NORTHSIDE Primary School

Respect and Empathy Policy

(previously Behaviour and Anti-Bullying Policy)
Last review: May 2024
Ratified: July 2024
Review: May 2025

Rationale

At Northside, we create an environment where children are

'Happy to Learn, Inspired to Flourish'

by using a respectful and empathetic approach. We expect high standards of positive behaviour and will not tolerate bullying in any form. Positive behaviour is routinely recognised with timely and purposeful praise, explicitly modelled by all and linked to the Northside Values which are adopted by the whole school community. Using a trauma-informed approach, we aspire for all pupils to feel seen, safe, soothed and secure.

Aims

- to promote positive behaviour and high self-esteem which reflect our school aim 'Happy to Learn, Inspired to Flourish'
- to model and teach the importance of empathy and respect for all through restorative practice
- to encourage pupils to accept responsibility for their behaviour and make appropriate choices through restorative justice
- to ensure consistency of approach to respect and empathy which is clearly understood and practised by pupils, parents, governors and all staff involved in the school
- to implement a trauma-informed approach
- to have an agreed structure for rewards and consequences
- to summarise the roles and responsibilities of different members in the school community

This policy is based on documents published by the Department for Education (DfE):

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- The Special Educational Needs and Disability (SEND) code of practice.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

Values
At Northside Primary School we share values that are promoted by the whole school community. All staff must adhere to our school ethos at all times.

RESPECT	to value our needs, beliefs and each other
PRIDE	to have confidence in our abilities and celebrate success
INCLUSION	to work together with families and our diverse community to become life-long learners
CHALLENGE	to have high expectations of ourselves so we achieve our best
CREATIVITY	to creatively express our feelings and ideas
RESILIENCE	to develop life skills so we fulfil our potential

Behaviour is a form of communication and at times, children can communicate in a challenging way.

Roles and Responsibilities
All members of the Northside Primary School community are responsible for ensuring that the Respect and Empathy Policy is implemented at all times.

The Governing Body will;
- Review and approve the written statement of behaviour principles (Appendix 1)
- Review the policy in conjunction with the executive headteacher and monitor the policy's effectiveness, holding the executive headteacher to account for its implementation.

The executive headteacher/head of school will;
- Ensure all staff are fully familiar and following the policy
- Monitor how staff implement this policy to ensure rewards and consequences (when needed) are applied consistently
- Keep the Governing Body informed about the quality of behaviour in the school

The staff will;
- Proactively implement the Respect and Empathy Policy consistently with kindness so all pupils feel like they belong, are important and are valued
- Model high standards of positive behaviour with all members of the school community
- Use the strategies in this policy to create a positive, calm environment, only raising their voice in order to prevent a risk of harm
- Meet and greet their pupils every morning to ensure a good start to every day
- Monitor the Zones of Regulation pots and check in with any pupil that is not feeling green
    - At the beginning of the day
    - After lunchtime
- Develop clear Classroom Charters that are linked to the Northside Values stated in positive language and in terms of observable behaviour
- Establish clear routines and expectations of work and behaviour
- Use positive reminders about behaviour expectations and non-verbal cues (silent arm for whole class/school attention) to encourage positive behaviours
- Promote and teach the use of the six Ss to travel around the school
- Give frequent and specific praise and encouragement to pupils who are engaged and following instructions e.g. doing the right thing before addressing those that are not
- Make a point of recognising and praising behaviour that is 'over and above' linked to our values

- Separate any challenging behaviour from the child, remembering all behaviour is a communication
- Use humour and/or distraction techniques to support positive behaviour
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Address behaviour incidents personally to build mutual respect (most incidents will not be escalated to senior leadership team - SLT)
- Record behaviour incidents on Child Protection Online Management System (CPOMS)
- The SLT will support staff in responding to behaviour incidents that include continuous low level behaviour, violence, swearing and disrespect towards adults.

