



## Knutton St Mary's C of E Academy

# Positive Relationships and Behaviour Management Policy

### Policy Statement

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship focused approach to behaviour management. This will allow the pupils at Knutton, St. Mary's to enjoy a calm, nurturing and caring environment which will support every child to flourish both emotionally and educationally to give them the best possible chance of success.

Knutton, St. Mary's is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our policy guides staff to teach self-discipline not blind compliance. It echoes our core values of community, respect and perseverance, with emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Consistency, and clear, calm adult behaviour underpins this.

Positive relationships develop children who are motivated to learn, are socially aware and who are responsible citizens of the school and wider community.

This policy is based on the Improving Behaviour in School guidance report from the EEF (2019) which outlines 6 recommended steps and also draws on elements from Paul Dix 'Everything changes when the adults change', when planning for adult intervention for undesired behaviours.

### Aims

- To build a school community that knows and understands its children and their influences.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that all pupils are treated fairly, show respect and to promote positive warm and caring relationships.
- To teach learning behaviours alongside managing behaviours.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

### Purpose

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms.
- Positively reinforces behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions.

### Entitlement

1. Every child has the right to learn without disturbance from others, and in a quality environment.
2. Every teacher has the right to teach.
3. Children and their teachers have the right to have difficulties in behaviour in education situations addressed without prejudice.
4. All persons involved in difficulties in behaviour have a right to have their views and feelings taken into

account.

5. Policy and practice should actively promote mutual respect for schools, parents, teachers and children.

### **Practical Principles**

1. Equal opportunity and maximum inclusion should be encouraged at all times. An individual's difficulties and needs can vary over time and in different settings. Thus, organisations and individuals should avoid "labelling" children and young people.
2. All children should have maximum access to the mainstream curriculum and children should be educated, as far as possible, with their peer group. Differences are acknowledged and accepted and a differentiated approach is sometimes necessary in support.
3. Policy, planning and action in the field of behaviour management should be anti-discriminatory and conform to the equal opportunity policy.

### **School Rules:**

- **Ready**
- **Respectful**
- **Safe**

In addition, we wish to give recognition to pupils who go 'over and above'.

'Over and above' behaviours include demonstrating/living our school values, impacting the wider Knutton, St, Mary's community.

*'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'* Paul Dix

### **Consistency and Staff Expectations**

#### **All staff**

1. Meet and greet at the door.
2. Refer to '**Ready, Respectful, Safe**'
3. Model positive behaviours and build relationships.
4. First attention for the best conduct.
5. Plan lessons that engage, challenge and meet the needs of all learners.
6. Use a visible recognition mechanism throughout every lesson (e.g recognition board)
7. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
8. Do not raise voice unless someone is in danger.
9. Follow up every time, retain ownership and engage in reflective dialogue with learners.
10. Never ignore or walk past learners who are demonstrating unwanted behaviour.
11. Use the script for interventions.
12. Ensure restorative follow up is completed.

### **Pastoral/SLT**

In addition to above:

1. Support staff in managing learners with more complex or entrenched negative behaviours
2. Always support staff with parents – consequences cannot be reduced or removed.
3. Regularly review provision for learners who fall beyond the range of written policies.

## Lunchtime Supervisors

1. Refer to 'Ready, Respectful, Safe'

2. Model positive behaviours and build relationships.

3. First attention for the best conduct. Use words of praise and stickers.

4. Do not raise voice unless someone is in danger.

5. Be calm and give time to prevent before sanctions e.g. inviting them to play a game, redirecting them to another activity.

6. Follow up every time, retain ownership and engage in reflective dialogue with learners.

7. Give time out for between 2-5 minutes by having the child stay with the lunchtime supervisor. If calm, the child can return to play after a brief restorative conversation. If the child needs more time they can remain with the lunchtime supervisor for a longer period.

Where behaviour continues beyond this please use log book to record.

Significant behaviour or severe behaviour must always be dealt with immediately involving teachers/SLT/Pastoral as needed.

## Positive approaches to behaviour

- We seek to promote positive behaviour and reduce that which is negative. In all circumstances positive approaches to change or improve behaviour should be preferred. Interventions in response to unwanted behaviour should be the least necessary and least intrusive.
- The 'behavioural environment' should be evaluated at the starting point of all interventions and work to improve the context should always be accorded high priority. To this end, good relationships between staff, parents and pupils should be strong and teachers should model the good behaviour they require of the children in their care.
- We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

## Positive Praise and Reward

At Knutton, St. Mary's our behaviour strategy puts the emphasis more on the positive approval of encouragement and praise.

