



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: -

Anti-Bullying policy,

Exclusions policy

Child Protection and Safeguarding Policy

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 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 from EYFS 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 behaviour in the building and outside to ensure good 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 are made aware of behaviour systems, rules, and routines, including items that are not to be brought into school. (See appendix B). They will also be told who to go to if they need support.

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

When dealing with incidents of poor behaviour, we bring together those harmed with those who caused the harm. 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 Safe guarding 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 Rewards and Sanctions Ladder

Pre-Prep Rewards and Sanctions ladder

Level	Behaviour	Possible Actions	Sanction/reward
Exceeding	A one-off outstanding effort for work or consistent excellent behaviour	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 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, Eco and Food Committee, School Council)	Crown Badge awarded in Friday Prayers Email home to parents Stars/stickers/class certificates Termly form prize Reward initiatives e.g. Lunch on the top table
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: <i>Occasional</i>	<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/bench/ Stop and think.
Repeated	<i>Repeatedly</i> not meeting expected behaviour	Collective approach conversation: pupil and HoEYFS or HoPP Form Teacher/ Learning support/Specialist teacher Communication with parents Recorded on CPOMS	e.g., Ladders/Elmer/bench/ Stop and think Time out and loss of Golden time Supervised catch-up of missed work (Years 2)
Below	High level disruption, unkindness, bullying of any kind, bad language. Stealing individual property, vandalism. Child on child abuse Physical aggression e.g. biting, hitting, kicking – resulting in skin broken, bruising or head injury	Collective approach conversation: pupil, HoPP and HLS (if needed), form teacher, specialist teacher and parents. Investigations into root causes with relevant staff. Communication with parents Recorded on CPOMS Report immediately to DH, HoPP, HoEYFS according to year group. (Internal sanction applied for the remainder of the day depending upon the age of the child and parents notified – record on CPOMS)	Possible sanctions: <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• Miss class treat
Serious breach	A serious breach of conduct, which may include:	HoPP to inform Headmaster Communication with parents	

	<p>dangerous behaviour, harassment, Continued bullying.</p> <p>Physical aggression vandalism or theft, Child on child abuse – sexual violence and sexual harassment.</p> <p>Repeatedly not meeting expected behaviour.</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>
<p>Abbreviations: HoPP Head of Pre-Prep, HoEYFS Head of Early Years, HLS Head of Learning Support, ELSA (Emotional Literacy Support Assistant), MIS (Management Information System) CPOMS (Child Protection Online Management System)</p>			

Prep Rewards and Sanctions Ladder

Level	Behaviour	Possible Actions	Sanction/reward
Exceeding	A one-off outstanding effort for work or consistent excellent behaviour	Pupil prefects (Year 6) Pupil leadership position (Prep) e.g. Head boy, Head girl, Sports' captains Communication with parents from Headmaster and recorded on MIS by Headmaster's PA	Headmaster's Commendation Form prizes
Beyond	Going 'the extra mile'	Verbal recognition 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 Eco and Food Committee, School Council). Possible communication with parents. Recorded on MIS	Crown Badge awarded in Friday Prayers Email home to parents Stars/stickers/class certificates
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
Repeated	<i>Repeatedly</i> not meeting expected behaviour	Collective approach conversation: pupil, Form Teacher, Learning support/Specialist teacher meet to discuss the action Investigations into root causes with parents & staff (Form teacher and or specialist teacher)	Yellow card issued, (no verbal interaction). Child shows positive behaviour - remove yellow card. No improvement:

		<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>	<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	<p>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>	<p>Form teacher to handover to DH</p> <p>Communication with parents</p> <p>Recorded on CPOMS</p>	<p>Red card issued – possible sanctions:</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 card/book for 2 weeks and shared with parents and Headmaster at the end of the week.

	<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>	<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><u>Continued</u> physical aggression vandalism or theft, Child on child abuse – sexual violence and sexual harassment.</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>
<p>Abbreviations: DH Deputy Head, HLS Head of Learning Support, ELSA (Emotional Literacy Support Assistant) MIS (Management Information System) CPOMS (Child Protection Online Management System)</p>			

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, rewards and sanctions ladder. The Crown Values are displayed in the classrooms and around school. All staff have copies of the rewards and sanctions 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.

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)