



Marlow Church of England Infant School Behaviour Policy 2026-2027

Then God said, “Let us make humankind in our image, in our likeness” Gen 1:26

Rationale

At Marlow Church of England Infant School our curriculum aim is to inspire learning and ignite curiosity, within a welcoming Christian and spiritual community.

This bible verse above underpins our Christian vision. It tells us that every individual is created in God's image and so this leads us to conclude that everyone is precious and valuable. As a result of this we focus on treating everybody with respect and dignity because we acknowledge their God given value and unique identity.

To help us achieve our vision we concentrate on:

- Embracing the uniqueness of everybody and being inclusive of all
- Empowering all to be enthusiastic learners
- Ensuring that every child feels nurtured, supported and safe
- Enriching learning through progressive teaching methods and technology
- Being responsible to and for society
- Being good citizens of the planet
- Embodying a Christian and spiritual community
- Being guided by our values of respect, kindness, perseverance, forgiveness, thankfulness and service

Marlow Church of England Infant School believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We aim to provide a calm, safe and supportive environment which children want to attend and where they can learn and thrive. Pupils need to feel safe, secure and happy to take be able to learn effectively. As a school we support the rights of children and these rights are encompassed in the UN Convention of the Rights of the Child. This is reflected in this policy by Article 19 *‘You have the right to be protected from being mistreated, in body and mind’* and Article 28 *“Children have the right to go to school and receive a good quality education.”*

Policy Aims

To build capacity in children so they can manage their behaviour positively, through relational, regulatory and restorative approaches.

- To provide clear boundaries, predictable routines and consequences for certain behaviours.
- Provide a calm, purposeful, safe environment for children where they feel secure and happy and have the motivation and opportunity to learn
- To avoid punitive approaches which may foster shame and further embed behaviours which cause concern.
- To respond to incidents where behaviour expectations are not met in a way which respects children as individuals, supports them to change attitudes and to repair relationships with those affected.
- To ensure all adults working and helping in our school are aware of the policy, that they are good role models for children and consistent in following the procedures
- Promote respect for other members of the school community, for those in authority and for the environment

Promoting good behaviour

The school uses several tools which contribute to its culture of good behaviour. This includes:

- I. using a restorative approach,
- II. having a clear vision of what good behaviour looks like,
- III. taking time to teach the children about what good behaviour looks like and
- IV. having a clear process and procedures for supporting children when they choose not to follow the school charter. (Appendix I)

This is a whole school approach that every adult in the school engages in.

i. A Restorative Approach

This involves a conversation to enable the child to learn about themselves and others, after an incident has occurred. It is helpful to communicate explicit safety cues and have the PACE framework (See Appendix II) in mind during the process.

The more it feels like this is a collaborative conversation and curious exploration that the child is able to reflect and contribute to, the more they will learn from the experience.

What happened?

Allow the child to tell their story, listening with genuine curiosity and without judgement, by:

- Mirroring – facial expression, body language, tone of voice, attuning to mood.
- Accepting and validating the child's experience and feelings.
- Reflecting back what you hear in manageable chunks and with a structure which aids understanding.
- Soothing – use calm soothing tones.

What were you thinking? How were you feeling?

Some children will find it hard to answer these questions and will need support to help them integrate their feelings, emotions and thinking through:

- Listening and responding empathetically, wondering out loud.
- Starting where the child is developmentally. Explore physical sensations and name possible emotions.
- Letting the child know that you 'get it', by accepting their feelings and letting them know that they are valid. Big behaviour usually means big feelings.

Who else has been affected by this?

Explore what effect this might have had on other people. If appropriate use activities to help the child see things from other people's perspectives.

- Call upon your own experiences or experiences you've heard about from others.
- Stories and role play can support empathy. Wonder aloud to aid understanding
- Pictures and photographs, drawings and cartoons can help children see other perspectives.

What do you need, and what needs to happen now so that the harm can be repaired?

To reinforce the collaborative nature of the process it can be helpful to ask: 'how can we put right any harm caused?' or 'what have we learned from this experience?'

This is about reparation in its widest sense. Apologies and restorative actions can be a part of this and can help children to move on, but they are not the goal and are not always appropriate at the time. What does the child need in order to move forwards?

- Short term intervention to help to keep them safe, particularly in managing specific situations or
- transitions which they may find tricky.
- Support, mediation and a structure to enable the repairing of relationships.
- Reassurance that school provides a structure in which they can feel safe, and that everyone is working to try to ensure that the same thing won't happen again.

ii. What good behaviour looks like

Adults have clear and high expectations for what good behaviour looks like and this is grounded by the School's Christian vision and supporting values. Treating each other with dignity and respect is key to relationships in school.

What does this look like in practice?

Class expectations

- an atmosphere where children are praised
- the use of non-verbal signals i.e. thumbs up or down
- organised staff ready to greet the children at the beginning of sessions
- work that is carefully prepared and matched to the child's ability
- expectations of classroom organisation and behaviour made explicit to the children at the beginning of the year through classroom charters/agreements developed by each class:
 - i. The initial process of creating the charter/agreement and its subsequent use should be inclusive and unite the children and adults in the class. The charter/agreement develops a sense of ownership of the classroom and learning.
 - ii. Once developed the charter/agreement becomes a point of reference for the class and once signed by the teacher, teaching assistants and pupils it signifies a shared enterprise and acts as the 'social glue' which binds everyone together. The children also have a say in where and how the charter/agreement is displayed
- the class reward and incentive systems are displayed clearly in the class so that other adults who may work in the class are aware of these systems and able to use them easily

Moving around school

- children will walk quietly in an orderly fashion
- praise is given for considerate and self-controlled behaviour when moving around the school
- children will show respect for other children and adults (letting others go through a door first, holding a door open, greeting adults and responding to a greeting)

Playtimes and Lunchtimes

- children are only allowed on the playground when there is an adult present
- staff will liaise with other staff on duty to ensure all areas of the playground are supervised
- staff will intervene early in squabbles/ incidents etc and follow established Behaviour Steps
- staff will look for any distressed, sad or lonely children and keep an eye on those mentioned at the weekly team meetings (KS1 and EYFS meetings)
- children will be taught to use equipment appropriately i.e. ropes must only be used for skipping
- when the first whistle blows children stand still in silence – on the second blow they walk to their lines maintaining silence
- children are not allowed in classrooms on their own at any time
- playground leaders are responsible for tidying away any equipment used

Rewards

Good behaviour is rewarded by:

- praise and recognition of effort
- opportunities to share achievement before a variety of audiences, including the whole school
- class and year group reward systems
- Value & Star Awards
- Golden time (Appendix IV)

iii. Taking time to teach the children what good behaviour looks like

Promoting a Growth Mindset is one of the key themes that we use to contribute to successful learning at Marlow Church of England Infant School. As part of developing a positive learning environment we incorporate the understanding that people learn from mistakes and that praise for effort and persistence is a productive strategy.

