At Knights Enham Schools we provide…

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

'Together We Achieve'

Positive Behaviour Policy

Approved: September 2026

Date of next review: September 2027

Principles
At Knights Schools, we believe that children learn best when they feel safe, secure, valued and respected.

We believe that positive behaviour, positive attitudes towards learning and intrinsic motivation to be your best are the key factors that enable a child to learn and make rapid progress both academically and socially. We understand that all behaviour is a communication and by working together all adults can support and guide our children to regulate their behaviour. This will be achieved by all members of the school community using a common behaviour language which is reflected in the learning environment.

We aim to develop an understanding of how, as individuals, the behaviour (both positive and negative) we choose has an impact on others. We understand the importance of high expectations, positive behaviours for learning and that they need to be promoted and established across the school by all staff and children. Children's positive behaviour makes a strong contribution to good learning in lessons. Good relationships are vital to the successful working of the school and we expect children to be very supportive of each other in lessons and to show great consideration of each other's interests around the school. We value achievements of every kind – academic and non-academic, and we believe that everyone should have equal opportunity to be their best.

Expected Behaviour & Attitude Outcomes
At Knights Enham Schools, we have high expectations in terms of behaviour and attitude. We know that the majority of children effectively regulate their behaviour and rarely need support. Therefore we want to recognise these children and provide further support to those who find this challenging.

At Knights Enham Junior School, we have five simple learning behaviour rules **(The Knights' Ways)** that encapsulate our vision and promote our values, which all members of the school community are expected to adhere to:

- **Be Respectful**
- **Be Resilient**
- **Be Collaborative**
- **Be Nurturing**
- **Be Independent**

Expectations
Creating a positive learning climate is a responsibility shared by parents, staff, pupils and governors who have high expectations of each other at Knights Enham Schools.

We expect parents to:

- See that their child attends school regularly and provide a prompt phone call, written (or emailed) explanation if their child is absent.
- Inform the school about any home circumstances which may affect work or behaviour.
- Support the school's policies and Knights' Way.

We will promote positive behaviour by:

- Emphasising and recognising positive behaviour which follows the Knights' Way.
- Use a consistent language and approach to uphold the positive behaviour policy.
- Apply age and developmental appropriate consequences – using mirrored / restorative language to support children and to foster a positive outcome.
- Maintain good discipline within the classroom.
- Motivate the children to do well through positive praise and encouragement.
- Provide appropriate and appropriately challenging tasks in the classroom.
- Inform parents of any changes in their child's behaviour at an early stage.
- Making positive remarks about everyday acts of kindness.
- Encouraging older children to look after younger children.
- Devoting teaching time to issues of mutual respect and the understanding of the Rights of the Child.
- Giving rewards.
- Seeking the support of outside agencies to support children's behavioural choices e.g. Primary Behaviour Support, Outreach schools and Educational Psychologists.
- Provide opportunities for children to receive ELSA support.

We will deliver this through our behaviour curriculum:

- Through staff and parents modelling good behaviour
- School values – see Curriculum Rational/ Intent
- Use of **restorative conversations** to reflect on behaviour and to encourage children to make the right choices.
- PSHE lessons that explicitly teach how to form good friendships / how to respond to conflict / what to do if you are bullied.
- Through RE lessons.
- Through stories, drama and role play.
- Discussions of news topics – looking at examples of good role models.
- Collaborative problem-solving activities.
- Encouraging intrinsic as well as extrinsic rewards for good behaviour.
- Forest School and Cultural Capital experiences.

Rewards

We aim to be positive in the approach used in school and to notice and reward good behaviour. A range of rewards will be used to promote good behaviour. The children are made aware of the rewards system in their class and in the school as a whole.

Rewards include:

- Verbal rewards: 'Good', 'Well done', 'Superb', expressions from an adult, stars, stickers and smiley faces on work.
- House points (HPs), which are linked to Houses and School Values (Knights' Way).
- Certificates for: handwriting, swimming, musical proficiency, cycling or sporting events.

- Knights of the week assembly with parents. Knight of the Week certificates are awarded to pupils each week for following the Knights' Way and showing good learning. A picture of each pupil goes up in the hall to celebrate their success.
- Receiving the Knights' Way mascots (Nursery), medal (KS1) and trophy (KS2) at the end of the week by gaining the most HPs for a school value.
- A raffle ticket after achieving each value.
- Receiving the year group school values badge.
- Winning house at the end of each week will receive an additional playtime on a Monday afternoon. The winning house will receive a star to go on display in the hall. This will go towards their overall total.
- Funky Friday – the winning house has the option to suggest songs that can be played on the outside speakers at break and lunch.
- An end of year prize to the winning house.
- Post card to go home to celebrate achievements.

Agreed Signal for Attention

When a member of staff needs to get a whole class / school's attention – they will raise their hand. All children will be expected to raise their hand and stop talking. The teacher will put their hand down which is a signal for everyone to put their hand down but the expectation is that everyone stays silent ready to receive the message. Staff should not need to raise their voices to be heard.

Collecting House points

The new House point system will be used across the school to collect individual House points. The children can gain House points by modelling good learning behaviours linked to the five school values.

Children will aim to achieve as many House points for each value in the Knight's Way each week:

- **To be Respectful**
- **To be Resilient**
- **To be Collaborative**
- **To be Nurturing**
- **To be Independent**

Common Language
All HPs should be handed out based around the values e.g. Thank you for opening the door. You get a HP for respect.

The children that have gained the most HPs for a value in their class by the end of the week will be rewarded with the Knights' Way mascot (nursery), medal (KS1) or trophy (KS2). The children will celebrate their success by taking them home over the weekend to share with family and friends. They will be collected back in on the Monday to go back on the classroom display.

