

"Great teachers focus not on compliance, but on connections and relationships."

PJ Caposey

Fostering strong relationships and connections with children lies at the heart of the schools' approach to behaviour management. The schools fundamental right to be respected is central to this. At our school we aim to create a warm, caring and respectful culture where children and staff can flourish. As a result of this relational approach, children behave well and are happy to come to school. Due to this embedded culture instances of poor behaviour are very rare and if behaviour does fall short of the schools' high standards, children respond quickly to staff who challenge their behaviour, because of strong relationships children are eager to behave well and follow the school rules.

The purpose of this policy is to provide clear guidelines for all staff within which we can maintain high standards of behaviour and give active support to those pupils whose behaviour is inappropriate. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to prevent any further occurrences. We will do everything we can to ensure that all pupils attend school free from fear. We expect a consistent commitment from all staff in implementing this policy. Consistency is key to the behaviour strategies being successful and this will be monitored on a regular basis by the Senior Leadership Team (SLT). This policy will be reviewed annually by staff and governors and as appropriate to new legislation or to the needs of the school.

At Common Road Infant and Nursery School all staff aim to:

- Develop genuine and strong relationships with pupils
- Act as positive role models and work collaboratively to reflect our values and ethos.
- Create a positive and purposeful atmosphere which gives opportunities for all pupils to succeed.
- Set high expectations of all our learners.
- Foster caring attitudes towards others and the environment.
- Provide a school curriculum which is stimulating and challenging and promotes self-esteem and self-motivation.
- Help children to make informed choices about their behaviour by enhancing self-awareness and developing empathy.
- Develop an awareness of right and wrong.
- Make clear boundaries of what is acceptable and appropriate behaviour.
- Develop a keen awareness that our behaviour affects others.
- Maintain a consistent approach in dealing with behaviour.
- Follow legal and procedural guidelines.

Rights and responsibilities

We strongly believe that pupils and adults have:

1. The right to learn

2. The right to keep safe

3. The right to be treated with respect

We all have a responsibility to keep these rights both when we are attending school and out in the local area. It is important that pupils have a clear understanding of their rights and responsibilities and we regularly reinforce this message in weekly assemblies and daily routines. We encourage pupils to become responsible for their own actions and have various reward systems in place which praise and celebrate this. They need to know

how to conduct themselves appropriately in order to maintain these rights. This is a consistent approach which is in place across school. When discussing behaviour with pupils we will refer back to the school's rights and responsibilities.

1. We all have a responsibility to learn and allow others to learn.

Learning is at the heart of everything we do. We will:

Work hard and achieve.

Persevere until work is completed to the best of our ability.

2. We all have a responsibility to feel safe and help others to be safe.

We will:

Feel safe, secure and happy.

Take responsibility for our own actions and understand what is right and wrong.

Be kind and careful in what we do and say.

3. We all have a responsibility to be respectful.

We will:

Be proud of our school and its achievements.

Show respect for ourselves, other people, property and the environment.

Show caring and understanding towards others.

Take care in our words and behaviour towards others.

Strong school leadership - Headteacher and Senior Leadership Team

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school and to report to governors, if requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils in the school. The Senior Leadership Team (SLT) supports staff in the implementation of this policy and seeks opportunities for staff to improve practice if felt necessary.

The Governing Body

The Governing Body has a duty to make arrangements to ensure that their functions are carried out to safeguard and promote the welfare of pupils, ensuring this policy is working in practice. It is the responsibility of the Governing Body to support the Headteacher and staff in the implementation of this policy. The Governing Body will also ensure the policy is reviewed annually and will discuss and approve any changes made.

Liaison with parents and other agencies

We endeavour to foster good relationships with parents/carers and appreciate that their support is essential in maintaining a happy, safe and secure school environment. We expect all adults, including parents, to live out our school rights and responsibilities by showing respect within our school community.

We offer an open-door policy where parents/carers can arrange to discuss concerns with the class teacher at the end of the school day.

The headteacher or member of the SLT will record high level behaviour incidents and parents will be contacted when their child's behaviour is causing concern. Parents will be involved in the implementation of individual behaviour plans, risk assessments and positive handling plans, where necessary. Support will be sought from the

SENDCO and referral to Educational Psychology Service, SEMHs team, Team Around the School, Future in Minds or CAMHS where necessary.

