



Lancing Prep Worthing

A Lancing College Preparatory School

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

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Introduction

This policy applies to the whole school, including the EYFS and takes guidance from Behaviour in Schools DfE Feb 24

Reviewed in September 2025 and April 2026 by N Grimshaw

Next review due: September 2026

This policy should be read in conjunction with:

The Anti-Bullying Policy

The Child-on-Child Abuse policy

The SEND Policy

The Safeguarding Policy, and

The Promoting Fundamental British Values Policy

The Use of Reasonable Force to Restrain Policy

The LPW AI 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 Assistant Head (Positive Behaviour and Restorative Justice), Head of Pre-Prep and Head of Nursery. It is the responsibility of all staff to implement the Positive Behaviour Policy including rewards and sanctions consistently throughout the school.

Both staff and pupils have an important role in developing a calm and safe environment for themselves and establishing clear boundaries of acceptable behaviour. Staff should uphold the whole-school approach to behaviour and empower pupils to do the same, by teaching and modelling expected behaviour and positive relationships so that pupils can see examples of good habits and are confident to ask for help and direction when needed.

Staff should consistently challenge and support pupils to meet the school expectations and uphold the boundaries of acceptable conduct.

Aims

To promote and encourage positive behaviour through our core values of loving learning and being kind; and by providing time to understand choices and their effects upon others, alongside rewards for good behaviour and, where appropriate, 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.

To embed the values and attitudes here, by providing opportunities for pupils to lead with assimilated 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.

To promote responsible behaviour, initiative, self-discipline, self-awareness and a respect for themselves, for others and for possessions and property.

To encourage good behaviour, rather than simply punish bad behaviour, by providing a range of rewards and employing Restorative Practices to minimise repetition and empower participants.

To distinguish between instances of minor and more serious misbehaviour.

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.

Maintaining a positive culture requires constant work and the school positively reinforces the behaviour which reflects our values, and which prepares our pupils to engage and thrive in their learning.

At times, a pupil's behaviour may fall below these acceptable standards. When these occasions occur, it is paramount that the pupil has opportunities to reflect upon their actions and to understand impact of the choices made so they are not repeated and so, where possible they can restore.

Alongside this, pupils need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate sanctions. Where a sanction is issued, time will be spent ensuring a pupil understands why the behaviour was considered to have fallen below the required standards and what they could do differently, including support offered.

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.

Having 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 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.

This policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour

independently. The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements of all its pupils.

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 and Pre-School

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.

Mobile Phones and Smart Devices

In line with the Department for Education's 2026 guidance, Lancing Prep Worthing is a mobile-phone-free environment by default throughout the entire school day, including lessons, transitions, breaktimes and lunchtime.

Pupils must not use mobile phones or any smart device from home with phone-like functions (including those which send or receive messages or notifications or can record audio or video) on site during the school day.

Where mobile phones are brought to school—for example, for travel or safety reasons—they must be switched off on arrival and handed in or stored in accordance with our published procedures. This expectation reflects the school's duty to maintain a calm, safe learning environment and supports the consistent implementation of our behaviour policy.

Any breach of the mobile phone expectations will be treated as a behaviour concern and addressed in line with our behaviour mark system, alongside restorative work where appropriate.

Exceptions will only be made in specific, identified cases, such as for pupils with SEND or medical needs where a device supports regulation or health requirements.

These exceptions must be formally agreed with the SENCo and the Assistant Head (Positive Behaviour and Restorative Justice).

The school will continue to communicate our mobile-phone expectations clearly to pupils and parents, ensuring consistency across all year groups.

Rewards and Sanctions

Houses

The 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. The winning House, have the privilege of going into lunch first, and of sitting on the outside benches to eat their lunch on a Friday.

House points are awarded in a fair, consistent, and motivating way, while reinforcing the school's values and encouraging teamwork. House points can be awarded for:

- Positive Behaviour: Kindness, respect, helpfulness, and good manners.
- Academic Effort: Completing homework, showing improvement, or going above and beyond in class.
- Participation: Engaging in school events, clubs, sports, or competitions.
- Leadership & Initiative: Taking responsibility, helping peers, or contributing ideas.

Pupils can earn House points based on the quality of their actions and achievements:

- 1 House Point – for **good** behaviour, effort, or work. Example: Helping a classmate tidy up, completing homework on time, or showing good manners.
- 2 House Points – for **exceptional** contributions that go above expectations. Example: Producing a detailed and thoughtful piece of work, showing leadership in a group task, or consistently demonstrating kindness.
- 3 House Points – for **outstanding** achievements that truly stand out. Example: Representing the school in a competition, delivering an excellent presentation, or making a significant positive impact on the school community.