Children learn about making good choices with regard to their behaviour through curriculum subjects such as PSHE and through the modelling that takes place during school worship and in class. At the beginning of the school year, they learn about the School Charter, how this links to the United Nations Charter for the Rights of a Child (Appendix I) and they are involved in role play about what each element of the charter looks like in practice;

Children are encouraged to understand the impact of their actions on others.

E.g. *'We will listen mindfully to each other, tell the truth and respect each other's opinions'*. In this case the children learn exactly what they need to do with their bodies to show that they are listening mindfully and then what the impact on others is if they don't listen mindfully.

Learning about how their brain works through MindUp lessons, helps children to learn to regulate their emotions and the Brain Breaks that happen 3 times a day help the children to remain calm and take time to focus.

Children also learn about self-regulation, through the use of zones of regulation, in each year group, and are taught strategies which support them to remain or move into the 'Green Zone'. (See Appendix III for an excerpt of the school's Zones of Regulation booklet)

Home Learning about the school values allows the children to explore the meaning of each value with their parents and carers. This understanding is then deepened over the year as one of the school values is covered each half term in school worship.

iv. A clear process and procedures

Process

At our School, we use a behaviour grid step system (Steps 1-5) (Appendix X) that is used by all adults to promote good behaviour. Each step outlines types of behaviour, which become more serious/challenging, the higher the number of the step. On the grid of each step, there are details strategies/procedures, consequences and the types of support can be offered to a child.

There are grids for all staff and a set of grids for the Midday Supervisors to use (MDSAs). (See Appendix XI)

For the vast majority of pupils, we anticipate that any unacceptable behaviour will be resolved by Step 3.

- If a child becomes involved in unacceptable behaviour they are first spoken to by the 'finding' member of staff, who will investigate the incident and listen to all other parties (where relevant). The child will then be told why the behaviour is unacceptable and which area of the behaviour charter it refers to. The member of staff will follow the strategies and consequences for **Step One Behaviour**
- If the behaviour is repeated the member of staff will follow the strategies and consequences for **Step Two Behaviour** on the grid.
- If the behaviour still continues the member of staff will follow the strategies and consequences for **Step Three Behaviour**.
- Persistent unacceptable behaviour and incidents of a more serious nature will be treated as **Step Four Behaviour**
- The Headteacher and/or the Assistant Headteachers will assess children at **Step Four Behaviour** and if assessed at being a risk of exclusion a **PSP** will be put in place and a **Parenting Contract** may be drawn up and used with the child, parents and school. (see Appendix V - Flow Chart and Appendix VI –form)
- If an extreme breach of the behaviour policy occurs this will be considered to be **Step Five Behaviour** and the child may be excluded from school. All exclusions follow the agreed procedures adopted by the Local Governing Body.

- Following an exclusion, a **Parenting Contract** may be drawn up and used with the child, parents and the school (see Appendix V - Flow Chart and Appendix VI –form)
- In some instances, a **Positive Intervention Plan** will be put into action (see Appendix VII & VIII)

Procedures

A copy of the School Charter (Appendix I) and the behaviour grids are displayed in each Key Stage central area, medical areas, Staff Office, Staff room and office. All staff (including supply teachers) are given a copy.

- Midday supervisors will be given a copy of specially formulated grids which link to the main behaviour grids and are particularly related to lunchtime behaviours.
- Staff, incl Midday Supervisors, will communicate unacceptable Step 2 and 3 behaviours of children using CPOMS which allows for the class teacher to notice any patterns that might be developing over time. This forms a central record which the Senior Leadership Team will use to monitor.
- Where the behaviour grids indicate that an Assistant Headteacher or the Headteacher should be involved, then CPOMS reports should be assigned to them. All other reports should be assigned to the relevant class teacher.
- In line with the procedures for Steps 2 & 3, the Assistant Headteachers and/or the Headteacher may send home a behaviour slip (see Appendix XIII) to inform parents of the behaviour incident that their child has been involved in. The parent must return this signed to school; the signed slip will then be loaded onto CPOMS to complete the record keeping.
- Where a child is removed from class for a session or longer, this must be recorded on CPOMS.

Inclusion

We are committed to providing an inclusive school where all children have the opportunity to maximise their potential and barriers to learning are overcome. We are committed to the principle of equality of opportunity and this is reflected in the conduct of staff, pupils and how behaviour is managed within the school.

Staff will respond appropriately to a child's diverse needs including differing genders, special educational needs, disabilities, cultural, religious and ethnic backgrounds.

Incidents of a racist nature

Any incidents of a racist nature are dealt with according to the policy on Incidents of a Racist Nature and will be recorded on CPOMS.

Anti-Bullying

Bullying is any behaviour that is persistent and has the deliberate intention of hurting, threatening or frightening another person or group of people emotionally or physically. Bullying results in pain and distress to the victim. At Marlow C of E Infant school, we have a whole approach to raising awareness that Bullying is unacceptable and we believe that our caring and supportive ethos is our most important anti-bullying tool.

The process for identifying bullying is outlined in the Anti Bullying policy but reporting follows the process outlined in this Behaviour Policy. Identified cases of bullying are recorded on CPOMS by the relevant Assistant Headteacher, who will lead, supported by the SENCO and/or the Headteacher, investigations and put in place strategies and support for the child(ren) who is (are) bullying and those being bullied. All actions and impact of these actions are recorded on CPOMS.

Special Educational Needs

In exceptional circumstances, due to a child's individual needs, the Behaviour Steps may have to be adapted to accommodate their unique requirements. An individual behaviour plan will be drawn up where necessary but the plan will sit within this Behaviour policy.