Staff development and support

All staff have read and agreed this policy to ensure that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group should consult with the SENDCO or/and designated persons for behaviour management (SLT). Planned CPD is held to discuss behaviour management strategies and school systems to support individual pupils and staff. Research and reading are used to support CPD such as Paul Dix's 'When the adult changes everything changes.' Staff dealing with the use of reasonable force will have carried out the relevant team teach/ React training and will work under these guidelines and practices. Staff, who have not carried out team teach/ React training, will call for the support of a trained colleague if physical intervention is needed. Physical intervention is always a last resort and parents will be informed and the correct paperwork will be completed if the use of reasonable force has been required.

Safeguarding and behaviour - The school understands the importance of identifying triggers for certain behaviours. As part of safeguarding training staff are made aware that behaviour can be a sign/signal that a child is needing support and this is their way of communicating this in school. The school is committed to safeguarding all its pupils and will explore thoroughly the root cause of any negative behaviours and will speak with parents and/or refer concerns to appropriate agencies if necessary. Staff will always listen to the child and act in their best interest. The school will not tolerate, and will always swiftly address, inappropriate behaviour and understands that this can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Child on child abuse will always be taken seriously and swiftly acted upon. Both inside and outside school as well as online incidents will be responded to appropriately. Children will be encouraged to report concerns freely. Children are encouraged to talk to any member of staff in school about any worries they may have and children are taught that the DSLs have specific training to help keep them safe. However, children will often not feel ready or able to tell someone about the abuse. We work hard to build trusting and safe relationships with all our pupils and all staff are encouraged to be professionally curious if they suspect safeguarding issues.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As with all safeguarding issues our staff will recognise that 'it could happen here' and be vigilant to signs and indicators that a child could be suffering. Brook traffic light and the NSPCC toolkit will be used when looking at SVSH linked to age-appropriate behaviours.

Support, reporting and intervention - All safeguarding concerns (including those linked to behaviour) are reported on the school's CPOMs system. Children who have been subjected to/involved in inappropriate or poor behaviour will be supported by the pastoral systems in school and external agencies if required. Anti-bullying weeks also take place and information is shared in school and at home. The RHE/Jigsaw curriculum, alongside the work of the NSPCC Pants campaign, also covers things such as healthy relationships, and carefully chosen books alongside role play and visual images help communicate messages to our young children.

School systems and rewards that promote good behaviour - All members of staff are expected to promote good behaviour at all times. We encourage and reinforce good behaviour by praise and obvious signs of approval. Consistency in behaviour expectations, school techniques and systems, is crucial. Vocabulary chosen by all staff must reflect the high standards of care and consideration that is placed on all pupils.

Behaviour management system

- Each class operates a Traffic Light system to encourage the pupils to aim for 'Gold' and show positive and good behaviour at all times.

- Pupils are encouraged to make the right choices and have the opportunity to redeem themselves when they have made the wrong choice.
- Each teaching session starts on a positive 'Green' or 'Gold' and staff encourage the pupils to aim high.
- The staff model 'what good behaviour looks like' and work on the theory of 'catching the pupils being good'.
- They use and model positive praise as part of quality first teaching and daily routine.

Class families

Time at the start of the school year is spent developing a successful class family ethos. Each class will choose and name their class mascot and they will for example become a member of the 'giraffes' class family. Each class in school will have the rights and responsibilities poster displayed and this will be followed as part of the whole school approach to behaviour management.

Celebration assembly

All pupils are encouraged to appreciate the achievements of others. Golden Book certificates are presented at our weekly celebration assembly. Each week a child will be chosen from EY and KS1 for the Headteachers award, pupils will receive a certificate, a sachet of chocolate to share at home and hot chocolate and a game with Mrs Edwards (Hot Choc with the Head)

Class dojos

Children receive a dojo for following our school rights and responsibilities. The child with the most dojos at the end of the week will be awarded star of the week.

Learning Muscles

The learning muscle approach teaches the children the importance of good learning behaviours such as perseverance, being brave, aiming high and co-operation. These are linked to child friendly stories and mascots that are shared in both worship time and the classroom. Children are recognised when they are demonstrating these learning muscles and positively praised.

Lunchtime and playground behaviour

Lunchtime supervisors and on duty teaching staff are responsible for maintaining behaviour systems throughout break and lunch times and feedback to staff/ SLT if required. All pupils will be expected to behave at this time and to follow the school's rights and responsibilities.

During lunchtimes members of the team are delegated play leaders and have set roles and responsibilities to follow at lunchtimes. This includes engaging in games with children and encouraging co-operation and peaceful problem solving, promoting respect at all times.

Children who show excellent behaviour at lunchtime are nominated for a place on the golden table where they eat with a guest staff member and their peers for a week in recognition of their excellent behaviour.

