

Lancing College Preparatory School at Worthing

Positive Behaviour Policy (Including Rewards and Sanctions and Permanent Exclusion)

Introduction

This policy applies to the whole school, including the EYFS.

Reviewed in October 2016 by Heather Beeby and Keith Richards

Next review due: Before the beginning of the Autumn term 2018

This policy should be read in conjunction with:

The Anti-bullying Policy

The Safeguarding Policy, and

The Promoting Fundamental British Values Policy

Responsibilities

The Headteacher has overall responsibility for the positive behaviour of the children in the school. On a day to day basis this responsibility is delegated to the Senior Master in the Prep and Pre-Prep School and the Head of Nursery.

It is the responsibility of all adults to implement the Positive Behaviour Policy including rewards and sanctions consistently throughout the school.

Aims

To maintain a positive behaviour policy including rewards and sanctions which is supported and followed by all members of the school community: children, staff and parents / guardians.

To create, through positive role-models and attitudes, a caring atmosphere in which teaching and learning can take place in a safe and happy environment.

To teach values and attitudes as well as knowledge and skills. We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others.

To promote and encourage good behaviour by providing a range of rewards for the children.

To make clear to children the range of sanctions that will follow misbehaviour

To encourage consistent, collaborative and co-operative behaviour management between and across year groups.

To work in partnership with parents and other agencies.

At Lancing Prep at Worthing the emphasis is very much on encouraging positive behaviour. We believe that all our children have a right to an education which encourages positive behaviour, is free from disruption and which is safe and happy.

Our children should be able to learn free from fear of being hurt or unfairly restricted by another child's actions. We believe that children flourish best when their personal, social and emotional needs are met and where there are clear, developmentally appropriate expectations for their behaviour. We fully recognise that children with special educational needs/disabilities may require reasonable adjustments to be made for them in respect of behaviour management.

At Lancing Prep at Worthing we actively promote good behaviour through:

Creating and valuing a family atmosphere which is generous, loving and kind

Knowing all our children as individuals and planning their lessons and activities so as to motivate, engage and interest them, thus minimising the opportunities for poor behaviour.

Seizing opportunities to reward behaviour which demonstrates thoughtfulness, compassion and care for those whose needs are greater than our own

Teachers and older pupils modelling positive behaviours for younger children

Having reasonable boundaries which are clear and easily understood by the children

Having a clear and positive system of rewards and sanctions

The Lancing Prep at Worthing Code of Conduct outlines our expectations of all members of the school community and is a positive reference point for children teachers and parents. The Code of Conduct is adapted so it is appropriate for the different age groups in our school but the fundamental meanings are the same. The Code of Conduct promotes fundamental British values.

Code of Conduct for our Prep School

Treat others as you would like to be treated

Engage with your own learning and work to the very best of your ability. Help those around you to do the same. Try to be resilient, resourceful, reflective and relating learners

Show respect and tolerance for those with different cultures, faiths and beliefs to your own

Be responsible for your own behaviour and actively think about how you can contribute positively to the lives of others. Go out into the World and do good.

Respect the rules of our school community and of our country

Participate wholeheartedly in the life of our school and all the opportunities that you will meet here

Respect and care for our environment, including our school, our town, our country and our planet.

Represent our school to the very best of your ability and wear your school uniform with pride.

Be truthful. Earn the trust and respect of our school family.

Make healthy choices for yourself and help those around you to do the same.

Code of conduct for our Pre-Prep School

Treat others as you would like to be treated

Try to do your best in all activities and persevere when things might be more challenging.

Try to be aware that other people have different faiths and beliefs.

Try to be responsible for your own behaviour and be kind to others. Make good choices.

Respect the rules of our school, community and of our country.

Be prepared to have a go in all activities with a positive outlook.

Respect and care for our environment, including our school, our town, our country and our planet.

Be proud to be part of our school.

Always be honest.

Make healthy choices for yourself and help those around you to do the same.

Code of Conduct for our Nursery

We treat others as we would like to be treated

We are kind and gentle to each other

We listen to other people

We always share, it's fair

We always try our best

Rewards and Sanctions

In the Prep School:

The Prep School is organised into four houses: Britons, Celts, Normans and Saxons, and children are very keen to collect house points to contribute to their weekly house total. The house total is announced in Celebration Assembly at the end of every week and the children find this highly motivating and exciting. House points are recorded in the children's homework diaries by the teacher who has awarded the house point and are counted by their form tutors every week. The children are then given plastic counters to put in the house point jars which are kept in the main

entrance hall to the school. There is thus a visual indicator to the children as to how well their house is doing each week.