Parents / Carers

We believe that staff and parent/carers share the responsibility for the behaviour of children at Marlow Church of England Infant School. Parent/carers will be told about their child's standard of behaviour in school if there are any concerns. There are opportunities during the year for parents/carers to discuss their child's progress and this will include their behaviour. In the majority of cases this will be positive and reassuring. **See VII for a Parental Agreement Form.**

The role of adults in school

All adults should follow the restorative approach and:

- be good role models showing co-operation, trust, respect, courtesy and self-control
- encourage all children to make good choices by correcting inappropriate behaviour when witnessed
- be welcoming and courteous to all
- establish clear boundaries of acceptable behaviour
- be fair and consistent
- be sensitive to the experience, maturity and feelings of the children
- share strategies for dealing with children with particular difficulties
- praise positive choices and celebrate success
- be supportive to colleagues
- work with parents in a sensitive and supportive way

When dealing with behaviour difficulties, staff will act with respect and allow the child to regain their self-control. To enable this staff will:

- avoid confrontation
- investigate thoroughly to try and establish the facts
- talk quietly
- listen
- be at an appropriate level and location
- be fair
- allow time for the child to calm
- provide a safe space for the child to calm (when necessary)

The role of parents:

Parents should:

- whilst on the school site to be good role models showing co-operation, trust, respect, courtesy and self-control
- share with staff information that could impact on their child's behaviour at school
- work with the school in a sensitive and supportive way
- be familiar with and using the language of the school charter and home school agreement
- support children in understanding and following expected behaviour at school

The role of children:

Children are taught about the importance of supporting each other with their learning but also to support each other's' wellbeing. While they are at our school the children begin to learn empathy through thinking about how they would feel if others behaved in certain ways towards them.

At the beginning of the year, the focus of school worship is on understanding the bible verse '*Treat others the way you would like to be treated.*' Matthew 6:12. Through role play and stories, the children learn the importance of this Golden Rule and how it helps them to look after the wellbeing of others. This is supported by learning about the school values of respect, kindness and thankfulness through home learning at the beginning of the year and through out the year in school worship.

Our MindUp curriculum also supports children to learn about the feelings of others and the impact of their actions. E.g. Mindful awareness

PSHE lessons covering Health & wellbeing teach children to be aware of their personal qualities and how to take care of their own wellbeing and those of others.

Our school council also promotes the need to support the wellbeing of others outside the school and this is shared with the rest of the school and the school community. The children learn about adults and children in need and support charities that help these people. Eg Local charity One Can Trust through harvest collections, Mini marathon sponsorship and the school being a One Can Trust drop off point

Children learn and demonstrate that they can:

- be respectful, courteous, controlled and considerate of others
- understand that name-calling and verbal abuse of any sort is just as unkind and unacceptable as physical aggression
- care for the school environment and property
- follow the school charter

Policy review

This policy is reviewed on annual basis

Date of review: September 2026

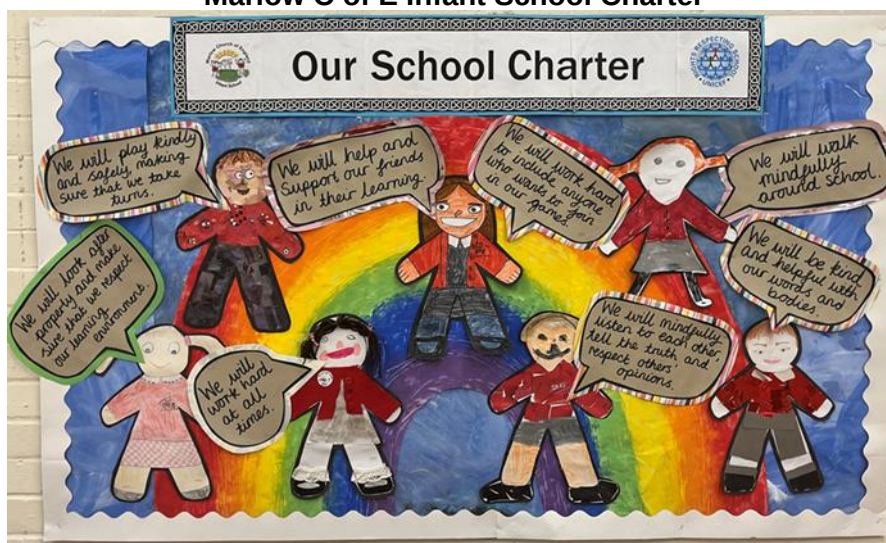
Date of next review: September 2027

Appendix I

Our School Charter

Our Charter encompasses the Rights that we all have as individuals and the responsibilities we have to respect the Rights of others. This will be developed in consultation with staff and children each year. A copy of which will be sent home at the start of each academic year.

Marlow C of E Infant School Charter



Treat others as you would like to be treated'

Luke 6 v31

What Children agree to do	Convention for the Rights of the Child	What adults will do to realise this right
We will move mindfully around school	Children should be safe from harm. No child should be hurt by a grown –up or another child <i>Article 19</i>	Provide a safe environment where children and adults feel able to voice their concerns.
We will be kind and helpful with our words and bodies		Model the acceptable behaviours by showing respect towards each other. Raise awareness of how our words and actions make people feel.
We will mindfully listen to each other, tell the truth and respect others' opinions	Children should be listened to and say what they think about things <i>Article 12</i>	Ensure all children in the school understand the need to listen to each other and adults with respect. Listen to each child with respect and make sure that their views and ideas are considered
		Help children to understand that everyone is equal and that they deserve the respect to know that they are being told the truth. Give the children the opportunity through talk to begin to understand that telling the truth is at the basis of good relationships. Be honest with each other and the children.
We will work hard at all times. We will help and support our friends in their learning	Children have the right to go to school and receive a good quality education. <i>Article 28</i>	Ensure that children take responsibility for the choices that they make. Make sure that children understand that their actions might have an effect on other children's learning.
We will look after property and make sure that we respect our learning environment		Through questioning deal with issues that arise.
We will play kindly and safely, making sure that we take turns We will work hard to include anyone who wants to join in our games	Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities <i>Article 31</i>	Ensure that children consider the feelings of others. Listen to children carefully when they talk about their play. Support children to resolve any issues that arise.

