



PRINCE'S MEAD

Positive Behaviour Policy

Including EYFS (Early Years Foundation Stage)

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Overview

This policy is written with reference to DfE (Department for Education) Behaviour in schools and [DfE Behaviour advice](#) (2022). This document applies to all parts of Prince's Mead School including the Early Years Foundation Stage and should be read in conjunction with the: -

Well-Being Policy

Anti-Bullying policy,

Exclusions policy

Safeguarding Policy and Child Protection

DfE Keeping Children Safe in Education KCSIE (Keeping Children Safe in Education)

Aims

This policy is designed to create a safe environment in which all pupils can learn and reach their full potential. We aim to inspire a whole-school approach to positive behaviour management that will promote and drive intrinsic motivation in every child.

At Prince's Mead School we allow pupils the freedom to make and learn from mistakes, which teaches resilience, respect, and empathy for one another. This helps all pupils develop the skills for conflict resolution.

As staff, it is our responsibility to build strong relationships with pupils, lead by example and model consistent, calm behaviour. Careful guidance, genuine interest and open questioning from all staff helps pupils to make the right choices. We give authentic feedback in the moment. We value strong connections and encourage collaboration and open conversations with all members of our community. We call this positive behaviour management.

A collective approach

Form teachers and all specialist teachers, from Reception to Year 6, are responsible for the behaviour of the pupils in their care. All teachers moving around the school should always take note of pupils' actions in the building and outside to ensure good, calm behaviour is maintained – it is everyone's responsibility. At the beginning of every new School year and as part of the transition process all pupils in their new classes work together to devise their own classroom rules. They are made aware of whole school , rules, routines and expectations.

Whole school rules:

- Walk inside the school building
- Keep left on the stairs and in corridors
- Indoor voices when moving around the school
- Wait for an adult before entering the classroom

Allied with these rules pupils are encouraged to follow our Crown Values:

- Kindness

- Courage
- Curiosity
- Respect
- Ambition
- Courage

It is made clear which items are not to be brought into school. (See appendix B). Children will also be told who to go to if they need support. The children can gain support from their Form teacher. They can be directed for additional support from:

- School Counsellor/ELSA support
- Matron
- DSL Team
- SENDCO

In Learning for Life lessons and assemblies we promote a positive behaviour culture.

When dealing with a report or incident of poor behaviour, we investigate this fully by;

- Get an account from both parties
- Ask open and non-judgmental questions
- Recognise the child's feelings and empathise as required
- Set the limits on behaviour 'eg 'we can't always get what we want'
- Problem Solving: Conversation is guided by our staff so that children learn to resolve conflict.

In the event of child-on-child abuse children know that they can talk to their Form teacher/tutor or any member of staff who will take the time to listen and follow the procedures laid out in our Safeguarding and Child Protection policy.

Behaviour on the buses

Any poor behaviour or incident that happens on the bus is reported by the bus drivers via a behaviour log book which is kept with the Transport Manager. The Transport Manager alerts the Deputy Head of any issues caused by Prep children and the Head of Pre-Prep of any incidents created by Pre-Prep children and they are dealt with following the rewards and sanction ladder.

Achievement and Behaviour Tracking

To track and spot patterns in achievement and behaviours we use CPOMS (Child Protection Online Management System) to record times where children are exceeding or falling short of expectations and our values (see Appendix A). This information is collated and used to facilitate conversations

between the child, parent, and their teacher. Visual representations are used to help children reflect on their behaviour and to set targets for development.

Prince's Mead's Positive Behaviour Ladder

Pre-Prep Positive Behaviour ladder

Level	Behaviour	Possible Actions	Outcome
Exceeding	A one-off outstanding effort for work or consistent demonstration of the Crown Values	Communication with parents from Headmaster and recorded on MIS by the Headmaster's PA	Headmaster's Commendation Form prize
Beyond	Going 'the extra mile'	Verbal recognition, teacher praise Assembly certificates in Monday prayers Opportunity to share and display work (e.g. Artist of the Week) Opportunities for leadership in the classroom (e.g. monitors, Green Team, School Council)	Crown Badge awarded in Friday Prayers Celebrated in The Link Stars/stickers/class certificates Termly form prize Reward initiatives
Achieving Expectations	See table of expected CROWN Values (Appendix A)	Verbal or written recognition in the moment Recognising our CROWN values (Appendix A)	Verbal praise Award Crown points for house
Falling short: Occasional	<i>Occasionally</i> not meeting expected behaviour	Connection through teacher and pupil conversation Adjustment of workload and/or learning environment. Make Form Teacher/ Tutor aware.	Verbal warning Use of in class behaviour chart e.g., Ladders/Elmer (R) /Stop and think bench (Y1), traffic light (Y2)
Repeated	<i>Repeatedly</i> not meeting expected behaviour	Collective approach conversation: pupil and HoPP and reminder of acceptable behaviour and boundaries Form Teacher/ Learning support/Specialist teacher	e.g., Ladders/Elmer/bench/ Stop and think