In Pre-Prep, teachers record House points that are allocated. In the Prep school, House points are recorded in the children's homework diaries by the teacher who has awarded the House point. All House points are counted by form tutors every week and recorded on a digital system. The children then update charts and are 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. At the end of each term, the winning House has a House treat.

Certificates for collecting House points: 25, 50, 75 and 100 are awarded to individual children in our Celebration Assemblies every Friday in both Prep and Pre-Prep and when a child has collected 100 House points in any term during the academic year they become a member of the prestigious 100 Club. At the end of the summer term, all the members of the 100 Club have a special treat. At the start of each 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 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 or postcards 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 Newsletter.

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 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 expectations. This sheet is divided into two sections, Learning Expectations and Behaviour Expectations. If a pupil is unable to meet our learning or behaviour expectations, first a warning and accompanying offer of support is applied and, should there be no change, then a learning or behaviour mark is given, and the reason is also noted in the diary and explained. This mark is then added to a class list on the school system online. Children are then given either learning sanctions or behaviour sanctions appropriate to the number of marks received. Children who are on the SEN register should never be given learning marks for issues related to their specific difficulties.

Sanctions for poor behaviour may include:

- A verbal reprimand.
- Low Level Disruptive Behaviour – 'Reflection Time' Sanction.
This is to create a positive, productive and orderly atmosphere in lessons, which is vital for learning to take place.
Occasionally, low level disruptive behaviour such as talking unnecessarily or calling out adversely affects pupil learning. To address and counter this, the school will use 'Reflective Conferences' which are conducted over a break time with an appropriate member of staff.
If a pupil is disrupting a lesson, the member of staff will first give the pupil a verbal warning and chance and support to alter their behaviour, this will then be repeated with a second reminder issued, if the behaviour continues on the third time, they would receive a mark and attend a session over break, or at an appropriate time.
The session should take around 5-10 minutes, leaving time for exercise and fresh air. This can be increased to 15 or 20 minutes, depending upon the severity of the incident. Reflection time would normally be conducted by the teacher with a focus on reflection and repair, with a form filled in documenting the process. More serious reflections will be held by Assistant Head (Positive

Behaviour and Restorative Justice) in the Deputies' Office and on occasion, the teacher will be asked to join part of the session, to increase understanding and to help restore a relationship.

- In some cases, pupils follow a positive behaviour chart where the child is set up to three targets by a teacher to achieve during each of their lessons. Teachers are to initial if they meet the targets. The child will then be rewarded with House points by the form tutor or ELSA at the end of each day. (Positivity and instant rewards are more beneficial with certain children and sometimes have a bigger impact and influence on their behaviour than negative, i.e. 'threats' of behaviour marks. The targets are individual to the child and are set by them with guidance from their form teacher and/or ELSA.)
- When 3 behaviour marks are given to a pupil in one half term, the pupil is then transferred onto a weekly report sheet which is issued by the Assistant Head (Positive Behaviour and Restorative Justice). 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 behaviour 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 behaviour 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 immediate suspension and ultimately permanent exclusion could also be used without behaviour marks being given.

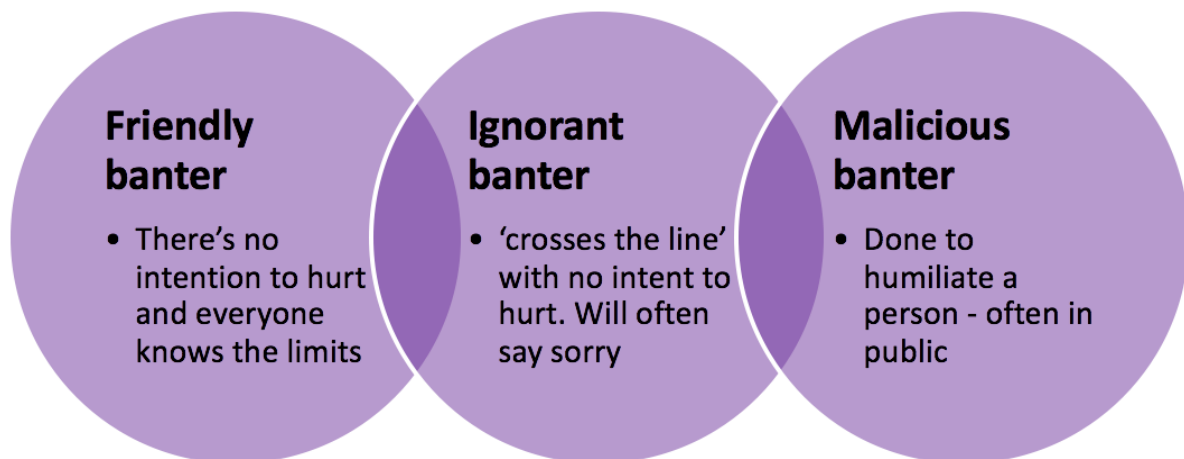
NB: When issuing marks and sanctions, staff will always consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant: including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