## All staff

Recognition of positive behaviour that demonstrates our values and 'The Knutton Way'

- Use of positive praise
- Use of Class Dojo to recognise effort.
- Stickers
- Use of our Christian Values cards to recognise when children have lived out: perseverance, respect and community.
- Sharing with parents through: a conversation at the end of the day, a message on Class Dojo or a phone call home.

*'The use of the positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'* Paul Dix

- A Recognition Board will be used to encourage social or learning behaviours which are relevant to the class or the wider school community. For example, 'One voice', 'Kind words' maybe written on the focus board. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board.

*'This is not intended to shower praise on the individual, it is a collaborative strategy- we are one team focused on one learning behaviour and moving in one direction.'* Paul Dix.

There is no material prize for class completion. Each class chooses a celebration when all names are on the board e.g. a whoop, teacher juggles, special celebration dance or song.

## Restorative Approach

*'Punishment doesn't teach better behaviour, restorative conversations do.'* Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by lunchtime staff. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons.

## Restorative Meetings/Conversations

*'The positive relationships you form with pupils depend on a restorative approach being your default mode.'* Paul Dix

At Knutton, St. Mary's, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

## Restorative Questions

These restorative questions will be used to support restorative meetings and/or conversations. For KS2 school pupils, up to 5 questions will be used. For younger children, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity.

## Intervention for unwanted behaviour

- Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the behaviour steps for dealing with poor conduct.
- Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

## Behaviour Steps

STEPS	ACTION	SCRIPT/ NOTES
1. Redirection (Drive by)	Gentle encouragement, a 'nudge' in the right direction. Non-verbal cues, acknowledgement.	This should highlight those children who are following the expectation, e.g. "Well done xxx you are ready for learning."
2. Reminder	A reminder of our three simple rules: <b>Ready, Respectful, Safe</b> delivered privately. The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. <b>De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.</b> <b>Repeat reminders if reasonable adjustments are necessary.</b> Praise will be given if the learner is able to model good behaviour as a result of the reminder.	Example - "xxxxx I can see that you are not lining up in the way you were asked, that means you are not safe. Please correct this." Adult should then move away and give them space to respond appropriately, do not get into an argument with the child.
3. Caution	A clear verbal warning delivered privately wherever possible (or at child's level, quietly),	Consequences - refer to action to support behaviour e.g. moving to another table,

	<p>making the learner aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>Finish with <b>‘think carefully about your next step’</b> and walk away to interact with another child/ group who are doing the right thing.</p> <p>The learner has the chance to do the right thing.</p> <p>Praise will be given if the learner is able to model good behaviour as a result of the caution.</p>	<p>complete learning at another time, sit on a desk away from others etc</p> <p>Example (this is not scripted):  <b>I’ve noticed that you still aren’t listening when others are talking to the class. Remember our rule about being respectful. If you continue you’ll have to miss 3 minutes to speak to me. Think carefully about your next step.</b>  Walk away/give take up time</p>
<p>4. Last chance - 30 second intervention</p> <p>Log Book entry from this point</p>	<p>Speak to the pupil privately and give them a final opportunity to engage.</p> <p>Learners will be reminded of good previous conduct to prove that they can make good choices.</p> <p>Delivered in a calm, non-emotive voice.</p> <p>Walk away and engage with other children doing the right thing.</p>	<p>30 second script:  <b>I noticed you are...</b> (specify behaviour)  <b>You aren’t following our rule about being...</b>  (insert 1 of <b>Ready, Respectful, Safe</b>)  <b>You have chosen to....</b>  <b>See me for 2 (or up to 5) minutes after class/during break.</b>  <b>Do you remember last week when you....</b>  (positive behaviour)  <b>That is who/what? I need to see today.</b>  <b>Thank you for listening.</b>  Walk away/give take up time</p> <p>This 2 (up to 5 minutes) cannot be reduced or added to.</p>
5. Time out	<p>This step is only needed if the child needs to calm down and compose themselves.</p>	<p>Time out is a short time away from the classroom in a safe space with agreed partner class/TA/ /calm space</p> <p>It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves.</p> <p>5 minutes’ maximum.</p> <p>Reset expectations and settle back in.</p> <p>If with another staff member, this staff member does not step in to deal with or discuss the behaviour but pay no attention other than ensuring that the child is safe.</p>
<p>6. Repair (Restorative)</p> <p><b>(ONLY COMPLETE AFTER STEP 5 UNLESS THE BEHAVIOUR CONTINUES – MOVE STRAIGHT TO</b></p>	<p>This might be a quick chat at break-time in or out of the classroom or a more formal meeting following the consequence.</p>	<p>Restorative Practice:  5 questions are usually enough from the following: Younger children use less depending on maturity</p> <ul style="list-style-type: none"> <li>• <b>What happened?</b></li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• How did this make people feel?</li> <li>• <b>Who has been affected?</b></li> <li>• <b>How have they been affected?</b></li> <li>• <b>What should we do to put things right?</b></li> </ul>