Appendix II

Dan Hughes' PACE Approach

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

- Playfulness involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.
- Acceptance involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours, but accepting the reasons behind behaviour. When necessary, criticise the behaviour, but not the pupil.
- Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open up discussions with the pupil.
- Empathy involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

Appendix III

Zones of Regulation – Excerpt from school booklet

THE ZONES OF REGULATION

Over the last few years, at Marlow Church of England Infant School, we have been developing our metacognition practice, teaching pupils skills to become more independent learners. As part of this work, we have an embedded school-wide approach to self-regulation.

From a young age, children show their emotions in a variety of ways, but they need to be supported to name and recognise these emotions. The awareness of emotions is key to self-regulation. Self-regulation is the ability to understand and manage behaviour, as well as reactions to feelings and things that are happening around us.

As you can imagine, self-regulation needs to be taught, and the sooner children become aware of their emotions and how they make them react, the sooner they will be able to use strategies to help self-regulate. Once they are able to self-regulate, children will be able to manage their approach to their learning.

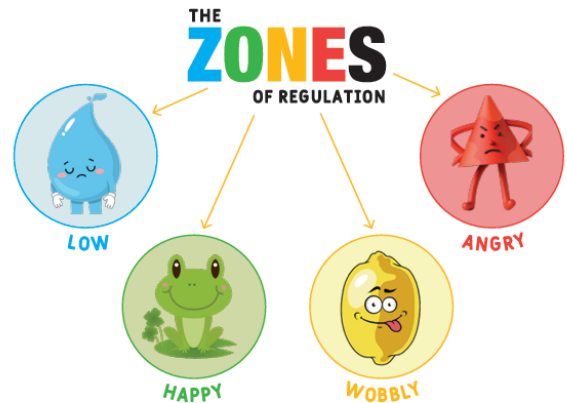
In school we use Zones of Regulation to teach the children the skills which aim to improve levels of self-control and reduce impulsivity.

At our school, the Zones of Regulation are represented visually using colours and images which makes it easier for children to identify which zone they are in. There are four coloured zones:

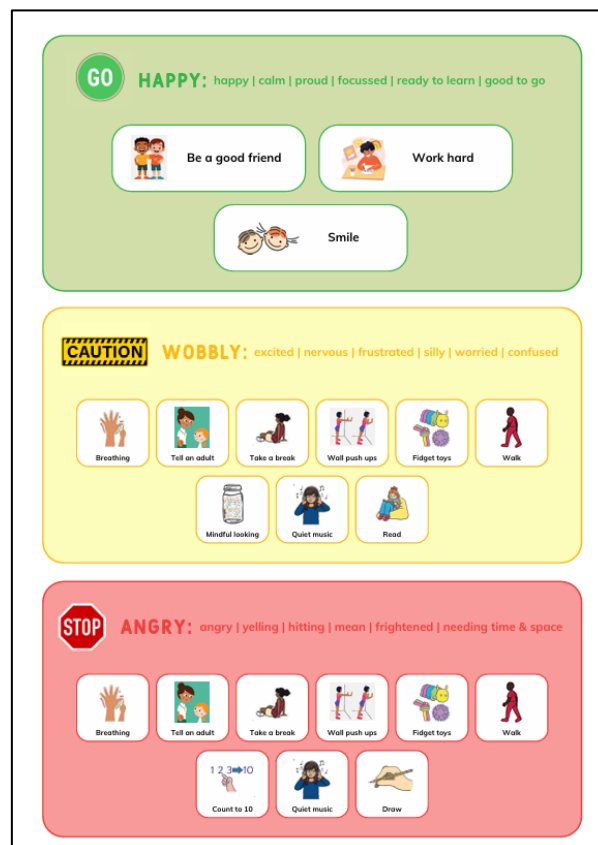
BLUE, GREEN, YELLOW, RED

For each zone, the children are encouraged through the use of the visuals to identify how they are feeling, and they are also taught a range of strategies to help them move into the **Green Zone** (which is the zone they need to be in to be focused and ready to learn). These strategies are calming or alerting depending on which zone the child is in.

Discrete lessons are delivered in each year group to familiarise the children with the zones and the strategies, and each class has a Regulation Station which shows each of the zones and contains alerting or calming resources for the children to access.



We aim to help children to identify a range of calming and alerting strategies that support them, known as their personal 'toolkit'.



Appendix IV

Golden Time

Golden Time is used in Key Stage 1 to reward positive behaviour:

- Every child can receive a maximum of 20 minutes of Golden Time.
- This is taken at a set time during the week – on a Friday afternoon.
- During the week if the child makes poor choices, then they can lose minutes of their Golden Time.

Procedures

If a child makes a poor choice in relation to the School Charter, they must be given a verbal and/or a visual warning. If they make another poor choice within the same time session/lesson they should be given the opportunity to correct their behaviour by being moved to a chair or different part of the classroom while still being included in the lesson. On the third occasion of making a poor choice within the same time period, the child will lose a minute of their Golden Time. Children cannot earn Golden Time back – but at the beginning of each week there is a ‘fresh start’.

Children should normally only lose 1 or 2 minutes at a time depending on the year group. (In Year 1, children will lose 1 minute at a time, in Year 2 children lose 2 minutes at a time).

These three steps will be in line with class behaviour system.

Adults should say, for example,

‘You have called out, if you call out again you will lose 1 minute of your Golden Time.’ The behaviour should then be linked back to the school charter at an appropriate time.

Each child can lose a maximum of 20 minutes.

If a child continues to repeat the behaviour, then adults will follow the list of sanctions set out in Behaviour Steps Grid.

Principles of Golden Time

All work should be put away. Golden Time activities should be set up. Children who have lost time will sit in silence and watch a sand timer or a clock until the time they have lost has passed, then they can begin their Golden Time.

The teacher in class at Golden Time is responsible for sending home Golden Time slips (See Appendix XII) for any child who has lost 10 minutes or more of Golden Time. These children also need to be sent to the Headteacher at the beginning of Golden Time and they should be able to explain what they have lost their Golden Time. On returning to class the children will sit in silence for the remainder of their lost minutes. A record is kept by the Headteacher of all children who lose 10 minutes or more. Where children repeatedly lose more than 10 minutes, the parents will be contacted and asked to attend a meeting about each child’s behaviour with a view to putting a behaviour programme or support steps in order try and modify the child’s behaviour.