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 iSAMS system which is accessible to all teachers and the SLT. Where the behaviour relates to Child-on-child abuse or bullying, this will be recorded by staff on MyConcern as a safeguarding issue. Both of these recording systems enables us to track individual's behaviour and identify patterns or concerns so that we can put strategies in place to remedy them.

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.

Very occasionally senior pupils in Key Stage 3 may require different tiers of sanctions and for this we have adopted sanctions from the Lancing College, Behaviour and Discipline Policy. Please see Appendix 1.

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:



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 Worthing; there is only kind or unkind.

Bad behaviour can include child-on-child abuse. Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children, and within children's relationships (both intimate and nonintimate), friendships and wider peer associations. All child-on-child abuse is unacceptable and will be taken very seriously.

Child-on-child abuse can take various forms, including bullying as well as cyberbullying, relationship abuse, child or harmful sexual exploitation, prejudice-

based violence, gender-based violence. Examples of online child-on-child abuse would include sexting, online abuse, peer-on-peer grooming and the distribution of youth involved sexualised content, and harassment.

We recognise that child-on-child abuse can occur both inside and outside of school (including online) and that all staff are trained to recognise the indicators and signs of child-on-child abuse; know how to identify and report appropriately on it through the safeguarding team.

All concerns and allegations of child-on-child abuse are handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on our school. Any response will include a thorough investigation of the concern or allegation, and the wider context in which it may have occurred depending on the nature and seriousness of the alleged incident. (It may be appropriate for the police and/or children's social care to carry out this investigation). We will treat all pupils involved as being at potential risk – while the pupil allegedly responsible for the abuse may pose a significant risk of harm to other pupils, they may also have considerable unmet needs and be at risk of harm themselves. We will also consider that the abuse may indicate wider safeguarding concerns for any of the pupil involved, and at this point the DSL or the DDSL of the safeguarding team will discuss the proposed action with the pupil/pupils and their parents/carers and obtain consent to any referral before it is made where possible. The school will manage the pupil's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.

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 Assistant Head (Positive Behaviour and Restorative Justice).

In the Pre-Prep

At the heart of our Pre-Prep ethos lies the celebration of positive behaviour, kindness, and hard work. Recognising and rewarding children for their efforts and achievements is an integral part of daily life, woven into our classroom culture. Rewards take many forms and reflect our belief that encouragement nurtures a love of learning and promotes a caring community, fulfilling our school aims.

While formal sanctions are rarely required, we recognise that there may be occasions when behaviour compromises either the safety or learning of others. In such circumstances, clear steps are taken to ensure the wellbeing of all.

Reflection Time:

- A child may be asked to have reflection time if they continue low-level disruptive behaviour following three warnings.
- Reflection time will take place away from the other children.
- The child will be required to fill out a reflection sheet. This may be with the support of an adult.

Reflection Marks:

- If a child receives three reflection times for low-level incidents within a day, they will be issued with a *Reflection Mark*.
- A Reflection Mark may also be issued immediately following a more serious incident, particularly one involving safety concerns or harm.
- Reflection Marks are recorded on iSAMS, alongside a brief explanation of the behaviour.
- The child will take part in *Reflection Time (see above)*, usually supported by an adult. This may also include using age-appropriate activities to consider the impact of their actions and identify ways to repair or prevent harm in future.
- Parents contacted in a timely manner, dependent on circumstances.

• **Escalation:**

- Should a child receive three Reflection Marks in a single day, they will be required to spend time in the Deputies' office. Parents will be contacted at this stage and may be invited in for a meeting.
- Where behaviour does not improve, or where serious breaches occur, further sanctions may be applied at the discretion of the Head. These decisions will always be made in consultation with the Senior Leadership Team and the Executive Head.

