

KNAYTON C OF E  
PRIMARY SCHOOL  
- Learning for Life -



# Nurture at Knayton

Developing safe and happy learners



[www.knayton.n-yorks.sch.uk](http://www.knayton.n-yorks.sch.uk)

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## Developing safe and happy learners

*“Every child deserves a champion - an adult who will never give up on them, that understands the power of connection and insists they that become the best they can be” - Rita Pierson*

## Relationships

At Knayton we believe that relationships are fundamental to children’s learning. Knowing our children and understanding each one as an individual means that we can build a positive and trusting relationships based on mutual respect. When this is achieved, we are able to push the children to explore their learning further in a “high challenge, low threat” approach. It also means that the children feel happier and safe in school, therefore incidents of challenging behaviour are rare.

## Our ethos

Our school aim is to ensure that every child feels safe, happy, included and valued to ensure that they reach their full potential. We believe that when pupils are nurtured and fully supported, as well as inspired by their learning, they will be far more successful. We are a church school and have strong links with the local community and church, we use our Christian values to underpin everything we do. For this reason, our curriculum is creative and exciting and we are fully dedicated to pupil wellbeing. We aim to give our children academic, social, emotional and spiritual skills to ‘learn for

## Christian values

At Knayton we have three Christian Values which were chosen by staff, children and parents. They are kindness, friendship and respect. These values have a high profile within school life and children understand the importance of showing them to others.

Each week we have a collective worship dedicated to these values. Children from Oak class (Year 5 and 6) have the responsibility to choose the children who have shown one of these values that week and they are given certificates in front of t their peers. Children are praised throughout each day for showing these values and will be awarded house points.



## Self-esteem and confidence

At Knayton we want every child to be prepared for life in modern day Britain. We believe that self esteem and confidence is a vital part of this preparation. We give the children the opportunity to shine throughout their time at Knayton in many different ways. From Reception, children are encouraged to come into the classroom independently and hang their own coats and bags up. Although this is a seemingly small gesture, it builds the idea of resilience from a young age.

Each Friday we have celebration assembly. This is a fantastic chance for all children to showcase the wonderful work that they have completed at school that week and also time for them to celebrate their achievements from home with the rest of school and parents.

We have many children who learn instruments at our school. These children are always welcome to perform in assemblies. They find great joy in showing their talents and it often inspires other children to learn an instrument too.

A key to promoting a child's self esteem is for them to have important roles and responsibilities. Each class has a range of roles that children can volunteer to do. These range from simple jobs such as cloakroom monitors to the roles that are available in Year 5 and 6. We have a

buddy system each summer. This means that Year 6 children are paired up with a child who will be starting school in September, they write letters to them and make them feel welcomed. Other roles include playtime role models, values leaders and sports leaders.

Sport is central to school life at Knayton. We take part in lots of competitions through the year. We have seen this build children's self esteem time and time again as they are recognised for something different and it is a great opportunity to shine.

We take our school productions very seriously and they are a huge success each year! Children enjoy taking part and we give children the confidence to sing, dance or act in front of an audience.



## Nurturing and developing the whole child

At Knayton we are committed to raising self esteem and confidence. We believe that allowing the children to achieve success in a range of fields contributes to this. For this reason, we offer a range of extra-curricular clubs aimed at developing skills and talents across the curriculum. Clubs are led by both school staff and external providers to ensure a wide range of opportunities.

Below is an example of a typical termly offer:

Extra curricular activity
Art and craft
Football
Forest schools
Computing
Junk drumming
Sing along
Drama
Athletics
Multi-sports
Zumba
Gardening

## Supporting disadvantaged pupils: closing the gap strategies

Teachers at Knayton School are passionate about ensuring all children make excellent progress irrespective of their life experiences and individual social and emotional needs. We are determined to nurture all children. We are very creative in our approach to ensuring that children's needs are met and are always prepared to go the extra mile, which may include home visits to parents and children, informal chances to visit school to visit the classroom during the holidays and at the start of a new term so that the children can familiarise themselves with the school environment. This has proved to reduce anxiety for our most vulnerable children at the start of each new term and greatly aids transition. The children approach the new school day in a more positive way and this ensures that they are prepared for new challenges and learning.