The parents will;

- Support their child in adhering to the Northside Values and following this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Be positive with their child and reward them for good things they do at school
- Follow the Home/School Agreement and the school's Acceptable Use Policy/E-safety Policy

The pupils will;

- Follow the Respect and Empathy Policy
- Follow the Northside Values
- Follow the six Ss
- Use the worry boxes
- Use Restorative Practice and Restorative Justice
- Use the Zones of Regulation

In Practice

Our Respect and Empathy Policy is based on positive reinforcement and our pupils are rewarded for demonstrating the Northside Values of Respect, Pride, Inclusion, Challenge, Creativity and Resilience. Our aim is to focus on the children that go 'over and above' and to praise and reward them accordingly. We ensure that the positive feedback is personal, specific, genuine and appropriate.

Behaviour Strategies and the Teaching of Positive Behaviour

At Northside Primary School we have high expectations of behaviour and show respect for all members of the school community. This expectation is shared in a variety of ways;

- Home/School Agreement
- Zones of Regulation (See Appendix 4)
- Restorative Practice and Restorative Justice (See Appendix 5)
- Emotion Coaching (See Appendix 7)
- Weekly Value Assemblies
    - focus shared each week across the school and in the newsletter
- Celebration Assemblies
- Circle Time
- Well-being Wednesday activities
- RSHE lessons
- Support from the Inclusion Team
- School Council Meetings
- Establishing class charters
- Anti-bullying awareness

Northside Values
Each week two pupils who demonstrate the weekly focus of the half termly Northside Value will receive a Headteacher's Certificate during Celebration Assembly; this is also celebrated in the newsletter. Pupils can earn house points for demonstrating the Northside Values which are recorded using the online platform Class Dojos.
Every half term a child is selected from each year group to receive a trophy which represents the focused Northside Value; they will also join a celebration tea with the Executive Headteacher and the Head of School.

House Points
The House System at Northside Primary School has been created to provide the pupils with the opportunity to mix and work with others from different year groups, as well as instil a sense of pride and loyalty in each pupil.

Our four houses are:

Mercury, Dickens, Anning, Farah

Each pupil and member of staff belongs to a house and siblings are in the same houses. House points are awarded for demonstrating the Northside Values as well as;

- over and above model behaviour
- over and above kindness, good deeds, helpfulness
- inter-house competitions

The house points are collected each week by the house captains and the totals are shared in the Celebration Assembly, the house with the most points will receive a half-termly prize e.g. non-uniform day.
The pupils will be awarded house points using the online platform Class Dojos of either 1,2 or 5 reflecting the Northside Value they have achieved.

E.g. 1 house point would reflect work completed to a good standard in every lesson
2 house points would reflect work completed to a very good standard
5 house points would reflect work completed to an 'over and above' standard

This will be judged on an individual basis, what is over and above for one child will look different for another and should be reflected in the house points that are awarded in each lesson.

Star of the Week
The pupil with the most House Points, in each class, will be awarded 'Star of the Week' in Celebration Assembly for good/exceptional work and is able to select a book of their choice as a reward. This is recorded in our newsletters which is sent home each week.

Each classroom will have on display;

- The Northside Values
- Class Charter linked to the Northside Values
- House Points on the IWB or Ipad (using Class Dojos as a platform)
- Northside Values Chart – this can take any form that you want e.g. rocket, racing track, ladder
    - Starting point – all names start here
    - Rewards (above the starting point)– 1 house point, 2 house points, 5 house points

Consequences
We are committed to being an inclusive school and strive to ensure that all pupils have a clear understanding of the consequences of inappropriate behaviour. Pupils are fully supported by staff to learn to manage their own behaviour and procedures and sanctions are applied fairly by all.

We separate the behaviour from the pupil and do not confront challenging behaviour in public or in an aggressive or punitive manner. After an incident of inappropriate behaviour, time is taken to discuss alternative strategies with the pupils and agree a resolution if necessary.

The consequences for not following the class rules will be a reminder of the expected behaviour, followed by a warning, followed by a reflection time in a foster class (Appendix 2). This process could be different if a child has behavioural needs e.g. ADHD.