Our overarching aim is always to work in partnership with children and their families to restore positive behaviour. We remain committed to supporting individual pupils while upholding our responsibility to ensure the safety, happiness, and learning of the whole class community.

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 certificates and 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, 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.

In addition to the aforementioned House points, Reception operates a 'Positive Recognition Board' to encourage good behaviour. All children are reminded regularly of ways they can get their name onto this board. If children behave in a kind way, are really helpful or show effort in their work, for example, their name will be placed on the board. Children are able to nominate each other to go on the board too; this encourages the children to notice kind and helpful behaviour or effort and resilience in others and see these qualities as something to praise. If children behave in an inappropriate way, they are given a warning and if the behaviour is repeated a time out with an adult is given, where behaviour is discussed and support and ways to move forward are offered. Any persistently repeated inappropriate behaviour will be discussed with parents at the end of the day.

Stickers are also sometimes given as a reward for individual good work, effort, behaviour or ideas as an extra motivating factor if required.

When the children move into Year 1 and 2, House Points are again issued, with the focus upon rewarding the love of learning, kindness, appropriate behaviour and effort.

Verbal praise constantly rewards good behaviour. Rewards may also be stickers for good work/behaviour and trying their best.

In the Nursery and Pre-School

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, 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.

Following a sanction, strategies should be considered to help all children to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include: a targeted discussion with the child, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include helping them towards positive actions such as apologising to the relevant person, if appropriate. Other strategies include a phone call with parents, inquiries into the child's conduct with staff involved in teaching, supporting or supervising the pupil in school, inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy, and considering whether the support for behaviour management being provided remains appropriate. These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil.

Use of Restrictive interventions, including use of reasonable force

Lancing Prep Worthing is committed to minimising the use of reasonable force and all restrictive practices, in line with the revised DfE guidance 'Restrictive interventions, including use of reasonable force, in schools' (April 2026). We recognise the significant and long-lasting impact that misuse of restraint or other restrictive interventions can have on pupils, staff and families, and are therefore committed to prevention, early intervention and de-escalation strategies at every stage.

When school staff may need to use a form of restrictive intervention, staff should consider the following:

- Is it necessary?
- Is it proportionate?
- Have you considered the pupil's welfare?

The use of reasonable force will only ever occur as a last resort when it is necessary to prevent or stop a pupil from:

1. Causing injury to themselves or others
2. Committing a criminal offence
3. Damaging property
4. Causing disorder among pupils at the school, whether during a teaching session or otherwise

Staff are trained to use proactive, positive behaviour support approaches, including de-escalation and co-regulation, in addition to a whole-school adoption of the Zones of Regulation self-regulation programme.

Data collected from behaviour incidents is reviewed regularly to identify patterns and reduce the need for restrictive interventions over time.

Mandatory Recording and Reporting

In accordance with the revised guidance, every significant incident involving the use of force will be recorded in writing and reported to parents. This includes a clear account of:

- the date, time and location of the incident;
- the name(s) of the pupil(s) involved;
- the name(s) of all staff involved;
- the reason(s) why it was thought necessary to apply the use of a restrictive intervention;
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability;
- an account of how the incident began and how it progressed;

- details of any preventative or de-escalation strategies used;
- brief account of what type of force was applied, and the degree of force;
- details of any physical injuries sustained, if applicable
- the pupil's response to intervention and the outcome of the incident;
- the nature, extent and cause of any injuries suffered by pupil(s) or members of staff;
- the nature, extent and cause of any damage to property.

SEND Considerations

Particular care is taken with pupils with SEND or disabilities. Behaviour support plans will be co-produced with parents and reviewed regularly. Reasonable adjustments will be made, and restrictive practices involving SEND pupils will only occur when they are required to prevent immediate and serious harm.

EYFS Guidance

For EYFS children, restrictive intervention should only be used where necessary to prevent injury to the child or others, or serious damage to property, and must be proportionate and age-appropriate.

Post-Incident Support

Following any incident involving reasonable force, both staff and pupils will be offered appropriate emotional and practical support. This may include restorative work, review of behaviour plans, or adjustments to provision.

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.)

CORPORAL PUNISHMENT is illegal and will never be used or threatened at Lancing Prep at Worthing. Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen.

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

The Head is to use their professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil. (The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance').

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 Executive Head and/or the Head of Lancing College, who makes the decision to permanently exclude a pupil. Examples of behaviour which merits exclusion include, but are not exclusive to - Drug abuse, Alcohol abuse, bullying (including racist, cyber, sexist or any discriminatory bullying), physical assault/threatening behaviour, fighting/violence, Improper behaviour towards a member of staff or pupil, racist abuse, sexual harassment/misconduct, defamatory comments on social media, theft, damage to property, using pornography, any other behaviour that is illegal under English law and malicious and unfounded allegations made against school staff or another 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.

