

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 September 2020 by Heather Beeby and Keith Richards and updated in April 2021.

Next review due: September 2021

This policy should be read in conjunction with:

The Anti-bullying Policy

The SEND Policy

The Safeguarding Policy, and

The Promoting Fundamental British Values Policy

Responsibilities

The Head 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 Assistant Head in the Prep, Head of Pre-Prep, 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 promote and encourage positive behaviour through our core values of loving learning and being kind; and by providing rewards for good behaviour and sanctions for misbehaviour.

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

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, including those on our SEND register have the 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 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 is on various classroom rules so pupils can use them as a reference point. The Code of Conduct promotes fundamental British values.

Code of Conduct for our Prep School

Love Learning, be kind and go out into the world and do good.

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

Love Learning, be kind and go out into the world and do good.

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

Love Learning, be kind and go out into the world and do good.

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 the week on a Friday morning 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 (if permissible). 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 final assembly, the 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 which is awarded at an End of term Celebration.

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 fortnightly bulletin.

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. Parents are also aware of pupil's successes both in and out of school through a weekly briefing and a fortnightly newsletter which is sent out via email.

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

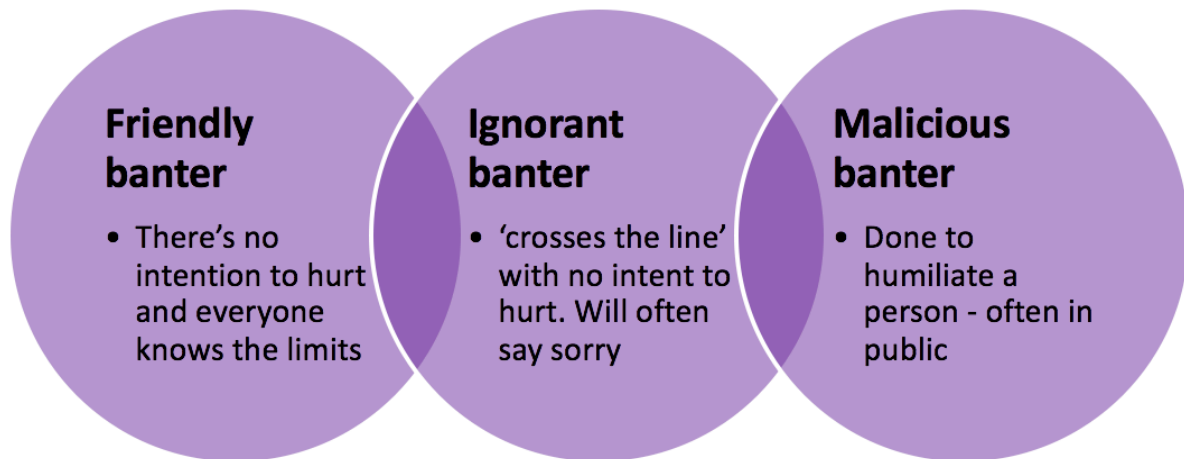
Behaviour Policy. In the pupil's diaries is a sheet titled LPW expectation. This sheet is divided into two sections, Learning Expectations and Behaviour Expectations. If a pupil is unable to meet our learning or behaviour expectations, then a mark is given, and the reason is also noted in the diary. This mark is then added to a class list on the school system online. Children are then given sanctions appropriate to the number of marks received.

Sanctions 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.
- When 3 marks are given to a pupil in one half term, the pupil is then transferred onto a weekly report sheet. 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.
- When 4 marks are given to a pupil in one half term, parents are invited into school to discuss strategies to improve behaviour in and around the school.
- When 6 marks are given to a pupil in one half term, parents are invited into school and the pupil will be suspended for half a day.
- If a pupil's behaviour is very serious then suspension and ultimately permanent exclusion will also be used.

When a pupil has been reprimanded for poor behaviour, a note is made in both the behaviour folder and in their pupil, notes attached to their record on our PASS system which is accessible to all teachers and the SLT. This enables us to track individual's behaviour and identify patterns or concerns so that we can put strategies in place to remedy them.

Bad behaviour also includes banter. Banter is defined as the 'the playful and friendly exchange of teasing remarks. There are different types of banter, and some can cause serious harm to individuals or groups:



At Lancing Prep at Worthing, we understand that children often find understanding the line between these as hard.

What one child may find funny, others will not, and they may not feel confident to speak up if they are offended by something and may even go along with it so as not to draw attention to themselves. Third parties could also be offended, even if not part of the initial conversation, and so for these reasons, 'Banter' goes against our key aim of being kind and may prevent others from 'loving learning'.

Consequently, we aim to always challenge and respond to it when it occurs, using our behaviour policy where necessary and we aim to support and enable our children to report, challenge and respond to any teasing or unkind remarks, whether banter or other, which occur. To ensure there is no confusion, use of the word 'banter' is not permitted at Lancing Prep at Worthing; there is only kind or unkind.

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 our discipline sanction 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 Assistant Head.

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 Head of Pre-Prep and Senior Assistant Head will be informed, and the sanctions applied for Prep School children will be followed.

Our weekly 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. These awards are linked to the school Learning Powers wherever possible to raise the children's awareness of the power of these characteristics. The children take a certificate home and are named in the school newsletter so their parents can celebrate their achievements as well.

In the Reception class, the Tapestry online Learning Journals provide an opportunity for parents to see the children's work daily and their pleasure which matches the teacher's pleasure can be hugely rewarding. Verbal praise constantly rewards good behaviour and effort. 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. Stickers are sometimes given as a reward for individual good work, effort, behaviour or ideas as an extra motivating factor if required. Reception and Year 1 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 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 always encourage children 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 changes of carers. Sometimes a child has not settled in well and the behaviour may be the result of separation anxiety.

Use of Reasonable Force

At Lancing Prep Worthing, 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 (DfE, July 2013). 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 Senior Assistant Head 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.

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 SLT 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 Head of Lancing 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 SLT shared online file where it can be accessed by all members of the SLT and used to identify patterns of misbehaviour should they arise.

Heather Beeby and Keith Richards

COVID-19 - APPENDIX

From 1st September 2020 and following the lockdown, all pupils were invited back to school as advised by the government. This appendix to our Positive Behaviour Policy is designed to keep them, the staff, and all the families involved in our community safe throughout this academic year.

This policy has been amended in line with DfE Guidance

Covid Code of Conduct for our School

Love learning, be kind and go out into the world and do good.

Be kind means that we must all strive to keep ourselves and those around us safe and show empathy for others' feelings at a difficult time, including the adults in the school who are working hard to keep us safe.

'In a world where you can be anything be kind.'

Respect and care for our community by following the rules of the school and our government:

- by maintaining a social distance
- by washing your hands regularly for at least 20 seconds
- by not touching our faces
- by coughing or sneezing into a tissue and disposing of the tissue in the lidded bin which I will find in my classroom (Catch it, Bin it, Kill it)
- by not touching anyone else
- by not touching anyone else's belongings
- by remaining in my 'bubble' at all times

Be responsible for your own behaviour and make the right choices to keep yourself safe. Help those around you to do the same.

In the Prep School, a behaviour mark is given for a deliberate breach of our Covid Code of Conduct. Three behaviour marks in a half term will result in you being sent home to continue your learning remotely.

H Beeby, K Richards and H Pelling, September 2020 (updated on 5th January and then 16th April 2021)