



Lancing College

Preparatory School at Hove

**Policy to promote good  
behaviour**

**(including sanctions)**

**2018-2019**

## Rewards

While the bulk of this section is concerned with discipline and sanctions, all staff should recognise that rewards play a vital role in the education and welfare of pupils. Formal systems for rewarding good behaviour should be used whenever appropriate by teaching staff. This policy applies to the whole school, including the EYFS, although it should be noted that rewards and sanctions are modified in order to be age-appropriate. In addition, all sanctions must be appropriate to any special educational needs or disabilities that a pupil might have. We comply with sections 3.52-3 of the EYFS Framework. Likewise, the needs of pupils with special educational needs are taken into account when making judgements regarding rewards and sanctions.

The Lancing Prep Hove ABC is fundamental in promoting good behaviour throughout the school.

It is on display in all classrooms and also appears in the printed calendar and other school literature.

Lancing Prep Hove ABC

**A**lways try your best in every task you do

**B**ehave to others as you would like them to behave towards you

**C**are for and consider everything and everyone around you

## Informal rewards

The *informal rewards* that members of staff will be making all the time remain vital to promoting positive behaviour throughout the school

- Positive comments on marked work.
- Positive verbal feedback on work, effort and conduct.
- Praising pupils for their efforts in any field, whether academic, sporting, musical, theatrical or social.
- A discussion / note in diary / email to parents to highlight 'good news'

All pupils appreciate members of staff showing an interest in what they do. It is strongly recommended, therefore, that all members of staff make the effort, wherever possible, to attend sports matches, concerts, plays etc. and to congratulate and praise pupils for whom they may have a special responsibility

## Formal rewards

- Mentioning good work, effort, achievement linked to the termly theme (eg resilience) in Head Mistress' 'Good Work' book.
- House points (HPs) are awarded for exceptional effort in work and for good citizenship eg polite / helpful behaviour (recorded on school system and in school diary).
- Termly reward for pupils in the winning House **plus** any children throughout the prep school who also reach a specified target number of HPs.  
The award could include a visit to the cinema, trip to the swimming pool, bowling outing etc  
Pupils in the winning House who have earned 10 or more conduct points will not be allowed to take part in the termly reward activity
- Departmental awards are awarded by individual subject teachers for outstanding work and are handed out in the weekly awards assembly.
- Promotion to a position of responsibility (school prefects, school council etc).
- Awarding school colours for demonstrating exceptional skill levels and commitment in specific curriculum areas eg music, drama, dance and sport.

## **Discipline**

The aim of maintaining good discipline is to ensure a happy, safe and productive environment for the whole school community.

All members of staff are expected to play an active role in maintaining good discipline. Often this means no more than having a quiet word with a pupil but sometimes a more formal response, involving some form of sanction, is more appropriate and effective.

It is important that discipline be exercised in an age-appropriate manner. Equally, form teachers play an important role in ensuring that age-appropriate behaviour is modelled and that sanctions are clearly expressed and upheld. Ensuring effective transition, particularly across key stages or sections of the School, is important.

Staff need to take an active role in addressing discipline issues and should not rely on using lunchtime detentions or passing the matter on to fellow staff members. This may mean keeping a pupil behind at the end of a lesson or at break time.

There is no corporal punishment of any sort at Lancing College Preparatory School at Hove.

**The role of the teacher in setting the appropriate standards cannot be overestimated. The way members of staff present themselves, converse with pupils and organise their classrooms or lessons should all set the standard we expect pupils to aspire to.**

## **Prep school sanctions**

The school employs a number of sanctions to enforce school rules and to ensure a safe and positive learning environment. These include:

- **Conduct points**

Individual CPs are awarded for minor misdemeanours such as lateness, incorrect equipment, poor focus in class, breaking a set school rule.

Any incidents involving overly physical behaviour / foul language / physical or verbal aggression / damage to school property results in the loss of *at least* 5 conduct points.

Pupils who have earned 10 or more conduct points will not be allowed to take part in the termly reward activity for the winning House

Pupils begin each new term with zero conduct points

- **Pupil monitoring booklet**

Usually in response to persistently poor work or behaviour in lessons and lasts for one or more weeks. Improvement targets are set following pupil/tutor discussion. A pupil carries a booklet which must be signed by each teacher he/she sees during the day. Teachers add comments on work and behaviour.

- **Lunchtime detention – 30mins**

Names of pupils are written into the appropriate Detention book (Behaviour or Academic) recorded on school system.

Staff who award a detention to contact parents directly.

There is a daily detention session supervised by a member of staff, but other time during which the pupil is free can also be used.

A lunchtime detention will run for a full lunch break, from the time they are dismissed from the dining hall to when the bell rings for the end of break. They will be kept in a classroom and are expected to bring a pencil case and complete appropriate tasks.

Academic detention can be awarded for missing a deadline to submit academic work or submitting wilfully poor academic work.

- **Evening detention – 60 mins**

If a child persists in their behaviour that has led to them being in lunchtime detentions then they will be expected to attend an after school detention. This will run after school hours. During this time the parents will be contacted. This will be organised by Alun Price and raised with the Senior Management Team.

- **Suspension (internal and external)**

For serious or persistent misbehaviour. A pupil may be suspended from school for any period from one or two days up to several weeks. The Head Mistress decides when and for how long a pupil is to be suspended, in consultation with the Deputy Head and other members of staff as appropriate.

Every effort is made to contact parents or guardians as soon as the decision to suspend a pupil has been made.

The Head Mistress or the Deputy Head will write a letter to parents notifying them of the suspension. While suspended a pupil must stay with parents or a guardian. A pupil is usually allowed to return to school during suspension to sit external exams.