Every member of the Northside team will use the positive behaviour strategies with the pupils to ensure that time out of class is a rare occurrence and that pupils are encouraged to turn around any negative behaviour.

Each lesson is a fresh start and a chance to change their behaviour.

When pupils do not behave appropriately there is a graduated response of consequences. These are;

- A reminder of the expected behaviour
    - E.g. Remember that we put our hand up when we have something to share, thank you.
      (The expected behaviour is shared, and the unwanted behaviour is not mentioned. By saying thank you at the end of the statement, you set an expectation that it will be followed)
- Given a warning. A clear explanation of the unacceptable behaviour will be given using restorative justice and the expected behaviour will be shared.
    - e.g. When you call out, I feel that you not showing respect, so I need you to put your hand up when you have something to share, thank you. I know you can do it.
- Time out in the foster class to refocus. Time will be dependent on the pupil and the incident and a clear explanation of why they need time out to refocus will be given. The pupil will complete a reflection sheet whilst out of class and actions will be agreed between the pupil and teacher. This will be given to the office staff and scanned and added to CPOMs. (this should be a rare occurrence)

All incidents which require time out of class, physical or emotional abuse must be recorded on CPOMs and reported to the parents/carers of the pupil.

Pupil Support Systems
At Northside Primary School, we are aware that not all pupils will respond positively to these consequences and may exhibit more challenging behaviour. In these instances, a pupil will go on a report card which is an opportunity to identify their needs and reinforce the positive behaviour expectations through daily 1:1 discussion with a member of SLT. This is a chance for the pupils to learn and embed the positive behaviour expectations.

In most cases, a short time on report changes a child's behaviour positively. However, there may be occasions where we will personalise our approach even further, using the support of the Inclusion Leader (Head of School) and develop a Behaviour Support plan. For identified pupils, we offer support through Art Therapy and Solution Focused training. We may also seek further advice, or offer support, from external agencies such as BICs, CAMHs, EP and IAT.

Whilst bullying is very rare at Northside Primary School we appreciate that incidents can sometimes occur. Strategies on what to do if you are being bullied and who to speak to are shared regularly. The Child on Child Abuse Policy is shared with all pupils each year. Posters with the strategies are displayed in prime locations with photographs of staff members. Every class has a worry box which is monitored daily by the class teacher.

Liaison with Parents
Working in partnership with parents/carers is vital to ensure that pupils at Northside Primary School demonstrate good behaviour at all times. We are strongly committed to a positive, working relationship between school and home. When a pupil presents with challenging behaviour the school will work alongside the pupil's parents/carers at the early stages to try to resolve any behaviour issues.
As part of building strong relationships with home, 'over and above' work will be shared with parents each term (via the class WhatsApp or via Tapestry). A register of the children will be kept ensuring that no child is overlooked.

Suspensions
Suspensions are used very rarely as a consequence for extremely inappropriate behaviour. Suspensions may be internal (when a pupil is sent to spend a day in another class within school) or external, which is when a pupil is not allowed into school for a set time period. A pupil may be suspended on a temporary basis (up to five days) or on a permanent basis. The school always follows Local Authority Guidance. A pupil may spend the period of their suspension at home or at a local school and work is always provided. Parents/carers have the right to appeal against the exclusion to the Chair of Governors.

In line with the most recent DfE statutory guidance (Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement; September 2023), the school reserves the right to make an exclusion permanent. A decision to exclude a pupil permanently will be taken by the headteacher:

- In response to a serious breach 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 school.

Lunchtime Suspension
Pupils whose behaviour is disruptive at lunchtime may be excluded from the school premises for the duration of the lunchtime period. This will be treated as a fixed term suspension and parents will have the same rights to gain information and to appeal.

Behaviour Outside School
Pupils' behaviour outside school is subject to the School's Respect and Empathy Policy. Unacceptable behaviour in these circumstances will be dealt with as if it had taken place in School. If a pupil's behaviour whilst in school uniform is poor and meets the school criteria for exclusion then the headteacher may decide to exclude.

