



Lancing Prep Hove

A Lancing College Preparatory School

**Policy to Promote
Good Behaviour
(including sanctions)**

2023-2024

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.

The Lancing Prep Hove ABC

Always try your best in every task you do

Behave to others as you would like them to behave towards you

Care 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 conversation or 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 learning attitudes or current school theme (eg resilience) during weekly awards assemblies
- House Points/Pride Points (HPs/PPs) are awarded for exceptional effort in work and for good citizenship eg polite / helpful behaviour (recorded on iSAMS and via tokens collected in the boxes outside HoPP office for Pre-Prep).
- Termly reward for pupils in the winning House/Pride
The award could include a visit to the cinema, trip to the swimming pool, bowling outing or an in house treat for PP pupils.
- Prep pupils in the winning House who have gained ten or more conduct points will not be allowed to take part in the termly reward activity.
- Departmental awards (subject postcards) are awarded by staff for outstanding work or positive behaviour choices. These are handed out in the weekly awards assemblies.
- 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 imposed 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 imposition of *at least* five conduct points.

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

Conduct point totals are reset to zero at the start of each term.

- **Pupil or Form Behaviour Monitoring Booklets**

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, and these are then communicated to teaching staff and parents. 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, and this is monitored daily by both Form tutors and parents.

- **Breaktime Detention – 25 minutes**

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

Staff who impose a detention to contact parents directly.

A breaktime detention will run for a full lunch break, from the time they are dismissed from the lesson to when the bell rings for the end of break. They will be held in a designated classroom and pupils are expected to bring a pencil case and complete appropriate tasks.

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

- **Evening Detention – 60 minutes**

For Grade 4 sanctions or if a child persists in behaviour that has led to them being in lunchtime detention, they will be expected to attend an after-school detention. This will run after school hours. During this time the parents will be contacted including confirmation that the detention has been served. 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 Head of Lancing College / Chairman of the Governing Body, who makes the decision to expel a pupil.

In other circumstances parents may be required to remove a pupil if the Head is of the opinion that by reason of the pupil's conduct or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities offered by the school, or if a parent has treated the school or members of its staff unreasonably. In these circumstances parents may be permitted to withdraw the pupil as an alternative to removal being required.

- **Support systems**

The school offers support to pupils to help address poor behaviour choices.

This could include a monitoring booklet with agreed targets, a regular meeting with a designated staff member, ELSA sessions or an agreed home-school reward.

Use of Reasonable Force

At Lancing Prep Hove, we are fortunate in that our children want to behave well, and we are very well supported by our parents in this respect too.

Any use of reasonable force will be in accordance with the DfE guidance ***Use of reasonable force***

[Behaviour in Schools - Advice for headteachers and school staff \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/362822/behaviour-in-schools-advice-for-headteachers-and-school-staff.pdf)

Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property, including their own
- Engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

In these circumstances, force will be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom, where allowing her to do so would risk her safety or lead to behaviour that disrupts the behaviour of others. In addition, reasonable force may be used to conduct a search for certain "prohibited items". In these circumstances, 'reasonable' means using no more force than is needed.

In deciding whether reasonable force is required, the needs of individual pupils will be considered, and reasonable adjustments will be made for pupils with special educational needs or disabilities. The school will establish proactive and positive behaviour support strategies for pupils with particular needs, in consultation with their parents, to reduce the occurrence of challenging behaviour and the need to use reasonable force.

Where reasonable force is used by a member of staff, the Head Mistress must be informed of the incident and it will be recorded in writing. The pupil's parents will be informed about incidents involving the use of force.

In relation to the 'Statutory Framework for the EYFS 2014' physical intervention will only be used to manage an EYFS child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would be reasonably regarded as exceptional circumstances.

Communication

If a sanction is imposed upon a pupil, it is very important that the pupil is left in no doubt what is required.

Behaviour concerns are raised and discussed regularly and there is a weekly pastoral meeting attended by Al Price, Dan Clifton, Lianne Morrison and Laura French. There are also agenda items each week during whole school staff-briefing and SMT meeting.