'The most vulnerable to be taught by the most experienced teachers' We have reviewed and re-evaluated our provision for disadvantaged children, further strengthening our approach. We employ an experienced teacher to plan and deliver interventions and support.

The teacher communicates regularly with class teachers to plan and deliver interventions that increase children's self-esteem and confidence and close gaps in learning. Pre-teaching increases children's confidence so that when they are in a whole-class lesson they feel equipped and confident and are able to make more rapid progress than post teaching to fill the gap.

All disadvantaged pupil interventions are led by an experienced teacher and focus on the specific needs of the child. Regular structured conversations take place with parents in order to ensure that pupils are supported at home and that home-school links are positive. Our approach to supporting looked after pupils and those adopted from care is exemplary and we have received an Attachment Friendly School Award.



## Parent partnerships

We have an open-door policy at Knayton where we encourage honest, positive and supportive dialogue between staff and parents. Parent partnerships are strong as a result of the commitment of the school staff to engage with parents through face to face greeting at the start and at the end of the school day. We also ensure that if we have any concerns about a child's social and emotional well-being or their behaviour that we discuss it at the earliest opportunity.

For our most vulnerable learners and children with SEND we may have more formal meetings on a regular basis. We also communicate through emails to individual families, sometimes on a daily basis so that worries and concerns are dealt with in a timely manner.

At Knayton parents are given many opportunities to discuss their children's work. This takes the form of informal 'getting to know you' drop in sessions at the start of the new year and more formal meetings to discuss progress and set new targets. We also invite parents to join us in celebration assemblies on Fridays to celebrate children's successes and to ensure that parents, carers and extended family and friends feel part of the Knayton School community

## Learning mentor

It is unusual for a school the size of Knayton to have a Learning Mentor. We feel the role is necessary as safe and happy children are our priority.

The role of the Learning Mentor is to monitor the attendance and behaviour of children. She also trains staff on how to support children who may be struggling with their self esteem, friendships and feelings. This is done through nurture times.

## Nurture time

At Knayton we want to ensure that every child feels safe and happy in school. Sometimes there are reasons as to why children may find this difficult. Our aim is to provide sessions in which children can explore these reasons with a member of staff and receive extra support where needed.

Every child is unique and will therefore need support in different ways, however the main principles of nurture time stay the same and are as follows:

- To understand that all behaviour is communication
- To understand the importance of transition in children's lives
- To build self-esteem and confidence
- To build skills for classroom learning
- To offer a safe base
- To offer lots of opportunities for speaking and listening activities

Likewise, there are many reasons why a child may be invited to a nurture time session, these are as follows:

- Friendship difficulties
- They are very quiet, shy or withdrawn
- They find it hard to listen to others
- They find it hard to join in with others
- They are disruptive towards others
- They find it hard losing a game
- They find it hard to share or take turns
- Low self esteem
- Bereavement
- Family illness or break up
- To build resilience

Nurture time will boost confidence and self esteem and provide children with the extra help needed to improve social skills and independence, meaning that they reach their full potential in the classroom and beyond. Nurture time's aim is to help children manage situations and increase their skills to become more successful learners. Nurture activities aim to be fun and are centred around mutually respectful and warm relationships between adults and children.

If we feel that nurture time is a necessary next step for a child we will inform their parents and communicate regularly with class teachers so that we can support that child in a tailored, thought out approach.



## Safe spaces

At Knayton we have a whole school safe space to hold nurture times and support pupils who may be experiencing social or emotional difficulties. The inspiring outdoor spaces can also be used to support pupils on a one to one basis. In addition, each class has a safe space within the classroom for children to access if they feel sad or 'wobbly' for any reason. In the safe spaces, children can find sensory toys to help them to regulate their emotions or help them to feel more calm. There are also cuddly toys and cushions to create a comfortable and safe feeling. Finally we have a safe bench on the playground. This means that children can access a safe place at playtime. Adults can monitor who needs to access the safe space and offer support to those children as appropriate. Playtime leaders (children from Year 2 and 6) also monitor the safe bench to make sure that all children have a friend to play with at playtime.

## Persona dolls

We feel that global education is an important part of developing children to be ready for life in modern Britain. Persona dolls are a fantastic school to teach the children about different cultures or children who lead different lives to themselves.