Malicious Accusations against Staff
This behaviour is deemed as serious and will be fully investigated. If the investigation meets the school criteria for exclusion then the Head may decide to exclude.

Positive Handling
On very rare occasions, as a last resort once all other strategies have been exhausted, it may be necessary to use 'reasonable force' to either control pupils or restrain them. This will only be used if a pupil's behaviour puts them or another pupil/staff member at risk of harm and will only be applied using the minimum amount of force and for the minimum amount of time possible.

All cases where 'reasonable force' has been used will be recorded and then be thoroughly reviewed by the SLT. Parents/carers will be informed on the same day. Please refer to the Positive Handling Policy.

Confiscation and Searching
Should a child bring something to school that is not part of essential school equipment or cause disruption to learning/harm towards others with a personal item, then this may be confiscated by a staff member. The length of confiscation will be dependent on the behaviour incident at the time. The confiscated item may be returned to the child or in some cases to the parent/carer.

If a child is suspected of having a prohibited item on their person or amongst their belongings, then a member of the senior leadership team will search the child without the permission of the parent. The search will always take place in an office with two members of staff. The parents will be informed on the day of the search. This will also be recorded on CPOMs.

Prohibited items include;

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Depending on the item, Children's Services and the Police may be contacted and the item may be destroyed.

Pupil Transition
To ensure a smooth transition to the next year, pupils take part in a changeover lesson with their new teacher. Pupils with SEND have a personalised transition normally including social stories and times to familiarise themselves with their new teacher and environment. All teachers meet to discuss in depth their pupils' behaviour profiles and strategies that they have used previously. In EYFS, the pupils transitioning from Nursery to Reception spend time on several occasions in the Reception class with their new teacher. New pupils to Northside are invited to story time sessions in the summer term. Pupils transitioning to Year 1 spend time with their new teacher in their own classroom and in the Year 1 classroom to aid transition.
Year 6 transitioning to Year 7 are discussed in detail with a member of staff from the secondary school where behaviour profiles are shared. They also take part in a transition day at their secondary school.

Training
Our staff are provided with training on managing behaviour, including the use of positive handling, as part of their induction process. Behaviour management will also form part of INSET and/or continuing professional development as the need arises. All staff receive safeguarding training each year and are provided with the most up-to-date statutory guidance. All staff receive 'Team Teach' (which includes positive handling) training at least once every three years.

Monitoring
Behaviour incidents are monitored as part of the SLT weekly meeting and concerns are discussed and actions are put in place. The safeguarding team monitors CPOMs daily and addresses any behaviour concerns that have been recorded.
The executive headteacher feedbacks to the Governing Body on the quality of the behaviour in the school as part of the executive headteacher's report.

The policy is reviewed annually by staff and presented to the Governing Body. The Governing Body review this policy alongside the written statement of behaviour principles once a year.

Appendix 1

Definitions

Challenging behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious challenging behaviour is defined as:

- Repeated breaches of the school values/class charters
- Disruption of whole-class learning
- Any form of bullying
- Vandalism
- Stealing
- Fighting
- Swearing
- Violence towards peers or adults
- Any discriminatory behaviour
- Any malicious accusations against the school or staff
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is:

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

Bullying can include;

- Emotional – being unfriendly, excluding, tormenting
- Physical – hitting, kicking, pushing, taking another's belongings, any use of violence
- Racial – racial taunts/gestures
- Sexual – explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, inappropriate touching
- Direct or indirect verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber-bullying - takes place online, through social networking sites, messaging apps or gaming sites

Appendix 2 – Governors Statement of Behaviour Principles

NORTHSIDE Primary School
GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES

Rationale and Purpose
This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Head teacher.
The statement has been adopted by the Governing Body as a whole, following consultation with the Headteacher, parents, staff and pupils.

The Governors at Northside Primary, believe that high standards of behaviour lie at the heart of a successful school and this enables pupils to reach their full potential.