Members of staff should talk to Form Tutors 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 involving more serious incidents.

When a pupil has been reprimanded for poor behaviour, conduct points are recorded on the school system (iSAMS) which is accessible to all teachers and the SLT. This enables us to track individuals' behaviour and identify patterns or concerns so that we can put strategies in place to remedy them.

Through all rewards and sanctions, we understand that communication between home and school is essential. The iParent App allows parents to view their child's rewards and sanctions, and where sanctions reach Level 2 or beyond, parents will be informed as to the school's response, and may be invited into school with a view to supporting their child both at home and at school. Parental support is central to the success of this policy and the school expects to work alongside parents in resolving issues. As a matter of policy, we do not discuss the discipline of individual pupils with parents other than those of the child concerned.

Recording sanctions

All sanctions are recorded on the school system (iSAMS)

The Deputy Head keeps a central log of all major sanctions imposed upon pupils. This enables us to track individual's behaviour and identify patterns or concerns so that the school can put strategies in place to remedy them.

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

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

Prep School Sanction Grades

- Grade 1** *Minor misdemeanour*
Imposition of a single conduct point
- All CPs recorded on iSAMS along with reason.
Notification sent to parents via parent portal
- Grade 2** *Persistent low-level poor behaviour*
Cumulative total of five conduct points for minor misdemeanours
- Pupils to have a meeting with form tutor
Phone call to parents from form tutor
Breaktime detention (25 minutes)
- Grade 3** *Physical or verbal aggression / foul language / damage to school property/ bullying incident*
Immediate imposition of five conduct points for these behaviour types
- Breaktime detention (25 minutes)
Deputy Head informed and parents contacted by teacher issuing detention
- Grade 4** *Repeat or more serious bullying incident or aggressive physical interaction / repeated poor behaviour*
Also, cumulative total of ten conduct points
- Evening detention (60 minutes)
Pupil to have a meeting with Head
Parents informed by Deputy Head / 48 hours' notice given prior to detention
- Grade 5** *Behaviour completely inappropriate for school / second Grade 4 offence*
Also, cumulative total of 20 conduct points
- Parents informed by Deputy Head and or Head Mistress
Internal suspension / external suspension / final warning / exclusion

Pre-Prep Behaviour for Learning

Learning Characteristics:

To promote the skills required to develop 'good behaviour for learning', pupils are introduced to three (EYFS) or four (KS1) animal learning characters from Pre-School and throughout the Pre-Prep.

See Appendix A.

The learning characters represent the following characteristics of effective learning behaviours: engagement, motivation, creative and critical thinking and resourcefulness. The learning powers associated with the animal characters underpin our everyday practice and aim to equip all pupils as learners throughout the Pre-Prep and beyond. Pupils are empowered to take calculated risks particular to their age and ability, learn from one another and from their mistakes and be enabled to see this as a necessary and important part of the learning process. In order to develop an effective learning culture throughout our school, the learning behaviours are embedded in everyday practice and are used when giving praise and motivation.

Movement around the school:

- Children are expected to consider others when moving around the school; safely and quietly.
- Teachers collect classes from the playground / field and enter the school through the boot room. Preschool may walk through the school office. Staff should help facilitate a quiet line into the school building.

Assemblies:

- Assemblies need to start promptly so children are not sitting for extended periods of time waiting.
- Children to be seated in line order by the class teacher.
- Class teachers should stay in the hall until the assembly begins.
- The expectation is that children enter and leave the hall quietly and remain quiet until assembly starts.
- Children who do not make good choices in assembly are to be noted by the adults present and added to PASS/ISAMS so that frequency can be tracked for individuals and classes.

Behaviour at Break and Lunchtimes:

During break and lunch times we provide some structured activities to support positive playtimes.

- The playground is zoned, and each zone is allocated an activity. The activities may include playground games, ball games, skipping, football, circle games, etc.
- The staff on duty are expected to supervise a zone and participate and engage children in games on the playground.
- **All staff** use Restorative Justice language to facilitate children resolving disagreements on the playground.
- Pride Point Tokens are awarded to individual children demonstrating positive behaviour choices. These are shared with the class teacher at the end of break so that they can celebrate positive behaviour and children collect their own Pride Point Tokens.

