b></p> <ul style="list-style-type: none"> <li>• <b>Drive and maintain</b> a whole school character education approach, providing support for staff and pupils</li> <li>• <b>Appoint, train, and support</b> a character lead</li> <li>• <b>Co-ordinate internal and external training</b>, empowering staff in their role as character educators</li> <li>• Use appropriate methods to <b>evaluate provision</b> of character education</li> </ul> <p><b>Governors:</b></p> <ul style="list-style-type: none"> <li>• <b>Support and challenge</b> character education provision</li> </ul>
<p><b>Relationships</b></p> <p><i>Positive relationships, facilitated by school leaders, which support character education</i></p> <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• Form meaningful and respectful relationships with staff</li> <li>• Develop positive relationships between peers, prioritising compassion, friendship, and trust</li> </ul> <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>• Develop compassionate and supportive relationships where pupils feel valued</li> <li>• Form trusting and respectful relationships with colleagues to motivate and support each other</li> <li>• Form collaborative and supportive relationships with parents through positive communication</li> </ul> <p><b>Wider School:</b></p> <ul style="list-style-type: none"> <li>• Engage families of all pupils to involve them in the life of the school</li> <li>• Participate in activities alongside the local community, reinforcing a sense of belonging and responsible citizenship</li> <li>• Establish partnerships with educational institutions, including other schools and universities</li> </ul>	



## 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
- Use appropriate methods to **evaluate provision** of character education

**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.

<p><b>Enrichment</b></p> <p><i>Experiences during and outside the school day that broaden pupils' passions and interests</i></p> <p><b>School leaders:</b></p> <ul style="list-style-type: none"> <li>• Offer opportunities for <b>pupil leadership</b></li> <li>• Establish <b>thriving extra-curricular activities</b>, enabling all pupils to have access to a wide range of virtue-forming experiences</li> <li>• Plan <b>organised school events</b> that allow pupils to demonstrate their character</li> <li>• Organise <b>residential trips</b> that provide challenging experiences in new environments</li> <li>• Invite a range of <b>inspirational speakers</b> into school to motivate pupils' character development</li> <li>• Encourage external facilitators to recognise opportunities for character education in their clubs and activities</li> <li>• Encourage pupils to engage with <b>work experience or apprenticeships</b> as preparation for future employment</li> </ul>	<p><b>Social Action and Volunteering</b></p> <p><i>Community-based experiences which encourage civic engagement in school and beyond</i></p> <p><b>School leaders:</b></p> <ul style="list-style-type: none"> <li>• Offer <b>school-led social action</b> experiences that promote social awareness, enabling pupils to make a positive difference to their community and themselves</li> <li>• Promote <b>community-led social action</b> experiences, encouraging pupils to independently participate</li> <li>• Encourage pupils to make a commitment to purposeful <b>voluntary activity</b> in and out of school</li> <li>• <b>Recognise and celebrate</b> pupils' participation in social action and volunteering</li> <li>• Enable pupils to explore their role as <b>active citizens</b> within their school, the community, and globally</li> </ul>
--	--

### How We Teach the Curriculum

The Character Curriculum is taught explicitly during the first week of the autumn term, alongside National Curriculum subjects. At the start of each new term, pupils revisit the *North Park Way*, ensuring expectations remain fresh, clear, and consistent. These behaviours are then reinforced continually throughout the year.

Just like other areas of learning, the curriculum is taught using the Principles of Instruction outlined by Barak Rosenshine. This includes clear explanation, modelling, guided practice, and regular quizzing to strengthen retention. Teachers actively demonstrate the behaviours we expect and create frequent opportunities for pupils to practise them.

For example, a routine such as lining up should be taught explicitly in the classroom, but then rehearsed in a range of settings—at break, lunchtime, assemblies, and transitions. Our aim is for every pupil to confidently understand and apply the expected behaviours across the whole school.

## The Explicit Teaching Process

To ensure consistency and clarity, staff use a simple and effective four-step model:

1. **Identify the routines you want to see**  
Decide what successful behaviour looks like in each situation.
2. **Communicate your expectations clearly and in detail**  
Pupils should know exactly what to do and why it matters.
3. **Practise the routines until everyone can do them**  
Repetition builds confidence, fluency, and habit.
4. **Reinforce and maintain expectations constantly**  
Positive reminders and consistent follow-up keep standards high.

When all staff understand and deliver the curriculum in the same way, we create a culture where every child feels safe, supported, and ready to learn, and where teachers can teach without interruption. Character development is not the job of a few—it is everyone’s shared responsibility.

## Adaptations and Inclusion

Our Character Curriculum is designed for all pupils, but we recognise that children’s needs vary. Expectations may look different in different year groups, reflecting developmental stages, and staff will adapt approaches for pupils with specific SEND needs.

For example, a child with an autistic spectrum condition may find eye contact uncomfortable. In these cases, staff will modify expectations sensitively, ensuring that the curriculum remains inclusive and accessible for every learner.

At North Park, inclusion is one of our greatest strengths, and it lies at the heart of everything we do. Every child is valued, understood, and supported to succeed.

## Rewards and Praise Underpin Everything We Do

At North Park, we believe that **positive behaviour grows strongest when it is noticed, encouraged, and celebrated**. Praise and recognition form the foundation of our approach. Children are consistently rewarded for making positive choices, showing effort, and demonstrating our school values.

When pupils go above and beyond, we celebrate them proudly through special awards, events, and moments that help them feel seen, valued, and motivated to keep striving.

### Examples of Rewards and Praise

- **Verbal praise and encouragement** from staff, recognising effort, kindness, and positive choices.
- **Extra privileges** that highlight trust and responsibility.
- **Opportunities for leadership roles** such as Head Students, Prefects, or Buddies, given to pupils who show strong character and commitment.
- **Positive phone calls home from the Headteacher**, sharing outstanding effort or behaviour with families.
- **‘Pupil of the Week’ certificates**, thanking pupils for their contributions, achievements, or acts of kindness.
- **‘Applause Moments’**, where children celebrate each other’s thoughtful or impressive responses during lessons.
- **Collaborative learning structures** that encourage pupils to support one another and celebrate shared success.
- **Dojo Points** awarded for academic success, good manners, kindness, and positive behaviour, helping pupils to track and take pride in their progress.

**“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

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

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.



**North Park 's Excellence in Behaviour Principles**  
**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

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

## 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 one another
- 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

## 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. 1<sup>st</sup> 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. 3<sup>rd</sup> 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 3<sup>rd</sup> 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 a 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.

## **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**