Ideas for Golden Time Activities

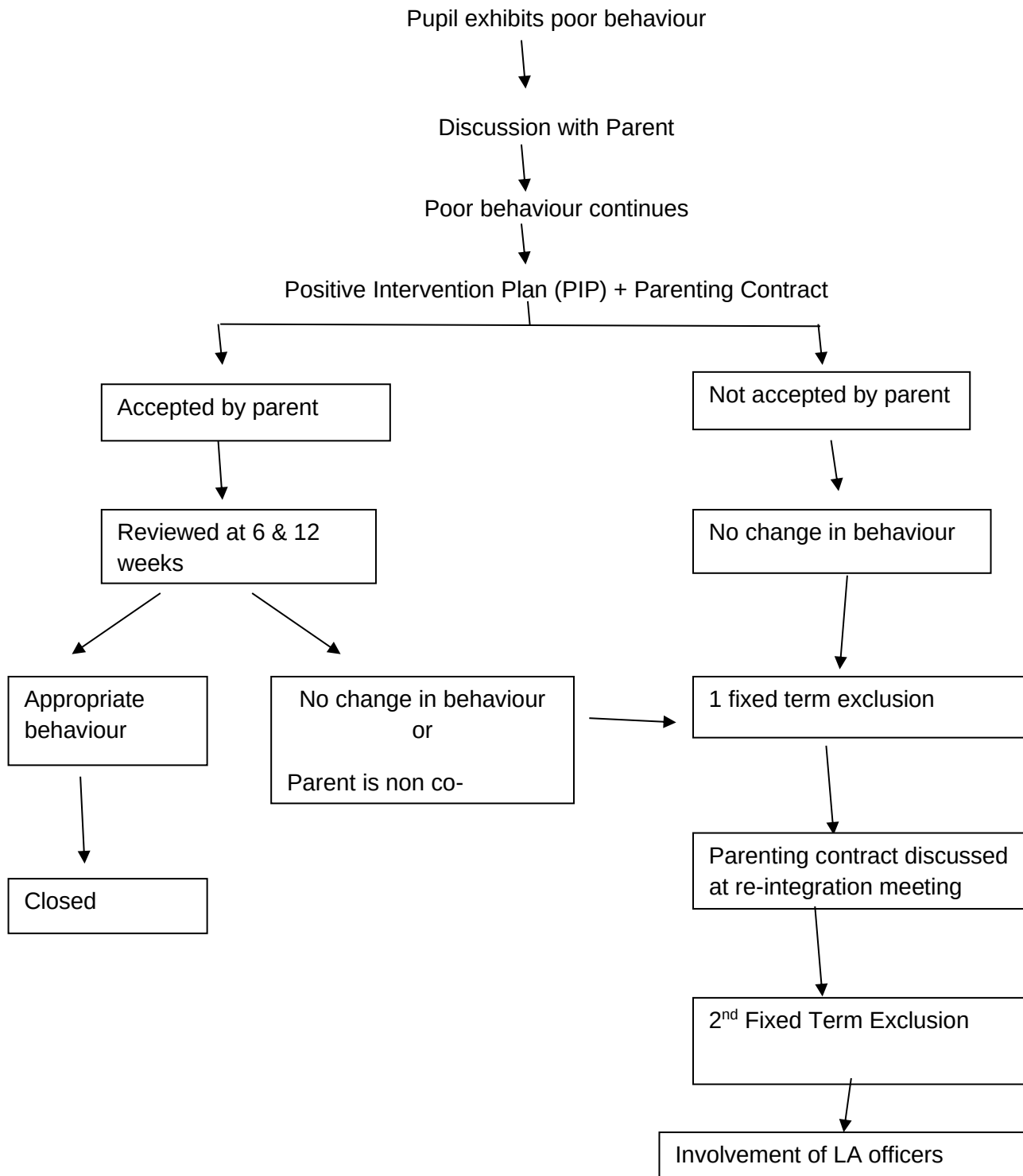
Children choose from a selection of activities; these might include activities they don’t often get a chance to take part in (eg parachute) or activities that they have particularly enjoyed from lessons during the previous week and that they would like to participate in for longer. For example:

- Computer
- Role play
- Construction kit
- Dressing up
- Floor play

Additional rewards from the rewards list should still be used for the class and for individuals.

Appendix V

Procedure for Parenting Contracts/Orders



Appendix VI

Marlow Church of England Infant School

PARENTING CONTRACT

PLEASE COMPLETE IN BLOCK CAPITALS*

Pupil's Name* _____

Parent's Name* (1): _____

Parent's Name* (2): _____

Contact No (1): _____

Contact No (2): _____

E-mail: _____

Background to Parenting Contract:

What do we want to achieve?

What are the difficulties that are preventing this happening at the moment?

[illegible]

The Parent(s) will:

Signed:

Name: _____ Position: _____
PLEASE PRINT eg Headteacher / Key Stage Leader

Name: _____
PLEASE PRINT

Name: _____ Position: _____
PLEASE PRINT eg Pupil Support Manager

Appendix VII

Positive Intervention Plan

Part A – for a one-off incident

At school we have a moral obligation to support every child and keep them safe. There will be some children who have severe emotional difficulties and they will find it difficult to respond to the normal behaviour patterns. Some children have 'emotional leakage' and they often do not know what to do in certain situations. We do not always know what is going on in a child's life.

This plan is to be used when all other strategies have failed and extreme violence is being used.

ASSESS

- Assess risk of the situation and either use trained person to employ positive handling strategies to move child to a safe area or evacuate the classroom/teaching space if necessary i.e. take the class out of the room
- Send a child to the nearest class or to the office with a red triangle to summon a member of the Senior Leadership Team or another person who is able to employ positive handling strategies. **(a red triangle is issued to each member of staff and there is also one in all shared areas with area name on it to be kept on the whiteboard in the area)**
- If it is decided that the class needs evacuating, the teaching assistant takes the class out of the room and teacher remains with the child– if in danger move out of the way and supervise from the doorway
- Do not appear to be shocked by the behaviour but talk calmly to the child 'I can see that you are angry. I am here to help. It's alright to be angry.....'