- Support staff should facilitate time to 'rethink' where the child must sit with an adult to talk through positive choices. This is up to a maximum of 5 minutes and will relate to the learning ladder, where on rethink children are encouraged to think about what they need to do to get back into the green ready to learn zone.
- For any significant incidents during Pre-Prep playtimes, Head of Pre-Prep needs to be informed, as well as class teachers and details entered on to iSAMS.
- Teachers establish with their class any additional expectations in relation to wet play activities. Wet playtime activities are available for the support staff to supervise; these are kept in each classroom.

Positive Behaviour Management- Rewards and Consequences:

As a school we encourage the children to recognise and reflect on the importance of making good behaviour choices. This will help children understand and take responsibility for their own behaviour. Pupils can expect to be recognised for positive choices and where appropriate, be given one of the rewards the school offers. All of these are clearly outlined to the children at the beginning of the academic year.

Motivational activities:

- Verbal praise from a member of staff
- Pride Point Tokens awarded for children to add to their team colour in the collection box.
- Gold Pride Points (tokens) for children who have been recognised to have gone above and beyond on that day.
- Weekly Celebration assemblies: linked to the learning characteristics, and postcard certificates sent home and children's successes displayed to celebrate individual achievement.
- Learning characteristic awards given at the end of each term
- Written comments on children's work
- Acknowledgement from another member of staff, including SLT.
- Parents informed of successes and public praise in school.

Consequences and proactive intervention:

- Modelling and promoting positive behaviour for learning and use visuals to remind children about expectations.
- Visual of the Learning Ladder displayed and used rigorously in each classroom – staff are proactive in 'catching' and recognising positive behaviour for learning in all areas of the school environment.
- Class contract – rules at the start of the year and revisited, as necessary.
- Postcards home from members of SLT
- Placement and use of peripheral vision to pick up on low level behaviours.
- Quiet discussion with the child to remind them about teacher's expectations.
- Being placed on rethink on the learning ladder. All behaviour that reaches this point is recorded on iSAMS.
- Use of Restorative Justice (RJ) language to resolve issues.
- Reset (ladder diagram in appendix A). Once reset has been reached, HoPP and parents must be informed by email and brief details recorded on iSAMS on the day of the incident. There should be a discussion with the child (by parents, HoPP and class teacher) which aim to result in interventions being put in place to support positive behaviour changes. If a child's behaviour results in them reaching reset twice (for the same behaviour or three times in one week), the

- class teacher and HoPP will meet with parents to discuss next steps.
- Work that is not completed in class due to child's negative choices will be sent home to finish.
- Removal from the class if behaviour poses a risk to themselves or others and parents asked to collect children if deemed necessary by SLT.

All behaviour incidents are dealt with on an individual basis which allows for the most appropriate consequence to be given to move the situation forward and allow the child to reflect on the choices made.

Restorative Justice:

Restorative approaches refer to a range of methods and strategies which can be put in place to resolve relationship-damaging incidents once they occur as well as preventing such incidents from occurring. Our school values run alongside restorative principles in the prevention of harm as well as in the resolution of conflict. Restorative approaches are in place and used to improve relationships and diminish harmful conflict in our school. They are also used to alleviate problems such as bullying and classroom disruption.

Restorative justice is the process that emphasises the importance of feelings and their effect on relationships. If needed, restorative conferences, with Head of Pre-Prep, enable those who have been harmed to convey the impact of the harm to those responsible and those responsible acknowledge this impact. All involved make the decisions on what is needed in order to take steps to put it right.

Behaviour: Pre-Prep Learning Ladder:

Our Pre-Prep behaviour for learning system has a neutral starting point with every child beginning the day on 'ready to learn'. The children can then move to 'good learning', which, with teacher praise, indicates to the child that they are doing well. If the child's learning behaviour improves further (working above and beyond where they would normally be) they can then move to 'power learning'. For this they would receive a Gold Pride Token for their team.