There are various strategies for reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension. This may involve reintegration meetings between the school, pupils, parents and, if relevant, other agencies. We consider what support is needed to help the pupil return to education and meet the expected standards of behaviour at our school.

No child has been permanently excluded 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.

The school has set procedures for supporting children with their behavioural problems. We may implement a behaviour plan for a pupil with serious behavioural issues so that staff, parents and the pupil understand what is expected of them and the strategies which will be used.

Particular consideration will be given to those pupils with special educational needs or a disability when considering behaviour, discipline and sanctions. The school must take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help if it is deemed supportive to do so. The SENCO will ensure that the needs of pupils with learning disabilities are properly taken into account.

Seclusion

Seclusion is defined as a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving and should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined within the 'Restrictive Interventions and the Use of Reasonable Force Policy'.

Seclusion, as defined in the DfE guidance, 'Restrictive interventions, including use of reasonable force, in schools' (April 2026), is not a disciplinary response to deliberate or wilful misbehaviour. There are other disciplinary measures that are similar, such as removal from the classroom, which are referred to in this policy.

Removal from Classroom

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.

The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should be considered a serious sanction. Members of staff should communicate with members of the Senior Leadership Team, when removal from classroom is being considered. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Parents should be informed on the same day if their child has been removed from the classroom.

As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to the pupil, for example, if a pupil has a Special Educational Needs and/or Disability (SEND).

Removal should be used for the following reasons:

- a. to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b. to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c. to allow the pupil to regain calm in a safe space.

Removal should be distinguished from the use of seclusion, which is adopted for non-disciplinary reasons, as detailed prior. For instance, where a pupil is taken out of the classroom (if they are unable to self-guide themselves to this area) to regulate their emotions.

Appendix 1:

Sanctions for serious misbehaviour from pupils in Years 7 and 8 (in line with the Lancing College Behaviour and Discipline Policy)

It is recognised that our KS3 pupils may become involved in behaviour that has a more serious outcome than those in the EYFS, KS1 and KS2. We hope that they become independent young people with strong values and an equally strong moral code in line with our school aims but pupils develop and mature at different rates and some make mistakes; in addition, increasing independence and access to social media and the internet can impact on behaviour in school.

1 Minor Breaches of Discipline

As for LPW Positive Behaviour Policy

2 Serious Breaches of Discipline

Allegations, complaints or rumours of serious breaches of discipline should be referred to the Head who will liaise with the Headmaster of Lancing College.

2.1 The main categories of misconduct which are likely to be considered to be serious breaches of discipline, and which may therefore result in expulsion or a requirement to leave the school include but are not limited to:

2.1.1 supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply e.g. sale, exchange or sharing (which includes promotion / advertisement or facilitating supply)/ possession / use of drugs and solvents, or their paraphernalia or substances intended to resemble them, or alcohol or tobacco;

2.1.2 actual or attempted theft, blackmail, physical violence, intimidation, racism or prejudice-based bullying or other potentially criminal offences including being an accessory or conspirator

2.1.3 physical or emotional abuse or harassment

2.1.4 harmful/inappropriate sexual behaviour including sexual violence, sexual harassment and upskirting

2.1.5 behaviour in contravention of the College's policies on the acceptable use of technologies or online safety

NB: It should be noted that the images, videos or any photographic forms of a child, children or staff members, should not be manipulated by a pupil, using AI, Deepfake software or any similar software. Where this occurs, it would be treated as a Serious Breach of Discipline.

2.1.6 supply or possession of pornography

2.1.7 behaviour which may constitute a criminal offence, such as:

(a) possession or use of unauthorised firearms, knives or other weapons

(b) vandalism, defacement and/or destruction of school property

2.1.8 persistent minor breaches of attitudes or behaviour which are inconsistent with the school's ethos

2.1.9 other misconduct which affects the welfare of a member or members of the school community, or which brings the school into disrepute (single or repeated episodes) on or off school premises;

2.1.11 other misconduct specifically provided for in the school's parent contract and school rules.

2.2 The range of sanctions for serious breaches of discipline include:

2.2.1 **Suspension:** a pupil may be sent or released home for a limited period either as a disciplinary sanction or as a neutral act pending the outcome of an investigation or pending a Review.

