



Lancing Prep Hove

A Lancing College Preparatory School

Policy to Promote Good Behaviour (including sanctions)

2026-2027

The school aims to foster a culture in which pupils feel safe, respected and valued, where high expectations are accompanied by appropriate support, and where pupils are encouraged to take responsibility for their actions and contribute positively to the school community

The school's approach to behaviour is intended not only to prevent misconduct but also to promote pupils' physical and mental health, emotional wellbeing, sense of belonging, self-esteem, responsibility and positive relationships.

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 (Prep and Pre-Prep)

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 (Prep and Pre-Prep)

- 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.
Pre-Prep pupils in the winning Pride who have been moved to reset three times or more 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.
- Various prizes are awarded at the end of year recognising the school's values and celebrating excellence of attainment and achievement.

Formal Rewards (Prep only)

- 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.

Formal Rewards (Pre-Prep only)

- Gold pride points are awarded for pupils whose behaviour is at a level significantly above and beyond standard expectations

Discipline

The aim of maintaining good discipline is to ensure a happy, safe and productive environment for the whole school community. Leaders regularly review behaviour records, sanctions, rewards, exclusions, bullying incidents and safeguarding concerns to evaluate the effectiveness of the school's behaviour culture and identify areas for improvement.

Behaviour expectations apply equally to all pupils. The school will not tolerate prejudice, discrimination, harassment or bullying related to any protected characteristic and will make reasonable adjustments where appropriate for pupils with SEND or disabilities

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.

The school places significant emphasis on building positive, respectful relationships between pupils and staff. Restorative approaches may be used where appropriate to repair relationships and rebuild trust following incidents.

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.

The school uses Girls on Board / Working with Boys (Prep) and Restorative Justice (Pre-Prep) to guide staff responses to poor behaviour or difficulties between friends at break times.

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

The school recognises that some behaviour incidents may constitute child-on-child abuse. Such incidents will be investigated through safeguarding procedures as well as behaviour procedures where appropriate.

LPH does not tolerate discriminatory behaviour including racism, sexism, misogyny, misandry, homophobic, biphobic, transphobic, disability-related or faith-based harassment. Such incidents will be treated seriously and may also be considered safeguarding concerns.

All staff receive appropriate training and guidance in behaviour management. Leaders monitor the consistent implementation of this policy through the school's quality assurance processes.

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.

- **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 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.

Pre-Prep Sanctions

The Pre-Prep employs several age-appropriate sanctions to enforce school rules and to ensure a safe and positive learning environment. These are based on the Learning pathway:

- **Rethink**

The first warning step on the learning pathway, for minor misdemeanours such as poor sharing, minor disruption to learning, breaking a class rule.

The teacher will co-regulate with the child, explaining exactly what needs to change and a strategy to help them achieve this.

A pupil who has moved to rethink and those children whose behaviour does not improve will be moved to a Grade 2 reset.

- **Reset**

Any incident involving overly physical behaviour, physical / verbal aggression or intentional damage to school property results in the pupil moving directly to a Grade 3 reset on the learning pathway.

Any pupil moved to a grade 3 reset will meet with the Head of Pre-Prep (HoPP) or another member of SLT in her absence to discuss the incident. The pupil will miss the entirety of the next break and the Head of Pre-Prep or another member of SLT will contact parents to discuss.

- **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 Head of Pre-Prep 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 Head of Pre-Prep will write a letter to parents notifying them of the suspension. While suspended a pupil must stay with parents or a guardian.

Support systems (Prep and Pre-Prep)

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

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

The school recognises that some children may have additional needs and that there is need to differentiate support for behaviour / conduct. Individual support plans will be

written with input from the form tutor and the Head of Learning Enhancement. Where relevant, input from external agencies may be sought.

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.

The school is committed to minimising the need for restrictive interventions through positive behaviour management, early intervention, de-escalation strategies, restorative approaches and appropriate support plans. Staff will always seek to use the least restrictive response available and reasonable force will only be used where necessary, proportionate and for the shortest possible time.