If, however, a child is having difficulties regulating themselves, they will be moved to 'rethink'. They will then be directed to the Just Right tower and their personal profile/class toolbox as required. By moving, the ladder encourages reinforcement that they need to change their learning behaviour using a positive choice. It also allows the child time to get back on track and use Just Right strategies if appropriate.

If this opportunity is not taken and the behaviour continues to fall below school expectations, the child will be moved to 'reset'. At this point, the teacher is looking for them to correct their behaviour and move back to being 'ready to learn'. The adult will co-regulate with the child, explaining exactly what needs to change and a strategy to help them achieve this. During reflection time, the child talks to the teacher about what the expectations are for the next lesson, using visual aids as a prompt.

Any behaviour concerns should be recorded on PASS/ISAMS and discussed with parents, who should be informed on the same day, where possible, via pick up, e mail or a telephone conversation. If a child continues to have difficulty regulating themselves and are often having to reset and rethink their behaviours, these behaviours and agreed strategies will be discussed with Head of Pre-Prep and any significant pastoral issues / behaviour incidents will be monitored and discussed at both weekly Pre-Prep and SLT meetings. When a child repeatedly reaches reset for

the same behaviour or three times in one week, parents will be asked to meet with teacher and HoPP to discuss next steps.

Buckets of Happiness

We also encourage positive behaviour in the Pre-Prep by using the concept of an invisible bucket to show children how easy and rewarding it is to express kindness, appreciation and love by 'filling invisible buckets'. Conversely, children are taught to understand that bucket dipping is a negative behaviour. It is explained that it is possible to fill or dip into our own buckets as well as the buckets of others.

Pre-Prep Appendix A:

Pre-Prep Characteristics of Effective Learning

The characteristics of effective learning focus on how children learn, rather than what they learn. Understanding types of learners, and how children learn, can help teachers plan provision and enables teachers to give the opportunity for all the characteristics to occur in the classroom environment. At LPH we have based our characteristics on the EYFS framework of playing and exploring, active learning and creating and thinking critically, which are introduced from Preschool. To ensure continuity throughout the Pre-Prep, we continue with these characteristics and have added a fourth characteristic of resourcefulness for our Year 1 and Year 2 classes. In our Pre-Prep classrooms, you will hear both adults and children talking this language of learning. Our language of learning is represented by an animal puppet, chosen to represent each characteristic of learning.

If we look at each in detail:

Playing and Exploring is our **engagement** characteristic, represented by a **unicorn**. Teachers focus on whether the children are playing with what they know, finding out and exploring, engaging in activities, showing particular interests and if they are able to take risks, and learn by trial and error, so are not afraid to make mistakes, as they know that they can learn by them.

Active Learning is our **motivation** characteristic, which involves children being involved and maintaining focus. This characteristic of learning is represented by a **tortoise**. They keep on trying, attempt different approaches and children will enjoy a task and be proud of what they set out to do.

Creative and Thinking Critically is our thinking characteristic, represented by a **cat**. We can break this down into children having their own ideas and finding ways to solve problems. We should also observe children making links and noticing patterns in their experiences, making predictions and testing ideas. Children will be confident when making decisions about how to approach a task, solve problems, review and change strategies to reach their goal.

Resourcefulness is our fourth characteristic introduced in Year 1, alongside the first three. Resourcefulness is represented by a **squirrel**. Adults would observe children becoming more independent both academically and socially. Resourcefulness can be defined as the ability and creativity to overcome difficulties and the ability to help oneself. Adults can encourage children to become more resourceful by providing an enabling environment with organised, accessible resources, ask open ended questions, encourage a growth mindset ('I can't do it yet') and support children in being proactive.



This policy should be read in conjunction with:

- The Anti-bullying policy
- The Safeguarding policy
- Child-on-child Abuse Policy
- The SEND policy
- PSHE schemes of work

Recent government guidance to schools is recommended reading for all staff:

[Behaviour in Schools - Advice for headteachers and school staff \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

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For review: September 2024 by Alun Price, Deputy Head