At Northside Primary, we value everyone as an individual and relationships are underpinned by our values of respect, pride, inclusion, challenge, creativity and resilience. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to provide guidance for the Executive Headteacher in drawing up the Respect and Empathy Policy at Northside Primary School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the pupils in the school, as well as taking full account of law and guidance on behaviour matters.

Principles
- Every pupil has the right to learn but no pupil has the right to disrupt the learning of others
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse
- Northside Primary School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the pupils at all times
- We seek to give every pupil a sense of personal responsibility for his/her own actions
- The school's Respect and Empathy Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it also provides guidance on use of reasonable force
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school
- The school will seek advice and support from appropriate outside agencies where concerns arise over a pupil's behaviour
- The school's Respect and Empathy Policy will clearly reflect the school's approach to suspensions
- The school's Respect and Empathy Policy will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff
- The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding, pupils with special educational needs and all vulnerable pupils
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations

This written statement of behaviour principles is reviewed and approved by the full Governing Body annually.

Appendix 3 – Positive Behaviour Strategies

The main features are that the adults in school:

- look for and name out loud the specific behaviour that they want to encourage
- praise at least two pupils when they see them doing as they are asked, making sure that this is done publicly therefore ensuring that other pupils are reminded and given the chance to exhibit the expected behaviour
- praise the target pupil or group of pupils when they show the expected behaviour
- regularly and publicly use the reward systems to highlight the importance of appropriate behaviour

Positive Phrasing/Rephrasing

It is extremely important to phrase instructions positively even when dealing with inappropriate behaviours. Rather than 'telling them off' we ask the pupils to tell us which school value they have broken and what they need to do about it. This encourages the pupils to think about what they have done, to take responsibility for their own actions and gives them the opportunity to put things right themselves without the need for punishment. The consequences are not intended as a punishment but to help the pupils to learn that when they choose to break a value there is a consequence. Over time the pupils learn that the values and consequences apply to everyone and are therefore less likely to feel that they are being treated unfairly. Adults may need to remind some pupils of this more frequently than others.

Examples of Positive Phrasing

When a pupil is breaking a school value always try to take a few seconds to think of a positive way to phrase your comment.

For instance, when a pupil has called out without putting his/her hand up there are various things that you could say:

- I can tell that you want to answer questions but remember to put your hand up without calling out, or
- Remember, I only ask people who put their hand up without calling out, or
- I'm going to ask **name** because s/he put his/her hand up and waited without calling out

In this instance the adult could choose another pupil to answer the question or wait while the target pupil raises his/her hand and then says:

- Well done, for putting your hand up then letting the pupil answer the question

None of these phrases criticise or punish the pupil for making the mistake of calling out.

In a whole class situation remember to refer to the school values regularly and give praise whenever you see them being followed.

For instance, before asking pupils to line up for assembly/play time, etc. use a positive phrase to encourage them to do so quietly and sensibly.

- In a minute I am going to ask you to line up by the door. I will be looking to see how many pupils I can give house points to for walking quietly to the door and standing without talking.

Remember to praise the pupils who are able to do so with house points. It is not necessary, or helpful to point out those pupils who have not managed to do as you asked. When a pupil behaves inappropriately wait until all of the pupils are in assembly/have gone out to play and talk to the pupil/pupils about how they could improve – still talking in a positive way. Give them the opportunity to practise and achieve what you have asked them to do and then give them the same reward as the other pupils, perhaps saying that next time you ask them to line up you know they will be able to do so.

Remain positive at all times, research shows it takes nine positive comments to outdo one negative comment.

Appendix 4 – Zones of Regulation

Zones of Regulation



Appendix 5 – Restorative Practice and Justice

Restorative Practice & Restorative Justice

- Restorative Practice (RP) is a social science used to proactively build and nurture relationships, while strengthening communities through the creation of *shared processes* that enable members of the community to *avoid* conflict and wrongdoing. It uses formal and informal processes that *precede* wrongdoing and gives a structure in which to *resolve conflict* when it arises.
- Restorative Justice (RJ) is one of the *shared processes* that are used when things go wrong.
- The origins of RJ can be traced back to indigenous communities around the world who use it as a form of enforcement, as a mechanism to resolve conflict, and to rehabilitate offenders.
- Members of a community committing acts of wrongdoing are seen as having *strayed* or become *alienated* from the community and as such, the community has a *responsibility* to reunite and *reconnect* the person to restore *harmony*.
- At the heart of the process is the firm belief that **reconciliation** and **reintegration** as well as the repair of harm are possible when, through restorative dialogues, those causing harm *accept responsibility* for the wrongdoing and take steps to *make amends*.