2.2.2 **Removal:** the parents may be required to remove a pupil from the school if, after consultation with one or more of the Parents and if appropriate the pupil, the Head is of the opinion that:

(a) the pupil has committed a breach or breaches of school rules or discipline for which removal is the appropriate sanction; or

(b) by reason of the pupil's conduct, behaviour or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and / or the community life offered by the school; or

(c) one or more of the Parents have treated the school or members of its staff or any member of the school community unreasonably.

In these circumstances, and at the sole discretion of the Head, the Parents may be permitted to withdraw the pupil as an alternative to removal being required.

2.2.3 Expulsion: a pupil may be expelled from the school for a very grave breach of discipline or a serious criminal offence and for the avoidance of doubt, for persistent lower-level breaches. Expulsion is reserved for the most serious breaches.

2.3 An allegation, complaint or rumour of a serious breach of discipline will be investigated.

2.4 If the findings of the investigation, on a balance of probabilities, support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary meeting will be held.

2.5 The school will act fairly and in accordance with the principles of natural justice and will ensure that where a pupil's place at the school is at risk, the Parents and the pupil are provided with sufficient information about the allegations to understand them and the factual findings made in the investigation; and will have an opportunity to make representations about:

2.5.1 the factual findings made

2.5.2 whether or not they constitute serious misconduct; and

2.5.3 the sanctions under consideration.

Sanctions imposed will be fair and proportionate to the breach.

2.6 If a pupil is withdrawn from the school before the conclusion of these disciplinary procedures, the school reserves the right to complete the procedures, in the absence of the pupil and the Parents if necessary, and to make appropriate findings. The school reserves the right to report these findings to regulators and / or local authorities / police and / or refer to disciplinary procedures and findings in references provided for the pupil.

3 Parental Involvement

3.1 The school seeks to work in partnership with parents over matters of discipline, and it is part of the Parents' obligations to the School to support the school.

3.2 Parents will be informed as soon as reasonably practicable after any suspicion that their child has been involved in serious misconduct but may be prevented from doing so immediately e.g. by the police if they are involved.

- 3.3 Parents will also be notified of any pending disciplinary hearing.
- 3.4 Parents will be notified of disciplinary sanctions:
- 3.4.1 imposed for significant breaches of discipline, i.e. gating, or more serious sanctions or persistent minor breaches such as behaviour marks; and those
- 3.4.2 imposed for serious breaches of discipline and any rights of review; as required and / or within school reports.
- 3.5 Parents will be consulted about the child's conduct and the application of this policy to their child where the school considers, in its professional judgement, that these give rise to significant concern about pupil welfare.

4 **Additional Needs**

- 4.1 In respect of a pupil with a disability as defined by the Equality Act 2010, the school will make such adjustments to this policy and its implementation as it is reasonable to have to make to avoid substantial disadvantage to pupil. In making such adjustments and considering the action to be taken under this policy (as adjusted), the school will have regard to the following:
- 4.1.1 Whether reasonable steps have been taken to understand and address the pupil's educational and or other needs or vulnerabilities.
- 4.1.2 Whether all reasonable adjustments have been made to try to manage the behaviour(s) which are under consideration.
- 4.1.3 Whether in the light of your conclusions the action to be taken under this policy is a proportionate means of achieving one or more of the school's legitimate aims, which include: -
- (a) ensuring that education, benefits, facilities and services are targeted at those who most need them;
 - (b) the fair exercise of powers;
 - (c) ensuring the health and safety of pupils and staff, in light of clearly identified risks (with due attention to the potential need to refer concerns arising externally as required under the School's child protection (safeguarding) policy and procedures);

(d) maintaining academic and behaviour standards; and

(a) ensuring the wellbeing and dignity of pupils.

4.2 If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from the Head, the Deputy Head, the SENCo or the Assistant Head (Positive Behaviour and Restorative Justice) and further action in accordance with the School's SEND policy will be considered.

5 **Safeguarding**

5.1 Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. Safeguarding issues can manifest themselves via peer-on-peer abuse. This includes, but is not limited to:

5.1.1 bullying (including cyber-bullying and prejudice-based bullying)

5.1.2 physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm

5.1.3 sexual violence and / or sexual harassment

5.1.4 upskirting and / or attempts to commit upskirting;

5.1.5 sexting (also known as youth produced sexual imagery); and

1.1.2 initiation / hazing type violence and rituals.

