



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 Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

NKS Behaviour Policy

Aims

At North Kidlington School we set high expectations for behaviour in both children and adults. Our behaviour policy which is based on the governing board's statement of behaviour principles (Appendix A), adheres to Keeping Children Safe in Education, The Equality Act of 2010, Special Educational Needs and Disability (SEND) Code of Practice, and the school's principal value of being kind:

- Be Kind to Ourselves
- Be Kind to Others
- Be Kind to the Environment

We aim to create a calm, respectful environment for all children and adults in the school setting. We understand people have diverse needs and may need different behaviour management strategies to be successful. We aim to have zero bullying in school, but if it does happen, we will act swiftly and decisively.

Children learn positive behaviour and self-discipline through our curriculum, modelling from staff and visitors and from the constructive relationships the school has with the children and their families. When children are struggling with behaviour, we use a balance of education, nurture, and consequences to enable them to make the right choice in the future. We work with parents to assist with positive behaviour outcomes and will only suspend or exclude a child in the most extreme of circumstances.

All staff are responsible for supporting behaviour and will assist all children in learning how to adhere to the school's rules and customs. Senior leadership is visible and active in supporting staff with managing behaviour and fostering a positive culture around the school. They will never leave someone to struggle with a behavioural challenge alone. The governing board works with the headteacher to monitor the effectiveness of this policy and are an integral part of the exclusion process. For a full list of the roles and responsibilities see Appendix B.

Positive behaviour at NKS includes things like this:

Being kind to ourselves

- Putting appropriate effort into our work
- Completing work by deadlines
- Eating healthily
- Moving safely around the school
- Coming to school clean and appropriately dressed

Being kind to others

- Treating classmates with respect
- Being respectful to the adults in the school
- Taking turns and sharing
- Being a good friend
- Following the classroom rules
- Not disrupting lessons

Being kind to the environment

- Using resources carefully

- Taking care of school property
- Recycling, reusing, and reducing waste
- Being clean and tidy
- Respecting wildlife

A glossary of acronyms can be found at the back of this document in Appendix D.

Key habits and routines

Schools are complex organisations, and confusion or mixed messages can lead to poor behaviour. We build routines into every aspect of our day to minimise this. For example, children will always have something to do when they enter the classroom in the morning, we move quietly and sensibly around the school, we hold doors open for people and say, 'excuse me', we raise our hands in class. Visual timetables ensure children understand the routine of the day and for some children a more detailed 'now and next' system is put in place.

Responding to good behaviour

It is important to recognise good behaviour. At NKS we use both public and private praise. We may also relay successes to parents and senior leaders. Children with consistently good behaviour may also be given additional privileges or opportunities around the school. Younger children may receive a sticker or other small rewards for good behaviour choices. As the children mature, we try to foster an intrinsic (built-in) motivation to make good choices as this will ensure children then take this with them into secondary school and beyond. Doing something purely for the reward is not what we teach at NKS.

Responding to poor behaviour

It is essential that the response to poor behaviour is consistent, fair and proportionate. It also needs to be timely and appropriate to the child. We believe that many children need to be taught how to behave in school and so there should also be an educational element to any response. This is normally managed through conversation, modelling or praise when the right choice is made. Proportionate consequences are also part of our response to poor behaviour. You can find a list of consequences we use in Appendix C.

Making amends is also a part of learning from our mistakes. It is important for children who have been negatively affected by poor behaviour to feel it has been addressed.

Significant or repeated behaviour incidents are recorded on the school's secure reporting system, CPOMS. The Designated Safeguarding Lead (DSL) and the Headteacher use this information daily to monitor for any potential safeguarding concerns, behavioural trends or potential bullying.

Where necessary, external advice will be sought on further strategies to better support a pupil.

Low-level poor behaviour

Low-level poor behaviour, such as calling out in class, not following instructions, and distracting classmates, needs to be addressed in a timely manner as it limits learning for others and, when left unchecked, can escalate into more serious incidents. There is a wealth of methods teachers can use to manage low-level poor behaviour, including praising other children for good behaviour, verbal reminders, and discussions with parents or finishing work during free time or at home. You can find a list of consequences we use in Appendix C.

Persistent low-level poor behaviour should be treated seriously and the management of it supported by the Senior Leadership Team (SLT).

Poor behaviour outside school

The school may intervene/support with behavioural incidents outside of school on a case-by-case basis. Consideration is given to safeguarding, impact on school life or the reputation of the school.

Responding to extreme poor behaviour

Child-on-Child Abuse

It is important to recognise that abuse isn't always perpetrated by adults; children can abuse other children and it can happen both inside and outside of educational settings and online. This is referred to as 'child-on-child abuse' (formerly known as peer-on-peer abuse) and can include:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element which facilitates, threatens and/or encourages physical abuse
- sexual violence, such as rape, assault by penetration and sexual assault; this may include an online element which facilitates, threatens and/or encourages sexual violence
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as 'sexting' or 'youth produced sexual imagery')
- 'Upskirting' which involves taking a picture under someone's clothing without them knowing; this is usually with the intention of viewing their genitals or buttocks for sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence and anyone of any gender, can be a victim
- initiation/hazing type violence and rituals.

Through regular 'safeguarding soundbites' in staff meetings, staff can recognise the indicators and signs of child-on-child abuse and know how to identify it and report it.

Downplaying certain behaviours, for example dismissing sexual harassment as "banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it¹.