Certificates for collecting house points: 25 (bronze), 50 (silver), 75 (gold) and 100 (platinum) are awarded to individual children in our celebration assembly every Friday and when a child has collected 100 House points in any half term during the academic year s/he becomes a member of the prestigious 100 Club. At the end of the summer term, all the members of the 100 Club are taken on a special treat. At the end of each half term, the children start at zero and begin to collect their house points again. The number of house points awarded is recorded on each child's end of year report.

At the end of each term, the winning house has a house treat when all the members of the house are taken off site for a morning or afternoon. This treat could be something as simple as an ice cream on the beach in the summer or a swimming and table tennis session at Lancing College in the winter or spring. The most important consideration is that the children will enjoy it.

At the end of the year, at our Speech Day, the very prestigious House Cup is awarded to the house which has collected the most house points throughout the whole academic year. There is also a cup for the child who has individually collected the most house points over the course of the year.

Throughout the academic year there are various house competitions (including sport, baking, art and singing) and these contribute greatly to the house spirit and atmosphere in the school.

In addition to House Points children may be given Head teacher's awards for extra special work, effort or conduct. These awards are not tied to the House System but the children and their parents value them greatly. Head teacher's awards are celebrated in the weekly Broadsheet.

Our Friday Celebration Assembly also provides us with an opportunity to celebrate children's out of school achievements. This can be a useful way of boosting a child's self-esteem.

Most children in the school behave extremely well and want to support the caring ethos of our community and our Code of Conduct. However when poor behaviour is identified sanctions will be applied consistently and fairly in line with the Behaviour Policy. These may include:

- A verbal reprimand

- Extra work or repeating work until it reaches the expected standard (which is differentiated according to the child's ability). This may be completed at home or in school.
- The setting of written tasks for example an essay explaining how an incident occurred and how the child can prevent it happening again
- Missing a break or lunch time
- Disobedience marks are occasionally given for serious breaches of behaviour. Three disobedience marks result in a child being placed on a behaviour report and automatically trigger a meeting with parents but more often parents are invited in for a chat after just one or two disobedience marks.
- Parents are invited into school to discuss strategies to improve behaviour at an early stage.
- Regular reporting (for example each morning or end of day) using a report card? Report cards may be used for behaviour in class or around the school or for a failure to work at the level expected by the individual child concerned.
- Suspension and ultimately exclusion.

When a pupil has been reprimanded for poor behaviour a note is made in the *Pupil Notes Folder* which is accessible to all teachers and the SMT. This enables us to track individual's behaviour and identify patterns or concerns so that we can put strategies in place to remedy them.

We very rarely need to employ strategies to manage poor behaviour. If a child behaves badly it is unusual and we would initially speak calmly to the child concerned to try and establish the reasons for this behaviour before moving to a punishment strategy.

The Head reserves the right to escalate the sanctions process for serious misbehaviour and move straight to suspension (internal or external) or exclusion. All incidents of serious misbehaviour are recorded in the Record of Sanctions Folder which is maintained by the Senior Master.

In the Pre-Prep

Positive rewards for good behaviour and hard work are very much at the heart of our work in the Pre-Prep. They are part of the warp and weft of everyday life and take many forms. We rarely need to use formal sanctions; a verbal reprimand, time out and a choice and consequence conversation is usually all that is required to encourage good behaviour and discourage poor behaviour. Should poor behaviour continue, the Senior Master will be informed and the sanctions applied for Prep School children will be followed.

Our Friday morning Celebration Assembly also provides us with an opportunity to celebrate children's effort, work and behaviour. The class teachers speak about the

week that has passed in each of the classes and the Head awards stickers to those children the teachers identify as having done particularly well. The children are then named in the weekly Broadsheet.

In the Reception class, the Learning Wall provides an opportunity for parents to see the children's work on a daily basis and their pleasure which matches the teacher's pleasure can be hugely rewarding. We also use 'nuggets in a jar': a class reward system. The children put a nugget in the jar for good work/behaviour and trying their best when the jar is full the whole class gets a reward, for example, bringing in a toy from home to play with for the day. Children are also given stickers for good work, effort, behaviour or ideas.