		<p>Communication with parents</p> <p>Recorded on CPOMS</p>	
Below	<p>High level disruption, unkindness, bullying of any kind, bad language. Stealing individual property, vandalism.</p> <p>Child on child abuse</p> <p>Physical aggression e.g. biting, hitting, kicking – resulting in skin broken, bruising or head injury</p>	<p>Collective approach conversation: pupil, HoPP and HLS (if needed), form teacher, specialist teacher and parents.</p> <p>Investigations into root causes with relevant staff.</p> <p>Communication with parents</p> <p>Recorded on CPOMS</p> <p>Report immediately to DH, HoPP, according to year group. (– record on CPOMS)</p>	<p>Possible actions</p> <ul style="list-style-type: none"> • Individual Behaviour plan • Move to another class to do their work. • Miss club and catch up on missed work • Consider ELSA support
Serious breach	<p>A serious breach of conduct, which may include: dangerous behaviour, harassment, Continued bullying.</p> <p>Physical aggression vandalism or theft, Child on child abuse – sexual violence</p>	<p>HoPP to inform Headmaster</p> <p>Communication with parents</p> <p>Recorded on CPOMS</p> <p>In the case of exclusion and in support of the Headmaster, the Chair of Governors will be informed</p>	<p>Temporary exclusion or permanent exclusion at the Headmaster's discretion.</p>

	and sexual harassment. Repeatedly not meeting expected behaviour.		
<p>Abbreviations: HoPP Head of Pre-Prep and EYFS, HLS Head of Learning Support, ELSA (Emotional Literacy Support Assistant), MIS (Management Information System) CPOMS (Child Protection Online Management System)</p>			

Prep Positive Behaviour Ladder

Level	Behaviour	Possible Actions	Actions
Exceeding	A one-off outstanding effort for work or consistent excellent behaviour	<p>Pupil prefects (Year 6)</p> <p>Pupil leadership position (Prep) e.g. Head boy, Head girl, Sports' captains</p> <p>Communication with parents from Headmaster and recorded on MIS by Headmaster's PA</p>	<p>Headmaster's Commendation</p> <p>Form prizes</p> <p>Recognition in The Link</p>
Beyond	Going 'the extra mile'	<p>Verbal recognition</p> <p>Assembly certificates in Monday prayers</p> <p>Opportunity to share and display work (e.g., Artist of the Week)</p> <p>Opportunities for leadership in the classroom (e.g., monitors Eco and Food Committee, School Council).</p> <p>Possible communication with parents.</p> <p>Recorded on MIS</p>	<p>Crown Badge awarded in Friday Prayers</p>
Achieving Expectations	See table of expected CROWN Values (Appendix A)	<p>Verbal or written recognition in the moment</p> <p>Recognising our CROWN values (Appendix A)</p>	<p>Verbal praise</p> <p>Award Crown points for house</p>
Falling short: Occasional	<i>Occasionally</i> not meeting expected behaviour	<p>Connection through teacher and pupil conversation.</p> <p>Adjustment of workload and/or learning environment.</p> <p>Make Form Teacher/ Tutor aware.</p>	<p>Verbal warning</p>

Repeated	<i>Repeatedly</i> not meeting expected behaviour	<p>Collective approach conversation: pupil, Form Teacher, Learning support/Specialist teacher meet to discuss the action/ ELSA support as required</p> <p>Investigations into root causes with parents & staff (Form teacher and or specialist teacher)</p> <p>Form teacher to inform the DH</p> <p>Form teacher to send out an email to alert all staff that child has a yellow card.</p> <p>Communication with parents</p> <p>Recorded on CPOMS</p>	<p>Yellow card issued, (no verbal interaction).</p> <p>Child shows positive behaviour - remove yellow card.</p> <p>No improvement:</p> <ul style="list-style-type: none"> • Speak to child at end of the lesson or at breaktime. <p>(Note: 2 x yellow cards issued in one day = concern!)</p> <ul style="list-style-type: none"> • Supervised catch-up of missed work during break/club time or extra homework <p>New day, clean slate</p>
Below	Continually not meeting expectations despite being spoken to and sanctions applied above. Unkindness, bullying of any kind, including online (inside and outside of school), bad language or extremely poor effort. Stealing individual property, vandalism.	<p>Form teacher to handover to DH</p> <p>Communication with parents</p> <p>Recorded on CPOMS</p>	<p>Red card issued – possible actions:</p> <ul style="list-style-type: none"> • Move to another class/year group • Miss the next house event (if appropriate). • Time-out with DH and supervised catch-up of missed work during club, after school time and or lunchtime. • Write a letter of apology and signed by child and parents • Miss class treat • Consider ELSA support • Implementation of positive target