Bullying

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online." ANTI-BULLYING ALLIANCE

Bullying is:

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

¹ <https://www.theeducationpeople.org/our-expertise/safeguarding/safeguarding-priorities/child-on-child-abuse/>

Bullying can include:

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

Discrimination

Under the Equality Act 2010, it is unlawful for any education provider, including a private or independent provider, to discriminate between pupils on grounds of disability, race, gender reassignment, pregnancy and maternity, religion or belief, or sex. Discrimination between pupils is also not tolerated at NKS.

Should any incident of, or suspicion of bullying/discrimination occur, it must be reported to the Senior Management Team (Headteacher, Deputy Headteacher, DSL) and will be investigated and responded to swiftly. Parents of all children involved will always be involved and are expected to engage with the process appropriately.

All incidents of child-on-child abuse are reported on our confidential reporting system, CPOMS, and managed by a member of the Senior Management Team (SMT). Parents are always informed. Confirmed cases of bullying and racist incidents are also anonymously reported to the governing board.

Please refer to our [safeguarding policy](#) for further information on child-on-child abuse.

The behaviour curriculum

Alongside daily modelling and instruction from staff and KS1 and whole school assemblies, NKS uses [Coram SCARF](#) to teach our RSHE curriculum. This comprehensive scheme teaches children about respect, self-discipline, equality and well-being and is an essential element of behaviour management at NKS.

Pupil support

Many incidents of poor behaviour are linked to low self-esteem, safeguarding concerns and other soft skills (e.g. perseverance, problem-solving and resilience) a child may need to develop. As a school, we develop these elements through nurture groups, targeted small group activities and individualised support. We also work with parents through structured conversations, behaviour, attendance or SEND meetings.

Staff induction, development and support

We have a comprehensive induction process for new staff and volunteers which covers behaviour management and our reporting systems. All new staff are supported with behaviour management techniques by a senior member of staff and staff meetings are used to go over skills and practices. Staff in each department work closely with each other supported by a department lead who will relay any difficulties back to SMT.

All Early Career Teachers (ECT) are supported in learning how to manage behaviour by both their Induction Tutor and Mentor.

Where any member of staff is struggling with behaviour management, a member of SMT will be part of the supervision process.

All staff are able to improve their practice through support from colleagues, training, educational literature or observation of other professionals.

Pupil transition

For all transitions throughout the school, staff model behaviour and expectations. At the beginning of the year and at other key points, rules are reviewed with pupils. For children starting school mid-year or after a significant absence, support is provided through a peer buddy or an individualised reintegration plan. We provide transition support to children throughout their time with us. Our new Reception class children will visit the school prior to starting so they can become familiar with the staff and routines. We provide transition activities, which includes cross-departmental sporting activities, for children at the end of the year in preparation for class moves in September. We also work with local secondary schools to ensure a smooth transition into Year 7.

Where there are children who may find the transition more difficult or who have specific additional needs, we build in additional opportunities to visit their new environment and can provide additional resources.

Reviewed: October 2025

Next Review: October 2026

Zoë Claxton

Head Teacher

Appendix A: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Appendix B: Roles and Responsibilities

The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix A)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

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

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) and Senior Management Team (SMT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour 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
- Take part in any pastoral work following poor behaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- Ensure children do not bring anything potentially harmful or inappropriate to school

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Appendix C: De-escalation techniques and consequences

De-escalation

De-escalation refers to the process of diffusing conflicts as they begin to prevent them from getting worse. Regarding classroom management, there are strategies we can use to de-escalate conflicts in their earliest stages and stop small behavioural issues before they get out of hand. These usually involve identifying a risk and intervening as quickly as possible in a calm and controlled manner.

Ensuring that everyone retains their dignity is an important part of de-escalation.

Depending on the situation and what stage the conflict is at, the following de-escalation strategies can be used by teachers in the classroom to do this²:

- Active listening
- Stay calm
- Offer positive choices
- Ask questions.
- Choose your battles wisely
- Use non-threatening body language
- Distraction/diversion
- Humour
- Reflection time
- Removal of trigger
- Physical activity
- Breathing exercises
- Change of adult managing the situation
- Change of environment
- Comforting

Consequences

There are a range of consequences that can be used in school which are dependant on the level of misdemeanour and the child's own situation.

- Move the child to a different area of the classroom
- Children to stay in for some of their break time to reflect on their behaviour or finish work
- Visit another member of staff (Department lead or SMT)
- Have a privilege or responsibility removed for a period or permanently
- Parent phone call/letter home
- Internal exclusion
- Suspension
- Exclusion

Please note, we will never remove an entire break or lunchtime from a child as we believe physical activity is important for a child's physical and mental wellbeing.

We do not search pupils, but a member of staff may ask a pupil to empty their pockets, drawer or bag when the need arises.

SEND

We recognise that some children with SEND may have more of a barrier to engaging with positive behaviour choices. Where this is the case, the class teacher, Special Educational Needs Coordinator (SENCo), the child's parents and any other relevant professionals will produce an individualised plan or targets to support the child.

² <https://www.twinkl.co.uk/teaching-wiki/de-escalation>

Appendix D: Acronym glossary

CPOMS – Child Protection Online Management System

DSL – Designated Safeguarding Lead

RSHE – Relationships, Sex & Health Education

SENCo – Special Educational Needs Coordinator

SEND – Special Educational Needs and Disabilities

SLT – Senior Leadership Team (Department leads and SMT)

SMT – Senior Management Team (Headteacher, Deputy Headteacher, DSL)