Restorative Justice Script

Past	What happened?	Some possible sentence starters • You talk, I'll listen • I'll tell you what I saw • Everyone will get a chance to speak • We haven't heard from • There's no blame here, we will fix it together • I wonder if • As someone who needs to keep the school safe, I need • I think I would need • I'm proud of you for
	What were you thinking or feeling?	
Present	What do you think or feel about it now?	
	Who has been affected? How has this affected you?	
Future	What's needed to make things right?	
	What have we learned from this?	

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Simple Restorative Justice Conversation

- Remove the audience.
- Stand or sit facing each other.
- Remind each person of the rules.
- Ask the questions to each person in turn.
- The goal is for each person to be heard and to find a solution.
- The voices of the harmed and harmer lead the intervention.
- Solutions are generated by those affected by the harm.
- Don't make anyone apologise – it may happen, but the way forward is more important.
- Agree that the problem has been solved.
- Offer praise – this helps participants understand that this behaviour is desirable.

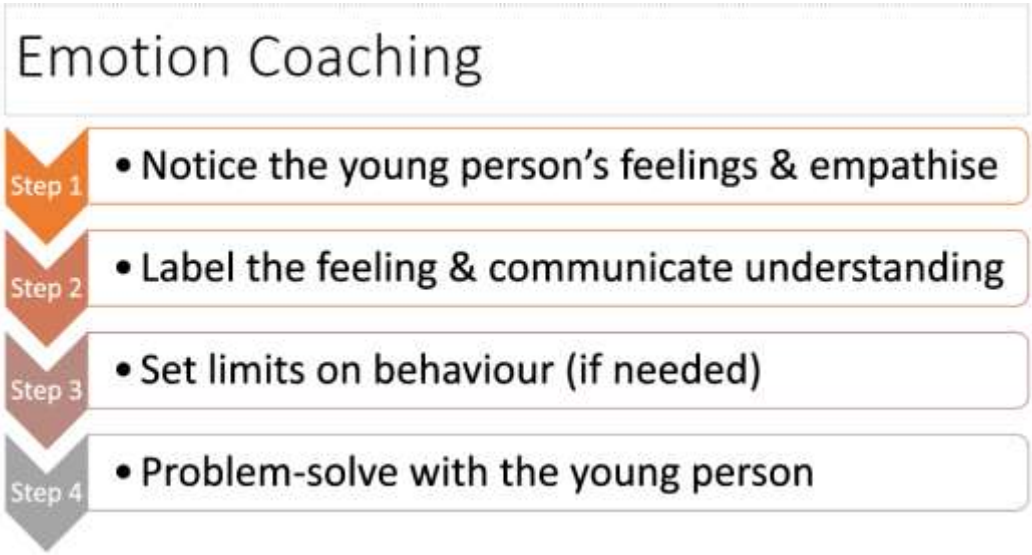
Appendix 6 - Positive Behaviour Script

I noticed you are.....(yellow/blue/red/green). Please link to school Value and over and above work/learning/behaviour.

The value you have broken is ..... Please link to the Zones of Regulation and use the Restorative Practice script (When you.....I feel.....I need)

Do you remember when..... (find something positive), this made me/you/them feel..... I need you to show this behaviour again.

Appendix 7 - Emotion Coaching



Appendix 8 – Foster Classes

Foster classes – to be used for reflection time. Reflection time should be for a short about of time to refocus.

Nursery and Reception
Year 1 and Year 2
Year 3 and Year 4
Year 5 and Year 6