STEP BELOW IF IT DOES.)		• How can we do things differently in the future? (Key questions in bold)
***** Escalation if needed.	<p>If step 5 is unsuccessful and behaviour continues/ escalates then the *Behaviour Escalation Ladder is used.</p> <p>If necessary, the child may need to work outside their teaching area with a member of SLT/ Pastoral. It is important that this adult does not enter any attempts by the child to deflect and conversation should be kept to a minimum.</p> <p>Parents will be telephoned.</p> <p>If the child is calm by the end of this period, the adult who started the process will be invited to complete step 6.</p>	
<b>Staff will always deliver any of the above sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.</b>		
Follow up	<p>If a child has an incident requiring repair (Step 6), the class teacher must inform parents.</p> <p>If a child has three or more incidents in a week requiring repair, a face-to face meeting between the teacher and parents/carers will be arranged. A member of SLT may be invited if deemed appropriate.</p> <p>Children who regularly receive more than 3 repairs in a week will have weekly monitoring meetings to discuss their behaviour. This will be with the teacher, child and member of SLT. The parent will be invited where deemed appropriate.</p>	
Support step	<p>In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT, Pastoral or another class teacher. This will be specified on a personalised plan for certain children identified with behaviour as an additional support need. Parents will be involved with this.</p>	

Each classroom will have their own log. This will be used to note the date, incident (behaviour) and action. This should not be used as a threat with children but used to record. All behaviour reaching 30 second script and subsequent intervention must be recorded. Staff will use their professional judgement to record lower level issues e.g if a child is repeatedly reaching caution.  
SLT will regularly review logs to support staff.

All members of staff are trained to use CPOMs (secure online recording system) to record safeguarding, \*significant behaviour and parental communication incidents.

### Severe

This comes into effect where misbehaviour is of such a serious nature that the hierarchical consequences are not appropriate e.g

- All forms of bullying
- Racist, sexist or homophobic comments
- Physically striking adults.
- Child wilfully inflicts physical harm on another person.
- Child wilfully destroys property.

- Child is defiant and refuses to co-operate putting themselves or others at risk
- Child shows a wilful lack of respect to adults anything which prevents the rest of the class functioning, (i.e. screaming, swearing, constant disruption etc)

If any of the above behaviours are seen the Principal/Senior Member of Staff should be sought to intervene, who will in turn communicate with parents.

### **Suspensions and permanent exclusions**

At Knutton, St, Mary's CE Academy we believe that, in general, suspensions and exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Principal may take the decision to exclude in line with statutory guidance.

Each day is a new day and where a child has transgressed, it is expected that they will be welcomed and treated without any resentment when they return.

Exclusion is always a very last resort.

DfE Statutory Guidance - School suspensions and permanent exclusions

<https://www.gov.uk/government/publications/school-exclusion>

### **The Power to discipline beyond the School Gate**

Whether to discipline children regarding behaviour outside the school gates is at the Principal's discretion (or at the discretion of staff authorised by the Principal) in conjunction with DfE guidance.

If sanctions are deemed necessary, they will be applied in line with the Behaviour Policy.

### **Searching pupils**

The Principal and staff authorised by the Principal have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal and legal drugs and stolen items. If a search is thought necessary this is always carried out by two members of staff. The Principal and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be used to:

- Commit an offence
- Cause injury or damage
- Any item banned by school rules

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however harmful or detrimental to school discipline. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff.

### **Positive Handling**

**Community**

**Respect**

**Perseverance**

Positive Handling and Reasonable force our school makes use of the DfE guidance: Use of reasonable force in schools (2013)

Any force used should always be the minimum needed to achieve the desired result. Key staff at Knutton, St. Mary's CE Academy have had the appropriate training to use positive handling, although we would only resort to this in extreme circumstances where a child or adult is in danger. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept on CPOMS. Parents will be informed of any incident where force or restraint has been used on their child.