We currently have three persona dolls at Knayton. Each doll is unique in that they represent a different religion, race or disability. They are a fantastic tool for children to ask questions and explore in P4C sessions or information station. Children treat the dolls as if they were part of the class and this helps to cultivate the culture of respect and compassion.

## PHSCE at Knayton

At Knayton, our PSHCE curriculum is designed specifically for our children, considering their needs. We have three key foci for PSHCE: We are role models, We are healthy and safe and We are global citizens. At Knayton, we use Philosophy for Children (P4C) to explore issues and teach the children questioning, thinking and debate skills. We believe that children need to feel safe and happy in order to learn and achieve their potential and our PSHCE curriculum aims to embed safe practices as well as happiness, self-confidence and self-esteem. Fundamental British Values of Democracy, Rule of Law, Tolerance, Mutual Respect and Individual Liberty are explored through our approach and are also embedded across all aspects of school life, including Collective Worship, the creative curriculum and our ethos and core values.



## Transition arrangements

The following table outlines our transition approach at all key points:

Strategy	Transition point	Rationale
Home visits for children and families joining the school in Reception	Nursery to Reception	This allows school staff to build relationships with children and families. Home visits allow a greater understanding of the child and teachers can use this to plan effective learning that follows children's interests as soon as they start school.
One-to-one parental meetings with SENDco and class teacher	All transition points	Vulnerable learners and children with SEND can struggle at transition points. Our approach aims to plan transition carefully ensuring that support is in place for a smooth transition.
Transition Week	All transition points	All pupils take part in transition week in July. This is a chance for children to work in their new classroom with their new teacher. This gives teachers valuable time to build relationships and assess children's learning so that learning in September is precisely targeted and pupils make progress from the start of term.
Parent Information Evening: new classes	Every transition Point	This enables parents to meet their child's teacher and understand routines and expectations in the next class.
Previous assessments and data	Every transition point	At each stage, there is key data that will be handed on, be that the EYFS profile, phonics check information or external exam data, such as KS2 End of Key Stage Tests. This will enable teachers to gain insights into the needs of their class and plan for differentiation appropriately. In addition, teacher assessments are shared each year with the next teacher.
Settling in evening for parents	All children in September	This provides opportunity for parents to speak to teachers and discuss how well their child is settling in and the progress they are making so far.
Teacher-to-teacher sessions	All transition points	This gives opportunity for teachers to talk to the children's new teacher about where each child is at. This also includes nurseries when EYFS teachers will visit feeder nurseries to discuss children. This means that the teachers know about things that the children may struggle with so strategies will be in place from the start.
Buddy system	Nursery to reception	Each child who joins school is assigned a buddy in year 5/6. The buddy is responsible for ensuring the child feels safe at play time and can carry their tray at lunch time. Buddies write letters introducing themselves before September and enjoy an introductory picnic in July.

# Positive behaviour policy

## Vision

Our vision is that every child is fully supported to access all aspects of school life. At Knayton we pride ourselves on our provision for pupils with personal, social, emotional difficulties. We are committed to ensuring that all children feel safe and happy.

## Aims

The fundamental aim of Knayton C of E Primary School is that every member of the school community is made to feel safe, valued and respected and for all persons to be treated fairly. We are a restorative school and aim to give the children skills to resolve conflict. The key to behaviour management is relationships and we work hard to build positive relationships with children based on mutual respect.

The primary aim of our behaviour policy is to promote our core Christian values: kindness, friendship and respect. We aim to treat others as we wish to be treated. We aim to ensure that the school's expectations and strategies are consistently applied across the school.

Knayton C of E school does not tolerate bullying of any kind and such incidents, although rare, are treated very seriously. To encourage positive relationships we have a regular relationships focus through our PSHCE programme.

## Expectations

At Knayton C of E school we will:

- Care about our children and always act in their best interests
- Promote and provide positive role models for children
- Ensure our school is happy and safe to allow effective learning to take place.
- Reward and praise right choices and achievements.
- Provide encouragement and stimulation to all pupils.
- Ensure that all children are aware of the behavioural expectations through class promises.

## Consistency and fairness

Consistency can sometimes conflict with the equally important concept of fairness. It can seem unfair to enforce the same consequences for the same action on all children when we are aware of circumstances around the behaviour of an individual at a particular time. That does not mean that there are no consequences but that they have to be applied in a different way.