We operate a sun, cloud and storm cloud system to encourage good behaviour. All children start on the sun cloud every day. If they behave in an inappropriate way they are given a warning and a time out and are told that if the behaviour continues then their name will be moved to the cloud. If the behaviour continues their name is moved to the cloud but they are told that if the behaviour ceases they will move back to the sun. If the inappropriate behaviour continues their name is moved to the storm cloud and parents are informed at the end of the day.

In Years 1 and 2 verbal praise constantly rewards good behaviour. Rewards may also be stickers for good work/behaviour and trying their best, In addition, in Year 1 we follow a similar model to that in Reception (nuggets in the jar) with children placing, for example toys in the toy box, petals on a flower, joeys hopping out of a kangaroo's pouch to earn a class reward. These examples are chosen to link to the topics the children study throughout the year. In Year 2, the children may place marbles in a jar and when the jar is full the class enjoy a treat together.

In the Nursery

We encourage our youngest children to practise good behaviour through a system of praise and reward which includes: visual praise –positive body language including a smile, careful listening, verbal praise and encouragement, sharing good behaviour with parents through conversation, contact books, newsletters and displays and written praise (in the form of positive comments in learning journeys). Sometimes children are rewarded with stickers and extra responsibility can also be used as a reward. Circle time can provide us with a useful opportunity to recognise personal qualities such as kindness, caring, respect and helpfulness. We believe it is important to acknowledge and reward those children who demonstrate a high level of co-operation and good behaviour. Care is taken to acknowledge children who are "always good".

We encourage children at all times to use words rather than actions and to make good choices. We ensure that in dealing with inappropriate behaviour we use appropriate sanctions which are age appropriate, immediate, fair and consistent. We are careful to

criticise the behaviour and not the child and we make clear why the sanction is being applied and what changes in behaviour are required; these include a teacher 'look', a pause in activity, a reminder of expected behaviour, a verbal reprimand, the child being moved closer to the teacher, involvement in another activity or moving to another space, spending a timed period on an activity, time out in allocated safe space and systems to clarify good and bad behaviour such as thumbs up and thumbs down. If it is necessary for a child to be taken to see the Head of Nursery, the parents will be informed. This is very unusual. We recognise that children need to discover where the bounds of acceptable behaviour lie and we see this as part of the child's growth and development; we have realistic expectations of the children based on their developmental level.

We currently have a small number of children under three years of age and when they behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.

Common inconsiderate or hurtful behaviour of young children may include tantrums, biting or fighting. Staff aim to be calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding. If such behaviours are frequent we try to find out the underlying cause such as a change or upheaval at home, or numerous change of carers. Sometimes a child has not settled in well and the behaviour may be the result of separation anxiety.

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At LPW 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 reserves the right to use **reasonable force** which may involve a degree of physical contact with pupils. Such force might be used to control or restrain. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In relation to the 'Statutory Framework for the EYFS 2014' physical intervention will only be used to manage a 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.

We never use force as a punishment. Staff are aware that it is totally unacceptable to physically or verbally harass any child. If such an incident occurs, the disciplinary procedure will be implemented.

CORPORAL PUNISHMENT is illegal and will never be used or threatened at Lancing Prep at Worthing.

Suspension

For serious or persistent misbehaviour. A pupil may be suspended from school for any period from half a day up to a week. The Head decides when and for how long a pupil is to be suspended, in consultation with the SMT 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 and a letter will be written notifying them of the decision. Suspension is viewed as a time when the pupil can reflect on the behaviour which brought about the decision to suspend and when the child returns to school expectations about good behaviour will be reinforced and a fresh start encouraged.

Permanent Exclusion

Permanent exclusion is a very rare sanction, reserved for the most serious breaches of behaviour. It is 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 and if it is proved on the balance of probabilities that a pupil has committed a very grave breach of discipline or a serious criminal offence. It is the Head, in consultation with the Headmaster of the College, who makes the decision to permanently exclude 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. No child has been permanently excluded from Lancing Prep at Worthing since the school became a member of the Lancing College family.

The school maintains a record of sanctions imposed for serious misbehaviour which includes the pupil's name and year group, the nature and date of the offence and the sanction imposed (which could include exclusions and suspensions). It should also include details of disciplinary meetings involving parents. This Record of Sanctions is maintained in the SMT shared online file where it can be accessed by all members of the SMT and used to identify patterns of misbehaviour should they arise.

Heather Beeby and Keith Richards September 2017