RESTRAIN / REMOVE

- After a reasonable period of time (approx 5-10 minutes) but less if there is serious damage or risk of serious harm, remove or restrain the child using an appropriate restraint technique
- If the child is removed, take him/her to an agreed room and shut the door with two adults inside blocking the exits (seclusion)
- Allow the child to be free if it is safe to do so

REGAIN COMPOSURE

- When the child is calm talk to him/her
- If appropriate do an activity – read book, draw picture or play a game before the child returns to class

REVIEW

Most children cannot talk about an incident in depth for at least an hour after an outburst and we need to give them time to reflect. Give some prompts to help them to think but don't expect or demand an answer. They probably cannot say why they did it. Any responses should be recorded on the reflection sheet template:

What could you do next time you feel angry/upset?

Who could you talk to?

How could you make things better? (Tidy up? Apologise?)

Social stories can be used at a later time for reflection

Adults involved in the incident to be responsible for writing up the incident on CPOMS
Headteacher or member of the Senior Leadership Team will speak to parents and/or send a letter home.

RED TRIANGLE – if you are the first person to be given the red triangle by a child you MUST respond.

APPENDIX VIII

Positive Intervention Plan

Part B – for a child who persistently uses extreme inappropriate behaviour (beyond step 5)

Name of child: _____

Class: _____

Class teacher: _____

Adults qualified to positively handle:

Example

Positive Intervention Plan

Brief description of presenting challenging/harmful behaviours:	Positive behaviour(s) we wish to see / have:
Differentiated measures to promote / support positive behaviours: Support may include:	

Signature of plan co-ordinator Date

Signature of parent / carer..... Date

	POSITIVE behaviours you will see: Taken from the top right hand side of the PIP - Positive behaviour(s) we wish to see / have:	What you will say:	What you will do:
	CHALLENGING behaviours you will see: Behaviours that disrupt learning but are safe including behaviours that may encourage others (e.g. refusing to work) – they cannot be ignored If behaviour leading to harmful (actual or foreseeable)	What you will say: (Disempower the behaviour)	What you will do:
	HARMFUL behaviours you will see: details of the harmful/unsafe behaviour	What you will say: You need to keep yourself safe or I will keep you safe	What you will do: Details of the escort/ Step Up restraint you will use
	Next Steps: What are you going to do to help the pupil calm down? How will you know when they are completely calm? How are you going to move them on to something more positive? When are you going to complete the reflection with the pupil?		

All incidents under this Positive Intervention Plan to be recorded by the staff who have handled the situation on CPOMS

APPENDIX IX

September 2026



Marlow Church of England Infant School Behaviour Policy – Statement for Parents 2026-2027

At our school we expect a high standard of behaviour from all our pupils.

Our aim is to build capacity in children so they can manage their behaviour positively, through relational, regulatory and restorative approaches:

- To provide clear boundaries, predictable routines and consequences for certain behaviours.
- Provide a calm, purposeful, safe environment for children where they feel secure and happy and have the motivation and opportunity to learn
- To avoid punitive approaches which may foster shame and further embed behaviours which cause concern.
- To respond to incidents where behaviour expectations are not met in a way which respects children as individuals, supports them to change attitudes and to repair relationships with those affected.
- To ensure all adults working and helping in our school are aware of the policy, that they are good role models for children and consistent in following the procedures
- Promote respect for other members of the school community, for those in authority and for the environment

We believe that teachers should spend their time teaching and that children should spend their time learning.

All the staff at the school have been working together to develop an approach to discipline throughout the school. We hope that this will mean we can spend more time on teaching rather than dealing with classroom and playground incidents.

We also believe that you want to know when your child is behaving and working hard as well as when things are going wrong. We are sure you will want to support us in making Marlow Church of England school a safe and happy environment for all. Agreeing to support our behaviour policy is a very positive step towards this.

Our policy outlines the behaviours we expect, our aim to build strong relationships through a restorative approach, examples of the positive reinforcements that are used to encourage desired behaviours and a series of consequences that can be expected for pupils who choose not to follow the school charter. This will be always applied and in all situations. All the staff will be using the same wording as consistently as possible.

We believe that most children will choose to follow the expected behaviours and that this will lead to higher standards of learning, a happy atmosphere and an even better school.

Please come and see us if you want to discuss anything in the policy, we are always pleased to make arrangements for this.

APPENDIX X



Behaviour Steps Grid STEP 1

Types of behaviour	Things supporting adult can do (choose appropriate)	Next steps to be taken	Support offered
<ul style="list-style-type: none"> ● Calling out in class ● Ignoring instructions ● Talking when asked to be silent ● Fidgeting and making silly noises ● Pushing in or running in school ● Misuse of property ● Name calling 	<ul style="list-style-type: none"> ● Eye contact ● Proximity ● Planned ignoring of specific behaviours ● Set an achievable task for the pupil e.g. complete one sentence... ● Praise those that are showing the desired behaviour ● Reward those showing the desired behaviour: 'I like it when.... I'm looking for....' 	<ol style="list-style-type: none"> 1. Verbal warning 2. Move to another place within classroom 3. Persistent behaviour: <ul style="list-style-type: none"> • Use of class cloud system resulting ultimate to moving to Step 2 • Return child to start point and ask them to walk • Not being allowed to use said property again for the rest of the session/day (as appropriate) 	<ul style="list-style-type: none"> ● Class teacher talks with child ● Praise for correct behaviour ● Certificate / stickers/ class reward for improvement ● Remind child of the playground/school charter ● Remind child of impact of their actions – 'cause thinking'. ● If repeated behaviour, remind them of this and discuss why this type of behaviour is not acceptable. ● Talk to child about consequence and why it is happening