**Reviewed: October 2023**

**Authorised: Lynn Davis Executive Principal**

#### **Related Policies/ Documents**

- Safeguarding
- Home School Agreement
- DfE guidance – Beyond the School gate  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)
- DfE guidance – Searching, screening and confiscation  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)
- DfE Statutory Guidance – School suspensions and permanent exclusions  
<https://www.gov.uk/government/publications/school-exclusion>
- DfE Statutory Guidance – Reasonable Force <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Valuing all God's Children [https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf)



## Appendix

### Behavioural Escalation Ladder

## **Behaviour Escalation Ladder (staff)**

- **Class Teacher**  
Follow all steps in Positive Relationships Policy
- **Key Stage 2 Lead/Lindsay Swancott**  
Time Out in Year 4 classroom
- **Assistant Principal/Rebecca Sidebottom**  
Discussion with child re behaviour/support class teacher to inform parent
- **Vice Principal/Claire Birchall**
- **Executive Principal/Lynn Davis**

Child with identified behaviours in relation to SEND involve Sarah Rogers

### **Significant behaviour**

## Knutton Way

### The 'Knutton Way' Curriculum

#### Nursery – Year 6

#### Overview of curriculum:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery to Year 6	Explicit teaching of the full 'Knutton Way' curriculum content	Ongoing revision of content	Longer recap of 'Knutton Way' curriculum	Ongoing revision of content	Longer recap of 'Knutton Way' curriculum	Ongoing revision of content

#### Introduction:

At Knutton, St.Mary's we develop children's character through the 'Knutton Way' curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that, as pupils practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Will Durant states, "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)

#### Teaching the behaviour curriculum:

The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the 'Knutton Way' curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the 'Principles of Instruction' set out by Barak Rosenshine including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of each term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime or playtime. It is expected that all pupils will know this content.

As Tom Bennett describes in 'Running The Room', the process for teaching behaviour explicitly is as follows

1. Identify the routines you want to see
2. Communicate in detail your expectations
3. Practise the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly

It is essential that all staff know the details of this curriculum, teach it explicitly to pupils and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach unimpeded.

### Adaptations:

While this curriculum is intended for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, certain pupils may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the behaviour curriculum.

### Curriculum Content:

Curriculum content to be covered in depth in Autumn Term 1 and revisited throughout the year:

Our rules:

Know that there are three behaviour principles in school which form our rules. These are:

- **Ready**
- **Respectful**
- **Safe**

Know the following examples of these rules:

Ready	Respectful	Safe
<ul style="list-style-type: none"><li>• Wearing full school uniform.</li><li>• Being on time.</li><li>• Remembering to bring expected equipment to school every day.</li><li>• Sitting still</li><li>• Tidying up your own workspace and the classroom.</li></ul>	<ul style="list-style-type: none"><li>• Say please and thank you.</li><li>• Talk kindly to other pupils.</li><li>• Say good morning/afternoon to adults.</li><li>• Giving adults 100% of your attention.</li><li>• Respecting others beliefs, opinions and feelings</li><li>• Accepting responsibility if you make a mistake and saying sorry</li></ul>	<ul style="list-style-type: none"><li>• Moving around the classroom sensibly.</li><li>• Tucking your chair under when you leave your table (including the dinner hall)</li><li>• Walking without talking on the left hand side of corridors when moving around school – including break and dinner time.</li><li>• Listening carefully to adults.</li><li>• Using equipment safely (physical apparatus and equipment, computers and ipads etc)</li></ul>

Know that pupils who do not follow the rules and the school rules will have a consequence for this.

### Classroom routines

- Know that we use whole body listening in class. This means that we –
  - Face forwards, hands still
  - Always sit up straight
  - Never interrupt
  - Track the speaker by looking at them
- Know that we all use whole body listening to ensure everybody is able to learn without distractions.
- Know the order that you always line up in - know who you stand in front of and who is behind you.
- Know that you should line up without leaning against the walls while moving around school.
- Know the routine for entering the classroom and getting ready to work.
- Know where you sit in class during lessons (including 'carpet places')
- Know the routine for handing out and collecting ipads/books in the classroom.

- Know where to hang up your coat in the classroom.
- Know that you need to get equipment out ready for the lesson and to look after it.
- Know how to put your hand up quietly to answer a question or participate in discussion.
- Know that it is important to speak loudly and clearly in class when sharing answers so that everyone can hear.
- Know that when you want help from an adult you raise your hand and wait quietly unless the teacher has indicated otherwise.
- Know that verbal answers should usually be given in full sentences  
e.g. Who was Christopher Columbus? He was a famous explorer.

### Manners

- Know that we use 'STEP to politeness' at Knutton, St. Mary's to make sure we are always polite to each other
- Know that this stands for-  
**S**peak to others how you would like to be spoken to – pupils know that we speak respectfully and politely to others.  
**T**hank You - pupils know that they should say 'thank you' when they receive something

or

someone does something nice for them.