5.2 The School's policy and procedures with regard to peer-on-peer abuse are set out in the Child Protection (Safeguarding) Policy and procedures. If behaviour and discipline matters give rise to a safeguarding and child protection concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and /or staff, the procedures in the Child Protection (Safeguarding) Policy and Procedures will take priority.

6 **Searching Pupils**

6.1 **Informed consent:** School staff may search a pupil or her possessions or accommodation with their consent for any item. If a member of staff suspects that a pupil has a banned item in her possession, they can instruct the pupil to turn out her pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.

6.2 **Searches without consent:** in relation to prohibited items, the Head and staff authorised by the Head, may search a pupil or a pupil's possessions, without

their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession.

7 Training

7.1 The school ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

7.2 The level and frequency of training depends on role of the individual member of staff.

7.3 The school maintains written records of all staff training.

8 Risk Assessment

8.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

8.2 The format of risk assessment may vary and may be included as part of the school's overall response to a welfare issue, including the use of individual pupil welfare plans (including Education Health and care plans, as appropriate). Regardless of the form used, the school's approach to promoting pupil welfare will be systematic and pupil focused.

8.3 The Assistant Head (Positive Behaviour and Restorative Justice), working alongside the SLT, has overall responsibility for ensuring that matters which affect pupil welfare are adequately assessed and for ensuring that the plans are implemented, monitored and evaluated as required.

9 Record-keeping

9.1 All records created in accordance with this policy are managed in accordance with the school's policies that apply to the retention and destruction of records.

9.2 A record is kept of sanctions imposed for serious misbehaviour. The record includes:

9.2.1 the name and year group of the pupil concerned;

9.2.2 the nature and date of the offence;

9.2.3 the sanction imposed and reason for it; and

This record is maintained and reviewed regularly by the Head and Assistant Head (Positive Behaviour and Restorative Justice) so that patterns in behaviour can be identified and managed appropriately.

Sanctions

- 1.1 The School recognises that individuals will make errors of judgement and, we have a responsibility to educate our pupils as well as to protect them and others from harmful actions
- 2.2 In addition to the particular sanctions set out, the Head may prescribe and authorise the use of such other sanctions as comply with good education practice and promote good behaviour and compliance with the school rules.
- 2.3 Appropriate disciplinary responses range from verbal admonishment to suspension. Sanctions include detentions, extra duties (in reparation for minor instances of poor behaviour outside the academic sphere); Suspension (which shall not exceed two weeks as a disciplinary response). The Assistant Head (Positive Behaviour and Restorative Justice) keeps a record of all serious disciplinary offences.

Investigations into serious breaches of discipline

1. The Head will appoint a senior member of staff to carry out an investigation of an allegation, complaint or rumour of serious breaches of discipline. The purpose of such an investigation is to make findings on the balance of probabilities, where possible, as to what has happened. Ideally, the investigator should not have had any prior involvement in the management of any of the matters under investigation. Suitable investigators are members of the SLT, usually in the first instance the Deputy Head or Assistant Head (Positive Behaviour and Restorative Justice).
2. If the pupil is to be interviewed as part of the investigation, arrangements will be made for them to be accompanied by their form teacher or one of the wellbeing team. A minute of the interview will be recorded in writing by the interviewing member of staff. The pupil may be asked to confirm any statement made or minute taken to be true and accurate.
3. A pupil may be suspended from the school as a neutral act pending the outcome of a disciplinary process. Should a suspension continue for a period of more than five school days, the school will take reasonable steps to put in

place arrangements to ensure the continuing education of the pupil and will keep the terms of the suspension under regular review. Parents should note that there may be a delay in providing work whilst teaching staff are given the opportunity to determine what work should be set. Alternatively, the pupil may be offered a segregated regime on School premises.

4. It may be necessary to delay an investigation or put it on hold, for example where external agencies such as the police or social services are involved and have recommended this. A decision to suspend an investigation will take into account advice from appropriate external agencies and will be subject to periodic review. In relation to alleged sexual violence or sexual harassment, the school will have regard to the DfE guidance Sexual violence and sexual harassment between children in schools and colleges (May 2018) and the school's designated safeguarding lead (or a deputy) will take a leading role on decisions.
5. If considered necessary, the school may make arrangements for legal representation for the pupil to be funded entirely at the parents' expense. Regardless of delays caused by a police or other external agency investigation, the school will provide appropriate pastoral and other support for all pupils affected by the allegations under investigation while they remain on the school roll.

