



KNAYTON C OF E BEHAVIOUR POLICY

(September 2016)

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 widely known throughout all aspects of school life and all members of staff promote the policy.

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 regular relationships focus which is linked to our PSHCE programme and explored through P4C.

EXPECTATIONS

At Knayton C of E school we will:

- Care about our children and always act in their best interests
- Promote and provide a positive role model 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 run up against 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 the behaviour of an individual at a particular time. That does not mean that there are no consequences but that they have to be handled in a different way. Consistency must not let us act unfairly to another child. We need to 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

- Class or team incentives EG; jewels or sweets in a jar
- Verbal praise
- Smiles
- House points
- Star of the week and other awards
- Head Teacher's award
- Communication with parents
- Bucket filling, kindness notes or Kindness trees to celebrate kind deeds
- Role Model of the Week trophy
- Sharing positive achievements with the Head Teacher

- Personalised reward systems based on individual needs and using children's interests as incentives

Our approach to consequences

- A verbal reminder stating clearly where the child has made a wrong choice and what the expectations of the teacher are. (warning)
- Wondering time - time allocated to support a child through thinking time to understand how the child was feeling before the incident happened.
- Thinking time
- Restorative practice
- General reminder of expectations and class promises
- Miss playtime or part of playtime
- Working in another class
- Discussion with Head Teacher

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 DIFFICULTIES

For children who have social, emotional or mental health difficulties 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.

RECORDING, MONITORING AND EVALUATING BEHAVIOUR

At Knayton C of E school we are aware that effective classroom management and organisation are key to ensuring positive and rewarding behaviour.

To ensure that we meet the aims set out in this policy it is critical that we are consistent in our approaches and record, monitor and evaluate both class and whole school behaviour. Miss Walker (learning mentor) ensures that behaviour is monitored and recorded correctly. It is important that all staff employed by Knayton school are given the opportunity to feedback to class teachers. Class teachers and support staff will develop their own communication procedure and MSAs will informally feedback to class teachers at the end of lunch.

All teachers are expected to log significant behavioural incidents. Parents will be informed. In instances of challenging behaviour, a form (Challenging Behaviour Incident Form) will be completed and filed by a member of staff and shared with Mrs Beniams. In instances of significant behaviour, for example the injury of a person or racial abuse a Major Incident Report Form will be completed. This will be shared with the Headteacher.

Miss Walker will train staff on where to find and how to fill out these forms.

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 PSCHE 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.

We have a separate policy which will have further detail on how we support children and families if the rare case of bullying arises.