Consistency does not let us act unfairly to another child. We judge each situation on its own merits and attempt to do this as objectively as possible.

## Positive approach

We aim to promote and reward positive behaviour. We celebrate positive behaviour and reward the children in a variety of ways:

Examples of positive behaviour that would be rewarded are:

- Being kind to others
- Working hard/ Great effort
- Being considerate to others
- Setting a good example/ being a role model

# How we encourage positive behaviour at Knayton

Our positive approach	Our approach to consequences
<ul style="list-style-type: none"> <li>• Class or team incentives e.g. jewels or sweets in a jar</li> <li>• Verbal praise</li> <li>• Smiles</li> <li>• House points</li> <li>• Star of the week and other awards</li> <li>• Head Teacher's award</li> <li>• Communication with parents</li> <li>• Bucket filling, kindness notes or Kindness trees to celebrate kind deeds</li> <li>• Role Model of the Week trophy</li> <li>• Sharing positive achievements with the Head Teacher</li> <li>• Personalised reward systems based on individual needs and using children's interests as incentives</li> </ul>	<ul style="list-style-type: none"> <li>• A verbal reminder stating clearly where the child has made a wrong choice and what the expectations of the teacher are. (warning)</li> <li>• Wondering time - time allocated to support a child through thinking time to understand how the child was feeling before the incident happened.</li> <li>• Thinking time</li> <li>• Restorative practice</li> <li>• General reminder of expectations and class promises</li> <li>• Miss playtime or part of playtime</li> <li>• Working in another class</li> <li>• Discussion with Head Teacher</li> </ul>



## Restorative Practice

Our aim at Knayton is to deal with incidents of disruptive or inappropriate behaviour in a way that avoids shame and punitive responses and punishments. We hope to foster an atmosphere where children have the chance to reflect upon the impact that their behaviour has on other people, including teaching staff.

The child/children will be asked to consider their behaviour, its impact and how they can make the situation better.

We aim to discuss wrong choices with the person(s) affected. If a child hurts or upsets another child, they will be asked the following questions:

- What happened?
- What were you feeling at the time?
- How have you felt since?
- Who has been affected by what you did?
- How do you think they feel now?
- What do you think needs to happen next?

The person affected by the behaviour will be asked the following:

- What happened?
- What were you feeling at the time?
- How have you felt since?
- What do you think needs to happen next?

These questions are in line with a restorative practice approach where the questions are neutral and non-judgemental. They require the children to reflect on who has been affected by the behaviour and how they can make it better as well as developing empathy.

## Children with social, emotional or mental health needs

For children who have social, emotional or mental health needs extra support will be put in place. This is evident in many ways for example; visual support for example visual time tables, nurture times, personalized reward systems.

In addition a referral may be made by the SENDco and extra support sought after from outside agencies with parental consent.



## Anti-bullying

At Knayton C of E School we are committed to providing a caring, friendly, and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We prevent bullying in a range of ways. We talk about what bullying means and focus on our core values; friendship, kindness and respect. This can be done through:

- Writing a set of school promises
- Reflection or global assemblies
- P4C sessions
- Our PSCHÉ programme
- Nurture time for small groups which focus on subjects like friendship, managing feelings or self-esteem.
- Bullying workshops within the classroom

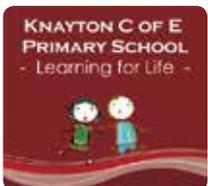
We take bullying seriously and ensure that both children and their families are supported.

## Celebration assembly

For everyone at Knayton, celebration assembly is the highlight of the week. The children are so excited to show the rest of the school and their families their achievements. We invite families weekly to join the children as they showcase all the amazing things they have completed that week. This can be work done in school or achievements from home. We have celebrated things from writing a fantastic story to winning a rosette for showing the best cow! We feel that it is imperative that children are given this opportunity to shine! During celebration assembly children can also win awards like star of the week or an award given for effort in a specific subject area. Children enjoy having a goal to aim for and we have found that it makes a huge impact on their self-esteem and confidence.



If you would like to find out more about our unique approach contact [headteacher@knayton.n-yorks.sch.uk](mailto:headteacher@knayton.n-yorks.sch.uk)



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