The outcome of the investigation, where delegated to a member of staff or third party, will be reported to the Head. If the findings of the investigation appear to support the allegation, complaint or rumour, a disciplinary meeting will then be convened in accordance with the procedures laid out below

Disciplinary meeting with the Head

1. Where the findings of the investigation into an allegation, complaint or rumour of a serious breach of discipline appears to support the allegation, complaint or rumour, a disciplinary meeting with the Head or her Deputy will take place.
2. **Attendance**
 - 2.1 The pupil and their Parents (if available) will be asked to attend the disciplinary meeting with the Head. The pupil will also be accompanied by an adult member of staff, usually a form tutor or a member of the wellbeing team. Where the complaint concerns the behaviour of the Parents, the pupil will not generally be expected to attend the meeting and this procedure applies to the Parents only.

- 2.2 The person who oversaw the investigation will be in attendance to explain the circumstances of the complaint and their investigation and findings. An additional member of staff will be present to minute the meeting
- 2.3 If the Parents or the pupil have any special needs or disability which call for additional facilities or adjustments (e.g. parking or the provision of documents in large print or other accessible format) those requirements should be made known to the Head as soon as reasonably practicable so that appropriate arrangements can be made.
- 2.4 If a Parent is unable to attend because of, for example, travel and working commitments, the school will make reasonable alternative arrangements to ensure the Parent can be involved, remotely if necessary, with the disciplinary process and their child's education.

3. Meeting

- 3.1 Documents available at the disciplinary meeting with the Head may include:
 - 3.1.1 a statement setting out the allegations regarding the pupil or, where applicable, the Parents
 - 3.1.2 written statements and notes of the evidence supporting the allegations, and any relevant correspondence
 - 3.1.3 the investigation report
 - 3.1.5 the relevant school policies and procedures.
- 3.2 The Head will consider the allegations and the evidence, including statements made by and / or on behalf of the pupil or, where applicable, the Parents.
- 3.3 The pupil and their Parents will have an opportunity to make representations on:
 - 3.3.1 the investigator's findings
 - 3.3.2 whether they constitute serious misconduct
 - 3.3.3 the appropriate sanction to be imposed.
- 3.4 The Head will inform the pupil and their Parents of the range of disciplinary sanctions which the Head considers are open to her if the allegation, complaint or rumour is sufficiently proved.

3.5 Unless the Head considers that further investigation is needed, she will close the meeting and inform the pupil and the Parents that they will be notified of her decision in writing or verbally to inform them.

4. **Decision**

4.1 The Head will consider:

4.1.1 whether the allegation, complaint or rumour has been sufficiently proved. The standard of proof shall be the civil standard, i.e. the balance of probabilities.

4.1.2 whether the findings constitute serious misconduct; and

4.1.3 the appropriate sanction to be imposed (and the pupil's disciplinary record will be taken into account where the complaint concerns the conduct of the pupil).

4.2 The Head may expel or remove a pupil or impose any other sanction she considers to be appropriate in accordance with this policy.

4.3 The Head will notify the Parents of her decision in writing, with reasons, within three working days of the disciplinary meeting.

4.4 A decision to expel or remove a pupil shall take effect within five working days of the date of the Head's letter confirming her decision. Until then, the pupil shall remain suspended and away from School premises.

5. **Review**

5.1 The Parents or the pupil may request a Review of the Head's decision:

5.1.1 to expel or remove a pupil from the School; or

5.1.2 where the pupil is suspended from the school for 11 working days or more; or

5.1.3 where a suspension would result in the pupil missing a public examination.

5.2 A request for a Review must be made within five working days of the date of the Head's letter confirming her decision.

5.3 If such a request is made, the pupil shall remain suspended until the Review has taken place and either the sanction is upheld or a reconsidered decision made.

6. **Leaving Status**

6.1 If a pupil is expelled or removed, their leaving status will be one of the following: expelled, removed or, if the offer is made by the Head and accepted by the Parents, withdrawn by parents.

6.2 Additional points of leaving status to be considered may include:

6.2.1 the form of letter which will be written to the Parents and the form of announcement in the school

6.2.2 the form of reference which will be supplied for the pupil

6.2.3 the entry which will be made on the school record and the pupil's status as a leaver

6.2.4 arrangements for transfer of any course and project work to the pupil, their Parents or another School

6.2.5 whether (if relevant) the school can offer assistance in finding an alternative placement for the pupil

6.2.6 the conditions under which the pupil may re-enter School premises in the future; and

6.2.7 financial aspects: payment of any outstanding fees and extras; whether the deposit will be returned or credited; refunded of prepaid fees.