Relationships and Health Education (RHE), Mental Health

Our RHE curriculum is delivered through the Jigsaw programme. The Jigsaw programme is designed to place children's wellbeing at the heart of learning, helping them feel safe, valued, and empowered to grow.

By weaving emotional literacy, mindfulness, and resilience into everyday teaching, Jigsaw gives pupils the tools to understand themselves, connect with others, and thrive both in and beyond the classroom.

Jigsaw builds upon the school's rights and responsibilities and promotes kindness, curiosity, confidence and allows children to flourish. Every child at Common Road should feel seen and supported, and every child's voice should be heard.

Mental health and behaviour

- ✗ Bullying
- ✗ Discrimination
- ✗ Breakdown in or lack of positive friendships
- ✗ Deviant peer influences
- ✗ Peer pressure
- ✗ Poor pupil to teacher relationships



School

- ✓ Positive school climate that enhances belonging and connectedness
- ✓ Clear policies on behaviour and bullying
- ✓ 'Open door' policy for children to raise problems
- ✓ A whole-school approach to promoting good mental health

The school will use the DFE guidance Mental health and behaviour in schools to best support its pupils. School has a central role to play in enabling pupils to be resilient and promote good mental health and well-being. The school's approach to mental health and behaviour is part of a whole school approach. The school will seek advice and guidance from external services, such as Future in Minds, CAMHS, SEMHS, WISENDSS to help provide support for the child. This will be discussed with the SENDCO and also parents. Mental health and well-being is taught through the schools RHE curriculum and is supported through awareness raising through events such as children's mental health week, World mental health day, Kindness days.

Behaviour and attachment/trauma

The school has a proactive approach to working with children/families that have experienced attachment and/or trauma. The whole school team have received training on how attachment and trauma can impact on a child's behaviour and continue to work

together, and with external agencies, to ensure a consistent approach where pupils and their families are well supported. All staff receive training regarding the impact of Adverse Childhood Experiences (ACEs) as part of their annual induction and it is regularly reflected upon during staff CPD.

Pupil support systems

As a caring and inclusive school, we are aware that whilst our behaviour system will meet the needs of the vast majority of our children, it may not be suitable for every child. Therefore, we will review and adapt the management of this to suit individuals. Teachers will work with the SENDCO to implement an individual behaviour system, which will work alongside our whole school expectations and will be linked to our school vision.

For pupils who are having persistent behaviour difficulties the school will provide targeted pastoral support delivered by familiar adults. The school has a trained ELSA practitioner and a trained member of staff for bereavement. All pupils regardless of gender, race, age, ability or disability have the right to feel safe and secure at school. We will encourage equal access to praise, incentives and rewards. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to prevent any further occurrences. We will do everything we can to ensure that all pupils attend school free from fear.

Suspensions

The government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school. (See DFE Suspension and permanent exclusion from maintained schools guidance) The school follows this DFE guidance.

Managing pupil transition

We understand that times of transition can be difficult for many pupils and support may be required. Prior to moving year groups, staff meet to discuss individual pupils and effective strategies used to de-escalate behaviours and re-engage pupils. Individual children's plans are shared, and discussed in detail, to inform teaching and planning. Additional transition meetings will be arranged for pupils who may find the transition difficult. The SENDCO and EYFS team complete visits to our nursery and private nurseries where it has been identified that a pupil may struggle to transition into full time education. An important part of transition procedures for our upper foundation stage pupils involves the EYFS team speaking to both parents and the child's current setting.

Pupil's conduct out of school

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately. We will investigate incidents of bullying, including cyberbullying, reported or witnessed outside of school involving our pupils along with behaviour which could adversely affect the school's reputation. In such cases the Headteacher will assess the situation and will make an informed decision to the most appropriate school behaviour systems that may need to be put in place. Members of staff are not expected to deal with incidents outside of school that might put themselves in danger. Staff will be expected to use their judgement about whether or not to involve themselves in incidents outside of school. It may be more appropriate to call outside agencies such as the police.

Confiscation and searching both with and without consent

The headteacher and the SLT can search a pupil or their possessions with or without consent where they have reason to suspect the pupil has brought a prohibited item such as a weapon, alcohol, illegal drugs, stolen items.

Using reasonable force or other physical contact

Staff only intervene physically to restrain pupils or to prevent injury to a pupil, or if a pupil is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of pupils and follow the team teach/ React guidelines and DfE guidance on the 'Use of Force in schools' July 2013.

This policy was reviewed by the Headteacher and the Senior Leadership Team- September 2025

It was agreed by the Governing Body October 2025