- **Expulsion**

A rare sanction, only used where the continued attendance of a pupil at the school is seen to be detrimental to the continued good order of the school and to the well-being of other pupils. It is the Head Mistress, in consultation with the Chairman of the Governing Body, who makes the decision to expel a pupil.

## **Communication**

If a sanction is awarded to a pupil it is very important that the pupil is left in no doubt what is required.

Members of staff should talk to Form teachers about pupils who are cause for concern. It may be appropriate, too, to keep the other staff informed.

Staff should refer to the school sanction grades for details of parent communication protocol.

## **Recording sanctions**

All sanctions are recorded on the school system

The Deputy Head keeps a central log of all major sanctions awarded to pupils.

Form Teachers pass information about sanctions to the Deputy Head on a regular basis.

A separate record of suspensions is kept by the Head Mistress. All suspensions and exclusions are reported to the Governing Body.

## **Prep school sanction grades**

### **Grade 1**

*Loss of an individual conduct point for a minor misdemeanour*

All CPs recorded on the school system along with reason for award.

### **Grade 2**

*Persistent low-level poor behaviour*

*Cumulative loss of 5 conduct points for minor misdemeanours*

Pupils to have a meeting with form tutor

Phone call to parents from form tutor

Lunchtime detention (30 minutes)

### **Grade 3**

*Overly physical behaviour / foul language / physical or verbal aggression / damage to school property/ targeted unkind behaviour towards peers*

*Immediate award of 5 conduct points for these behaviour types*

Lunchtime detention (30 minutes)

Deputy Head informed and parents contacted by teacher awarding detention or DH

### **Grade 4**

*Specific bullying incident or aggressive physical interaction / repeated poor behaviour*

*Also, cumulative loss of 10 conduct points*

Evening detention (60 minutes)

Pupil to have a meeting with Head

Parents informed by Deputy Head / 48hrs notice given prior to detention

### **Grade 5**

*Behaviour completely inappropriate for school / second Grade 4 offence*

*Also, cumulative loss of 20 conduct points*

Parents informed by Deputy Head and or Head Mistress

Internal suspension / external suspension / final warning / exclusion

## **Pre-prep arrangements**

Pre-Prep staff should refer and adhere to the main principles of the whole school Behaviour Policy.

Pre-Prep staff should always 'catch' children being well behaved and provide lots of positive verbal feedback throughout the school day.

## **Rewards and Sanctions**

### Whole Class rewards

In addition to this the class can work together as a team towards a weekly reward of 'privilege time'; a session at the end of each week where children are able to initiate their learning/play.

Class teachers will reward the whole class when they observe children behaving in a positive manner and adhering to classroom rules/LPH ABC – rules should be written together at the start of the academic year and displayed in the classroom, where they can be referred to regularly. Whole class rewards will be collected throughout the week/term and should be visual.

### Individual rewards/sanctions

Each Pre-Prep class should have a visual representation of the behavioural system in their classroom which is in a clear line of sight of the pupils – a sun, grey cloud, black cloud and star.

The system will consist of a sunshine, where all children's names will be placed at the start of each school day; all children will therefore start the day on a positive note.

If a child chooses to break a class/school rule, staff should give a verbal warning on two occasions, reminding the child that they are breaking a rule, and will be moved from the sunshine to the cloud if this unacceptable behaviour continues, e.g. interrupting, distracting themselves, not being sensible, speaking unkind words, and so on.

If the child continues to break any rule after two warnings, the child's name should be moved to a grey cloud and the child clearly told that they have been moved. *It is also powerful to quietly move the child's name without saying anything if the disruption is happening during whole class carpet/quiet learning time.*

The child should stay at this level until such a time that they are able to 'turn their behaviour around' and can have their name moved back to the sunshine (watch out for children being good) or if a child continues to break rules, they may move to a black cloud.

Once a child is on the black cloud they should miss 3 minutes of privilege time on a Friday afternoon (moving to the black cloud will result in missing 3 mins for each event). The class teacher should use a sand timer, so that the children have a clear visual representation of the time, and they should discuss their behaviour/why they may be sorry. The child's parent **should always** be informed that their child has reached the black cloud either verbally at the end of the day when the child is dismissed or by e mail.

If a child reaches the black cloud and has missed some privilege time, yet is still not able to turn their behaviour around by the end of the day, they should be sent to discuss their behaviour with Head of Pre-Prep. The class teacher and HoPP will discuss each individual case and discuss ways forward.

Positive behaviour and excellent work should be rewarded by moving a child onto the star. Children who have been moved to the star should be praised according to individual class teachers (a sticker, sharing with parents, star on bus etc).

All staff dealing with PP children should use the above system and inform class teachers/TA's if a child should be moved in either direction.

HoPP and PP staff should also regular refer to children's invisible buckets of happiness with PP children. HoPP uses this language regularly with PP children and has shared resources with all PP teachers at the start of term/PSHE Co-ordinator. Please note that HoPP has resources to share with your children if you would like to borrow. PP children/their parents are all aware of these invisible buckets, which can be filled with good deeds and kind words. Conversely, a person's bucket can be emptied by a person acting or speaking unkindly or negatively towards another child.

HoPP will continue to regularly speak to PP children about the ideas outlined in this policy. PP staff should also use the same language, to ensure consistency across the Pre-Prep.

Teachers should continue to reward good work and deeds by sending children to HoPP when they have produced outstanding work or have behaved exceptionally well. They will be awarded a certificate in Friday celebration assembly by HoPP. HM awards will be given when children reach the Prep school.

Date: January 2019

For review: January 2020 by Alun Price, Deputy Head