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

[Use of reasonable force and other restrictive interventions guidance](#)

Where there is a foreseeable risk that a pupil may require restrictive intervention, the school will develop an individual behaviour support plan and risk assessment in consultation with parents, relevant staff and, where appropriate, external professionals.

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.

Records will include:

- names of pupils and staff involved
- date, time, location and duration
- triggers leading to the incident
- de-escalation strategies attempted
- nature and level of force used
- injuries sustained
- rationale for the intervention
- post-incident support provided

Following any significant restrictive intervention, the school will undertake a debrief with staff and the pupil involved, review triggers and preventative strategies, consider any amendments to support plans and offer appropriate wellbeing support.

In the 2026 EYFS framework, there is no specific mention of the use of physical intervention. For EYFS pupils, physical intervention will only be used where necessary to prevent injury, serious damage to property or in exceptional circumstances, and any such intervention will be recorded and shared with parents.

Searching, screening and confiscation.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully.

Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. (Detailed guidance for schools can be found in Searching, screening and confiscation at school.)

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

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 Sophie White. There are also agenda items each week during whole school staff-briefing and the weekly SMT meeting.

Members of staff should talk to Form Tutors about pupils who are cause for concern. It may be appropriate, too, to keep 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 and resets 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 / garde 3 reset 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.

The school seeks and values pupil feedback regarding behaviour expectations, relationships, rewards and sanctions through surveys, pupil councils and other age-appropriate forums. Feedback from regular pastoral surveys informs the ongoing review of behaviour practices as well as helping to track trends.

The school monitors behaviour patterns, sanctions and incidents to identify whether particular individuals or groups may require additional support, intervention or reasonable adjustments.

Recording sanctions

All Prep school sanctions are recorded on the school system (iSAMS), and in the Pre-Prep resets are recorded on iSams.

The Deputy Head / Head of Pre-Prep keep 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 serious sanctions to the Deputy Head / Head of Pre-Prep 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.

Behaviour concerns may indicate an underlying safeguarding need. Staff should remain vigilant to patterns of behaviour that may suggest abuse, neglect, exploitation, mental health difficulties, child-on-child abuse or other safeguarding concerns and should report these in accordance with the Safeguarding and Child Protection Policy.

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 Sanction Grades

- Grade 1** *Low level disruptive behaviour*
Refusal to complete a task or listen to adults
- Verbal reminder and a move to rethink for a verbal intervention to reflect with an adult
- This may result in schoolwork being sent home to complete
- Grade 2** *Verbal behaviour – rudeness, name calling, inappropriate language, lying.*
Mild physical behaviour
- Pupil moved directly to reset on the behavioural ladder
Verbal reflection time between teacher and pupil
- Recorded on iSams; notification to parents via parent portal
- Grade 3** *Physical behaviour towards another child or adult*
This includes, hitting, kicking, punching, throwing items at someone, reciprocal fighting. Swearing or use of threatening language
- Pupil moved directly to reset on the behavioural ladder
- Pupil sent to Head of Pre-Prep (HoPP) or another member of SLT if HoPP is not available
- Pupil will miss their next break / play time and remain with the HoPP or another member of SLT
- Recorded on iSams; notification to parents via parent portal
- Follow-up phone call / meeting with the HoPP or another member of SLT to discuss the incident
- Grade 4** *Repetition / persistence of any of the above behaviours*
- Child sent to SLT for internal suspension for a specified length of time
- Parents contacted
- Grade 5** *Behaviour completely inappropriate for school*
- Parents informed by Head of Pre-Prep and / or Head Mistress
- Internal suspension / external suspension / final warning / exclusion

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 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.

Pre Prep Appendix B:



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/government/uploads/system/uploads/attachment_data/file/672222/behaviour-in-schools-advice-for-headteachers-and-school-staff.pdf)

Date: September 2026 (AP/LM)

For review: September 2027 by Alun Price, Deputy Head