Values Classroom Display

Each time a pupil achieves the most HPs under a value, they will also put a star under their name on the Knights Way display and receive a raffle ticket for the end of term raffle prizes.

Once a child has successfully gained a star under each value, they will be rewarded with their year group Knights' Way badge in assembly.

At the end of the week, the House Captains will print off a report for each class. The teachers will use time to celebrate success Friday afternoon and announce those children that have be rewarded with a mascot, medal or trophy.

The total HPs across the school will be added up in each House. The House Captains will use the information to announce the winning house in the Knights of the Week assembly.

Dealing with inappropriate behaviour:
Inappropriate behaviour is when children are not following the Knights' Way (school values) after a warning(s) is given out by an adult. If a child does not make the right choices, then the adult(s) dealing with the incident must follow the flowchart **(see appendix 1).**

Throughout the process it is down to the adult's discretion if they believe the behaviour is **inappropriate** and would need to be recorded on Cpoms. **Note: any physical or verbal behaviour MUST be recorded on Cpoms.**

All information recorded on Cpoms will be used to track behaviour incidents to enable us to help change the lesson, environment or other external factors that are causing the child to not be able to follow the school's rules.

The Headteacher will track behaviour incidents on a termly basis and the number of incidents is reported to governors. (No individual child will be identified within this report).

Lunchtimes
The Knights' Way will apply during lunchtimes. Staff will give children a verbal warning before asking children to step out from the playground to the side for 5 minutes. During this time, the member of staff will have a restorative conversation with the pupil – reminding them of the school rules and discussing what good choices in behaviour look like.

Bullying
Bullying or cyber bullying is intentionally causing physical and emotional harm to others and is usually repetitive and systematic. It may include physical or verbal abuse or assault, and may include deliberate exclusion of another or emotional and subversive intimidation. Bullying can be against pupils or adults. The school takes bullying very seriously and will respond assertively to any such behaviour and this policy should be read in conjunction with the school's Anti-Bullying Policy. Bullying is one form of unacceptable behaviour which adversely affects the development and learning of both the bullied child and the bully. If bullying is detected it will be managed within the agreed procedures of discipline, and encouragement of good behaviour. Persistent bullying may result in a pupil's exclusion. All bullying with be recorded on a bullying and racist form and will be uploaded on to Cpoms for reference.

Racial Harassment
A racial incident is any incident which is perceived to be racist by the victim or any other person (Definition used by most Children Services and other agencies, public and private) No level of racial harassment will be tolerated. Any such incidents will be referred directly to the Headteacher or Deputy Headteacher, who will record the incident using Hampshire Bullying and Racist Incident

Form. The form will be copied and filed in the relevant pupils' files. All pupils involved will be interviewed, and parents informed. An annual summary of racist incidents will be reported to the Local Authority by Governors. Persistent racist behaviour may result in a pupil's exclusion. All information is recorded on Cpoms.

Positive Handling/ physical Intervention

When dealing with challenging pupils, there may be circumstances when physical contact in the form of positive handling is needed. This is when a child will need to be positively handled to a safe place in the school. A restraint may necessary in the prevention of a pupil injuring themselves or others, or damaging property (The Criminal Law Act, 1967, The Children Act, 1989).

If restraint is used the Headteacher and the parents will be informed and the incident recorded on a Restraint Incident Report Form. The staff involved will always have an opportunity to have a debrief. All information is recorded on Cpoms.

Exclusion

Where a child's behaviour is deliberately aggressive, either verbally or physically, the Headteacher and Governing Body reserve the right to use fixed term or permanent exclusion as a strategy for managing the situation. Reasons for exclusion include:

- Physical assault
- Verbal abuse and threatening behaviour
- Bullying / cyber bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related abuse
- Damage to school or personal property
- Persistent disruptive behaviour including disobedience and violation of the school rules

When exclusion is used, there will be full consultation with the Local Authority.

Appendix 1 - Supporting and managing inappropriate behaviour

Flow Chart

Low Level Behaviour:

All staff follow the school positive behaviour policy by rewarding children for following the school values, 'Knights' Way. Children will be given three verbal warnings (discreetly) to the child not following the Knights' Way, and referring to the values they are not meeting, by using the CALM approach.

After a minimum third warning (adults' professional judgement how many) the children will be directed to working outside class or left in class and followed up during the next break. This time will be used to reflect (restorative conversation) with the child and catch up with any work.

Inappropriate Behaviour:

If physical violence or bad language is used then verbal warnings will not be used. It will be down to the professional judgement of the adult involved whether the children will stay in during the next break or taken to their Champion or phase leader for a restorative conversation.

Depending on the severity of the behaviour. The phase leader may involve the Headteacher or Deputy Headteacher to discuss next steps.
This behaviour will be recorded on Cpoms, if needed a violence incident form or an anti-bullying form and added to Cpoms.

Positive handling:

If positive handling is needed, allocated staff will follow the positive handling policy. The following actions outlined above will then take place. A positive handling form will be filled in and a violence incident form will be done by the school office if appropriate. A decision of exclusion would be the last resort.

Monitoring Persist inappropriate behaviour:

All behaviour recorded on Cpoms is read by all DSLs, which include phase leaders.

Actions will be reviewed by DSLs (particularly HT/ DHT).

Persistent inappropriate behaviour will be discussed in weekly Safeguarding meetings or Leadership meetings depends on the individual case and different strategies to support the individual will be discussed.

Strategies will include:

- Meeting with parents/ teachers/ pupil
- Develop curriculum opportunities
- Individual Behaviour Plan
- Pupil Passport
- Commitment/ pupil Contract
- Support from outside agencies
- Part-time time table

All information is shared in weekly staff meetings, weekly LSAs briefings and is reported to Governors termly. All information is kept in class folders.