	<p>Child on child abuse</p> <p>Physical aggression e.g., biting, hitting, kicking – resulting in skin broken, bruising or head injury</p>	<p>Report immediately to DH/DSL</p> <p>(Internal sanction applied for the remainder of the day depending upon the age of the child and parents notified – record on CPOMS)</p>	<p>card/book for 2 weeks and shared with parents and Headmaster at the end of the week.</p> <ul style="list-style-type: none"> • Extension of report card at the Headmaster’s discretion <p>Note: Once report card has been implemented a ‘temporary exclusion sanction’ is held with the child for a full school calendar year.</p>
<p>Serious breach</p>	<p>A serious breach of conduct, which may include: dangerous behaviour, harassment, continued bullying of any kind.</p> <p>Continued physical aggression vandalism or theft, Child on child abuse – sexual violence</p>	<p>See Headmaster</p> <p>Communication with parents Recorded on CPOMS.</p> <p>In the case of exclusion and in support of the Headmaster, the Chair of Governors will be informed</p>	<p>Temporary exclusion or permanent exclusion at the Headmaster’s discretion.</p> <p>Note: This will stand for a calendar year.</p>

	and sexual harassment.		
Abbreviations: DH Deputy Head, HLS Head of Learning Support, ELSA (Emotional Literacy Support Assistant) MIS (Management Information System) CPOMS (Child Protection Online Management System)			

Adaptations

The school recognises that everyone is different and will adapt the use of this ladder to suit the situation and needs of the individual where necessary. School will ensure reasonable adjustment is made for any SEND (Special Educational Needs and Disability) pupils.

Staff Induction, development, and support

At the beginning of every school year, behaviour is part of the INSET training. Staff are reminded of our CROWN values, Positive Behaviour ladder. The Crown Values are displayed in the classrooms and around school. All staff have copies of the ladder for reference. As part of the induction process for new staff, the HoW explains in detail the rules, routines, and consequence systems.

Prohibited Sanctions

No form of corporal punishment is permitted.

The use of reasonable force

Where necessary, reasonable force can be used to control or restrain pupils. Physical intervention is only allowable to avert extreme situations and should be the minimum force that could be expected to avoid such injuries. Before intervention, staff must consider the risks carefully, recognising any specific vulnerabilities of the pupil, including SEND, mental health, or medical conditions. Two members of staff, Francesca Watts and Lucy Brown have received training on behaviour management and restraint and

Appendix A

The CROWN Values

Doing it the Prince's Mead Way...

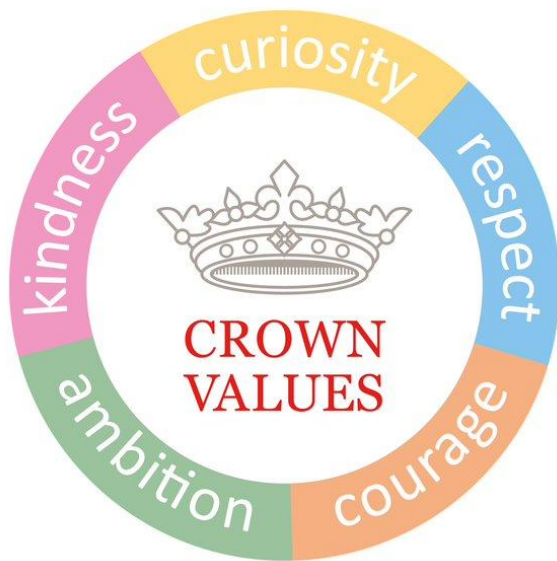
We are KIND

We are RESPECTFUL

We are CURIOUS

We are AMBITIOUS

We are COURAGEOUS



APPENDIX B

Banned items

- Mobile phones
- Trading cards
- Electronic items (unless it is a Kindle for reading only)
- Money unless in a named wallet for a charity event (Pre-Prep children to hand into teachers for safe keeping)
- Pre-prep – a pocket-sized toy only may be brought into school