Behaviour Steps Grid STEP 2

Types of behaviour	Things supporting adult can do (choose appropriate)	Next steps to be taken (choose appropriate, it may be all)	Support offered
<ul style="list-style-type: none"> ● Repeated Step 1 behaviour ● Cheekiness/Off-hand comments ● Throwing small objects in class ● Spitting ● Name calling ● Play fighting ● Defacing work and books ● Leaving teaching area without permission 	<ul style="list-style-type: none"> ● Sent to class teacher to discuss behaviour separation from rest of the class if possible – to allow better focus ● Complete CPOMS report (describing incident, discussion and consequence and stating that it is a Step 2 behaviour) and assigning to relevant class teacher ● Class teacher to speak to parent/adult collecting (where appropriate) of all children involved 	<ul style="list-style-type: none"> ● Unfinished work finished at playtime ● Loss of some or most of playtime/ lunchtime/ Golden Time in order to write a letter of apology, complete work <p><i>(ensure the pupil has at least a 5-minute break/opportunity to use toilet etc)</i></p>	<ul style="list-style-type: none"> ● Use PACE approach ● Class Teacher talks with child <ul style="list-style-type: none"> ○ Remind child of the playground/school charter ○ If repeated behaviour, remind them of this and discuss why this type of behaviour is not acceptable ○ Talk to child about consequence and why it is happening ● Rewards for improved behaviour: class rewards/stickers/certificates/ phone call home. ● If appropriate speak to parents – informally to support behaviour ● Circle time ● Realistic SMART targets to address behaviour – make it measurable (individual sticker target cards)



Behaviour Steps Grid STEP 3

Types of behaviour	Things supporting adult can do (choose appropriate)	Next steps to be taken (choose appropriate, it may be all)	Support offered
<ul style="list-style-type: none"> Repeated step 2 behaviour Not responding to an adult's repeated request or being disrespectful Lying to an adult General refusal Throwing objects in temper Harming someone Spitting at someone Intentional damage to property Swearing 	<ul style="list-style-type: none"> Mindful calming techniques Change of adult for refusal/disrespect Inform appropriate Assistant Headteacher Complete CPOMS report (describing incident, discussion and consequence and stating that it is a Step 3 behaviour) and assigning to the relevant Assistant Headteacher Where removal from class as consequence – record this on CPOMS as part of the report Behaviour slip to inform parents completed by Assistant Headteacher, potentially preceded by a phone call. (Inform parents and child that 2 more slips will mean a meeting with parents, the class teacher and a member of the SLT) 	<ul style="list-style-type: none"> Exclusion for one session to another class (inform appropriate Assistant Headteacher) Loss of 1 playtime and lunchtime. (work completed and apology letter completed in this time) Lunch to be eaten away from peers, on a separate table in the hall 	<ul style="list-style-type: none"> Use PACE approach Adult talks to child: Remind child of the playground/school charter If repeated behaviour, remind them of this and discuss why this type of behaviour is not acceptable. Talk to child about consequence and why it is happening Opportunities to redeem themselves through set/relevant tasks Rewards for improved behaviour: class rewards/stickers/certificates Individual sessions with behaviour support TA Structured lunchtime activities Nurture/Social groups



Behaviour Steps Grid STEP 4

Types of behaviour	Things supporting adult can do (choose appropriate)	Next steps to be taken (choose appropriate, it may be all)	Support offered
<ul style="list-style-type: none"> ● Repeated step 3 behaviour ● Throwing objects at people ● Intentional swearing ● Extreme rudeness to an adult ● Offensive remarks: racist, reference to family, sexual suggestion ● Serious challenge to authority ● Dangerous acts of vandalism 	<ul style="list-style-type: none"> ● Use of mindful calming techniques ● Child to be taken to Head Teacher ● Assess if individual pupil support plan (PSP) needs to be put in place ● Behaviour Targets to be set child and parents and monitored daily by teacher ● Target sheet to be copied and loaded up onto CPOMS ● Set up communication book with parents ● Ensure communication book is reviewed with parents and parents understand need to record behaviour at home ● Recorded on CPOMS (describing incident, discussions with child and consequence and stating that it is a Step 4 behaviour and assign to the Headteacher) ● All parent meetings relating to this step should be recorded on CPOMS as should any actions taken 	<ul style="list-style-type: none"> ● Internal exclusion for 1 session with HT/AHT ● Loss of playtimes and lunchtimes for 2 days ● Lunch to be eaten away from peers monitored by a member of HT/AHT in office area ● Behaviour slip to inform parents must be completed by HT/AHT and loaded onto CPOMS once returned to school ● Meeting to be arranged with parent ● All parent meetings relating to this step should be recorded on CPOMS as should any actions taken 	<ul style="list-style-type: none"> ● Use PACE approach ● Remind child of the playground/school charter ● If repeated behaviour, remind them of this and discuss why this type of behaviour is not acceptable ● Talk to child about consequence and why it is happening ● Rewards for improved behaviour: class rewards/stickers/certificates ● Individual sessions with behaviour support TA ● Involvement of outside counsellor ● Lunchtime clubs ● Behaviour intervention plan put in place and shared with parents and all staff ● Social skills/games at lunchtime/break ● Consider referral to CAF /CAMHS /PRU



Behaviour Steps Grid STEP 5

Types of behaviour	Things supporting adult can do (choose appropriate)	Next steps to be taken (choose appropriate, it may be all)	Support offered
<ul style="list-style-type: none"> Repeated Step 4 behaviour Fighting and extreme intentional physical harm to other children 	<ul style="list-style-type: none"> Use of mindful calming techniques Review or set up PSP Behaviour targets set on a weekly report sheet and monitored by SLT/teacher and daily update to parents Process, actions and paperwork recorded/held on CPOMS All parent meetings relating to this step should be recorded on CPOMS as should any actions taken 	<ul style="list-style-type: none"> Headteacher to contact parents for a meeting at 8.30am the next morning and a letter to be sent home at the end of the day confirming the meeting. Copy of the letter to be loaded onto CPOMS Internal exclusion (for one day) into parallel class or in office area monitored by Headteacher Review or set up PSP Seclusion at playtimes and lunchtimes for 1 week with phased entry back to the playground Meeting arranged by SENCO for all involved with the child Fixed term exclusion (need to follow exclusion policy and guidelines) 	<ul style="list-style-type: none"> Use PACE approach Behaviour targets set with parents and monitored by parents and teacher Rewards for improved behaviour: stickers/certificates Individual sessions with behaviour support TA Involvement of outside counsellor Circle Time Lunchtime Clubs Prevention techniques shared with staff via behaviour plan on Step 4 Discuss with Buckinghamshire inclusion team
<ul style="list-style-type: none"> Bullying (persistent victimisation of whether verbal or physical) 			
<ul style="list-style-type: none"> Extreme unprovoked physical aggression and verbal outbursts 			
<ul style="list-style-type: none"> Extreme violence or putting others in danger 			
<ul style="list-style-type: none"> Physical abuse of any kind to any member of staff. 			