**E**xcuse Me- pupils know that they should say 'excuse me' if someone is in their way.

**P**lease - pupils know that they should always say 'please' when they are asking for something.

- Know that you should let any waiting adults through a doorway before walking through yourself.
- Know that you should say 'Good morning/afternoon ...' to adults if spoken to.
- Know that it is polite to ask questions such as "How are you today, Miss.....?", "Have you had a good morning, Mrs...?", "Did you have a good weekend, Mr...?"
- Know that it is polite to give eye contact to the person you are talking to.
- Know that it is important to have good manners so that people act politely back to you.

### Playtime Behaviour at break and lunchtime

- Know that you must walk from your classroom to the playground without talking on the left hand side of corridors.
- Know that you do not re-enter the school without asking an adult on the playground
- Know that you must play safely without hurting anyone.
- Know that we do not 'play fight' because we may hurt someone by accident.
- Know that you must be kind, by including people in your games and sharing equipment.
- Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
- Know that you should not scream when playing together at playtime.
- Know that, when called, you must line up in your lining up order quickly and wait without talking.

### Lunchtime Hall

- Know that you walk to the hall on the left hand side without talking.
- Know that you enter the hall quietly and sensibly.
- Know that you should use a quiet voice in the dinner hall, including when waiting.
- Know that you should always try to use a knife and fork correctly (this will be explicitly taught in EYFS and KS1)
- Know that you should finish what you are eating before leaving your seat.
- Know that you should sit facing forwards and clear up any mess you make so the hall stays tidy.
- Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to midday supervisors.
- Know that you do not leave the hall without permission from an adult.

### Preventing Bullying

- Know that bullying is:  
Hurting someone else on purpose  
Repetitive – it happens again and again  
Can be physical, verbal, and emotional
- Know that bullying can be indirect. This means:  
Leaving people out of groups or games  
Talking about someone behind their back  
Standing by and watching someone get bullied without letting an adult know
- Know that if this happens online, it is called cyberbullying.
- Know that if you think you are being bullied you should tell an adult.
- Know that if you think someone is being bullied you should tell an adult.
- Know that bullying is unacceptable and that it will be dealt with seriously by all adults at Knutton, St. Mary's.

### End of day routine

- Know that you must stay in a straight line while walking across the playground until you reach your meeting point on the playground.
- Know that you must stand in a silent straight line at the meeting point.
- Know that you must not go home until the teacher has checked that the correct adult is picking you up.
- Know that these procedures are put in place to keep all children safe at home time.
- Know that if it is wet which door you leave from and that the expectations for behaviour are the same.

### Behaviour outside school

- Know that when you are wearing your school uniform you are representing the school community and must always behave responsibly and respectfully.
- Know that you should be considerate of other people arriving and leaving school.
- 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).

### Summary

- Know we all follow the Knutton Way curriculum to become better learners and to build positive habits which will help everyone to be successful throughout life.

NOTE: We do not have class charters or individual class rules.



# Our Rules

## Ready



## Respectful



## Safe







## The Knutton, St. Mary's CE Academy way.

This is how we do it here.....

At Knutton, St. Mary's, high expectations of learning, behaviour and respect for each other underpin everything we do.

### Visible Adult Consistencies

- Calm and caring
- Meet and greet
- First attention to best conduct

### Our Rules

**Ready  
Respectful  
Safe**

### 'Over and Above'

- Our Christian Values
- Attitudes
- Effort
- Initiative

## Together we succeed and shine

*"Let your Light Shine" Matthew 5:16*

**Community**

**Respect**

**Perseverance**

### Behaviour Steps

- 1.Redirection**  
(Non-verbal cues)
- 2.Reminder**  
(3 rules privately)
- 3.Caution**  
(Outlining behaviour and consequences)
- 4.Last Chance**  
(30 second intervention)
- 5.Time Out**
- 6.Repair**  
(Restorative conversation)

### 30-Second Intervention

I noticed you are...

**You aren't following our rule about being...**  
(insert 1 of Ready, Respectful, Safe)

**You have chosen to....**

**See me for 2 (or up to 5) minutes after class/during break.**

**Do you remember last week when you....**  
(insert positive behaviour)

**That is who/what? I need to see today. Thank you for listening.**  
Walk away/give take up time

### Restorative Conversation

- **What happened?**
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- **Who has been affected?**
- How have they been affected?
- **What should we do to put things right?**
- How can we do things differently in the future?

**Community**

**Respect**

**Perseverance**



# **STEP** **to politeness**

**S**peak to others how you would  
like them to speak to you

**T**hank you

**E**xcuse me

**P**lease