Appendix XI



MDSA **Behaviour Steps Grid** **STEP 1**

Types of behaviour	Things supporting adult can do	Next steps to be taken	Support offered
<ul style="list-style-type: none"> ● Ignoring instructions ● Talking when asked to be quiet ● Fidgeting and making silly noises ● Pushing in or running in school ● Misuse of property ● Name calling 	<ul style="list-style-type: none"> ● Use mindful listening techniques ● Remind child of the playground/school charter ● Remind child to move mindfully around the school. ● Return child to start point and ask them to walk ● Remind child of impact of their actions – 'cause thinking'. ● Verbal warning <p>N.B. speak to class teacher to find out class system</p>	<ul style="list-style-type: none"> ● Hold adult's hand for 2 minutes ● Persistent behaviour - move to step 2 	<ul style="list-style-type: none"> ● Use PACE approach ● MDSA talks with child about their behaviour, using mindful language to find out what has happened. ● Encourage child to verbalise what steps they could go through, should a similar set of circumstances happen again. If they cannot verbalise tell them what they can do. ● Praise for correct behaviour ● Stickers/class reward for improvement



MDSA **Behaviour Steps Grid** **STEP 2**

Types of behaviour	Things supporting adult can do	Next steps to be taken	Support offered
<ul style="list-style-type: none"> ● Repeated Step 1 behaviour ● Cheekiness/Off-hand comments ● Throwing small objects ● Spitting ● Play fighting ● Leaving playground/dining area without permission 	<ul style="list-style-type: none"> ● Use mindful listening techniques ● Remind child of the playground/school charter ● Remind child of impact of their actions – 'cause thinking'. ● Remind child to move mindfully around the school. ● Return child to start point and ask them to walk ● If repeated behaviour, remind them of this and discuss why this type of behaviour is not acceptable. ● Talk to child about consequence and why it is happening 	<ul style="list-style-type: none"> ● 5 minutes time out next to first aid room. ● Inform teacher by completing CPOMS report (describing incident, discussion and consequence and stating that it is a Step 2 behaviour) and assigning to relevant class teacher 	<ul style="list-style-type: none"> ● Use PACE approach ● MDSA talks with child about their behaviour, using mindful language to find out what has happened. ● Encourage child to verbalise what steps they could go through should a similar set of circumstances happen again. If they cannot verbalise tell them what they can do. ● Praise for correct behaviour ● Stickers/class reward for improvement



MDSA **Behaviour Steps Grid** **STEP 3**

Types of behaviour	Things supporting adult can do	Next steps to be taken
<ul style="list-style-type: none"> ● Repeated Step 2 behaviour ● Not responding to an adult's repeated request or being disrespectful ● Lying to an adult ● General refusal ● Throwing objects in temper ● Harming someone ● Spitting at someone ● Intentional damage to property 	<ul style="list-style-type: none"> ● Inform Mrs Simons ● Use mindful language to talk and discuss the incident. ● Remind child of the playground/school charter ● Remind child of impact of their actions – 'cause thinking' ● If repeated behaviour, remind them of this and discuss why this type of behaviour is not acceptable. ● Talk to child about consequence and why it is happening 	<ul style="list-style-type: none"> ● Mrs Simons to write behaviour slip and inform SLT ● Record incident on CPOMS stating step 3 behaviour and describe incident, consequence and discussion with child. Assign to relevant Assistant Headteacher and alert class teacher ● Sanctions to be in line with full behaviour grids. Mrs Simons to organise in conjunction with AHT. Choose from: <ul style="list-style-type: none"> ● Exclusion for one session to parallel class (organised by AHT – depending on which year group the child is in and recorded as an action on CPOMS) ● Loss of 1 playtime and lunchtime. ● Lunch to be eaten away from peers, monitored by staff in the hall. ● Verbal apology to child or adult involved. Child should understand why they are saying sorry, ie that they will try their best not to do it again. ● To be brought in if out and vice versa to remove the child from the situation



MDSA **Behaviour Steps Grid** **STEP 4**

Types of behaviour	Things supporting adult can do	Next steps to be taken
<ul style="list-style-type: none"> ● Repeated Step 3 behaviour ● Throwing objects at people ● Swearing/swearing under breath ● Extreme rudeness to an adult ● Offensive remarks: racist, reference to family, sexual suggestion ● Serious challenge to authority ● Dangerous acts of vandalism 	<ul style="list-style-type: none"> ● If required, ask another adult to support you ● Inform Mrs Simons ● Use mindful language to talk and discuss the incident. ● Remind child of the playground/school charter ● Remind child of impact of their actions – 'cause thinking' ● If repeated behaviour, remind them of this and discuss why this type of behaviour is not acceptable. ● Talk to child about consequence and why it is happening 	<ul style="list-style-type: none"> ● Mrs Simons to take child to one of the Assistant Head Teachers or if they are not available the next most senior staff member. ● Sanctions to be in line with the main behaviour grids. ● Record incident on CPOMS stating step 3 behaviour and describe incident, consequence and discussion with child. Assign to relevant Assistant Headteacher and alert class teacher

Appendix XII



Marlow Church of England Infant School

Golden Time

Name _____ Date _____

During the last week at school your child has lost ____ minutes of golden time. This falls well below our expectations and their behaviour will be closely monitored in the coming week. If you wish to discuss this further then please call the office to arrange an appointment with me.

Signed _____ Class Teacher

Parent Signature: _____

Please return On Monday



Marlow Church of England Infant School

Golden Time

Name _____ Date _____

During the last week at school your child has lost ____ minutes of golden time. This falls well below our expectations and their behaviour will be closely monitored in the coming week. If you wish to discuss this further then please call the office to arrange an appointment with me.

Signed _____ Class Teacher

Parent Signature: _____

Please return On Monday

Appendix XIII



Marlow Church of England Infant School

Behaviour Slip for Parents

Child's Name:

Date:

Unacceptable Behaviour:

Consequence:

Further actions / support

Signed:

Name:

Please sign & return to school tomorrow:

Parent Carer signature:

Date: