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, February 2024), Mobile Phones in Schools (DfE, statutory from September 2026), Restrictive Interventions, including Use of Reasonable Force, in Schools (DfE, April 2026), Searching, Screening and Confiscation (DfE, July 2022) and Keeping Children Safe in Education (2026)
Reviewed in September 2026 by N Grimshaw and A Bennet
Next review due: September 2027
Amended in November 2026 (Restorative Practice: Choice and Suitability)

This policy should be read in conjunction with:
The Anti-Bullying Policy
The Child-on-Child Abuse policy
The Disability Inclusion and Learning Support Policy (including EYFS)
The Child Protection (Safeguarding) Policy
The Promoting Fundamental British Values Policy
The Restrictive Interventions including the Use of Reasonable Force Policy
The LPW AI Policy
Mobile Phone 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), the Head of Pre-Prep and the Head of Explorers' Corner Nursery and Pre-School.
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, being kind and going out into the world to do good; 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 unwanted or negative 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.

The school recognises that behaviour is a form of communication. Where patterns of behaviour give cause for concern, early intervention strategies may include 2022 support, ELSA intervention, behaviour plans, consideration of SEND assessment in communication with parents, risk assessment, referral to external agencies and collaboration with parents.

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 the impact of the choices made so they are not repeated and so, where possible they can restore.
Conflict need not define an individual; restoration may.

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 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 unwanted and negative 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 displayed in classrooms so pupils can use it 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.

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 statutory guidance on mobile phones in schools (in force from 1 September 2026), 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.

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, 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 (iSAMS). 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 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 each 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.

Throughout the academic year, there are various House events, 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 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 unwanted and negative 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 is given; if the behaviour continues, the pupil is offered help to correct it; and should there still be no change, a learning or behaviour mark is given, with the reason noted in the diary and explained. This mark is then added to iSAMS which notifies the form tutor, Assistant Head (Positive Behaviour and Restorative Justice) and the Head. Children are then given either learning sanctions or behaviour sanctions appropriate to the number of marks received. For pupils on the SEN register, their specific difficulties and the wider context will always be carefully considered before any mark is issued.

Sanctions for unwanted and negative behaviour may include:

- A verbal reprimand.
- '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 the aforementioned mark system and a subsequent 'Reflection Time' session.

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 to ensure participants are heard and know where they went wrong. More serious reflections will be held by the Assistant Head (Positive Behaviour and Restorative Justice) in the Deputies' Office or other suitable location, 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 more serious cases, more than one mark may be issued for an incident. In such cases, the context will be explored and the sanction agreed upon as being suitable by two members of the Senior Leadership Team.
- When 3 marks (learning or behaviour) 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.

  Parents will be notified and the child will be given up to three targets 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 the prospect of behaviour marks. The targets are individual to the child and are set with guidance and support on how to achieve them coming from their form teacher, the Assistant Head (Positive Behaviour and Restorative Justice) and where appropriate the ELSA.)
- When 4 behaviour marks are given to a pupil in one half term, parents are invited into school to discuss the seriousness of this and 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 may be suspended for half a day, at the Head's discretion.

If a pupil's behaviour is very serious then immediate suspension and ultimately permanent exclusion could also be used without behaviour marks being given.

The Head reserves the right to escalate the sanctions process for serious misbehaviour and move straight to suspension (internal or external) or exclusion; this decision would be taken in consultation with the Executive Head.

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 received a mark, the reason is recorded on our iSAMS system which is accessible to all teachers and the SLT. Where the behaviour relates to Child-on-child abuse or bullying, the relevant folder will be updated and if appropriate will be recorded by staff on MyConcern as a safeguarding issue. Both of these recording systems enable 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.

Parental Involvement and Partnership

Lancing Prep Worthing places great value on the partnership between school and home. Positive behaviour is most effectively promoted when pupils receive consistent messages, support and guidance from both parents and school staff.
The school will communicate with parents regarding behavioural concerns when it is proportionate and appropriate to do so. The nature of this communication will depend upon the seriousness, frequency and impact of the behaviour and may include telephone calls, email correspondence, restorative meetings, behaviour support plans or face-to-face meetings with members of staff.

Where incidents occur, the school will investigate thoroughly and consider all relevant information before deciding upon an appropriate response. In determining any sanction or intervention, staff will consider a range of factors including:

- The age and maturity of the pupil.
- The nature and seriousness of the behaviour.
- Any previous patterns of behaviour.
- The pupil's individual needs, including any SEND or disability.
- The context and circumstances surrounding the incident.
- The impact upon those affected.

- The pupil's willingness to engage in restorative processes and repair relationships.

The school recognises that every incident is unique and therefore sanctions and interventions will not operate on a fixed tariff system. Responses will be determined using professional judgement and will be fair, reasonable and proportionate to the circumstances of each case.

Where behaviour raises significant pastoral, educational or safeguarding concerns, parents may be invited to meet with staff to discuss appropriate support strategies and next steps. The school is committed to working collaboratively with families to help pupils learn from their mistakes, rebuild relationships and make positive choices in the future.

Whilst the school seeks to be transparent in its processes, it has a duty to maintain confidentiality for all children. Therefore, the school will not share details of sanctions, support plans, pastoral interventions or disciplinary measures relating to other pupils. Parents can, however, be assured that all concerns are investigated fully and appropriate action is taken in accordance with this policy.

The Head and Senior Leadership Team reserve the right to determine the most appropriate sanction, intervention or support measure in each individual case. This ensures that decisions remain fair, consistent, proportionate and in the best interests of all pupils and the wider school community.

Restorative Practice: Choice and Suitability

Restorative practice is an important part of our approach to behaviour. We believe that children learn best when they are supported to reflect on the impact of their actions, understand the experiences of others and, where appropriate, repair relationships that may have been harmed.

Participation in a restorative meeting is always voluntary. Before any restorative conversation takes place, the pupil who has been affected will be spoken to privately and given the opportunity to decide whether they wish to participate. They will be reassured that choosing not to take part is entirely acceptable and will not disadvantage them in any way.

For restorative practice to be effective, all participants must feel safe, respected and able to contribute openly. Whilst restorative meetings are often highly effective, there will be occasions when a direct meeting between pupils is not appropriate. This may include situations where:

- there is a significant imbalance of power between the pupils, whether physical, emotional, social or developmental;
- the behaviour involves bullying, child-on-child abuse or another safeguarding concern;
- the incident constitutes serious misbehaviour;
- a meeting may cause further distress to the pupil who has been harmed;
- a pupil may feel pressured to accept responsibility for another person's emotions or wellbeing; or
- staff consider that, for any other reason, a restorative meeting would not be in the best interests of one or more pupils involved.

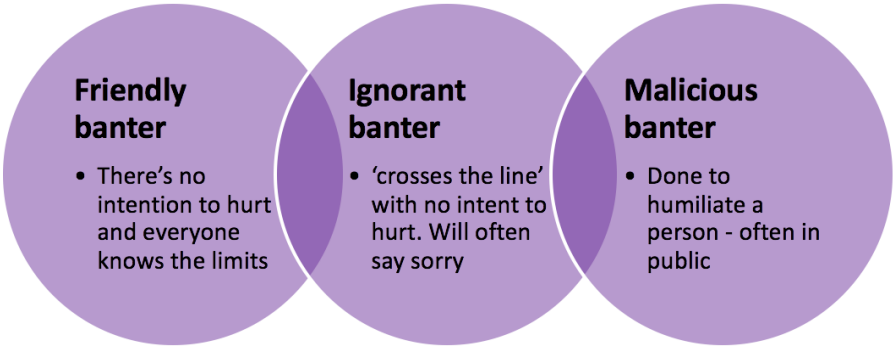
Where a restorative meeting is not considered appropriate, a member of the Senior Leadership Team will consult with another senior leader and, where relevant, the Designated Safeguarding Lead, to determine the most suitable course of action. The views of the pupils involved and, where appropriate, their parents will be taken into account. Decisions and any relevant rationale will be recorded in the appropriate places.

Even where a direct restorative meeting does not take place, restorative work will still form part of the school's response. Pupils will be supported to reflect on their actions, understand the impact of their behaviour, identify strategies for making better choices and consider how relationships can be repaired. Where appropriate, this may include written reflections, letters of apology or other restorative actions. Any action involving the pupil who has been harmed will only take place with their agreement and, where appropriate, that of their parents.

The wellbeing of all pupils remains central to this process. Pupils affected by an incident will be offered appropriate support, and staff will continue to monitor and review the situation to help ensure a positive and successful resolution.

Banter

Unwanted and negative behaviour also includes banter. Banter is defined as '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 the line between these hard to judge.

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.

Behaviour Beyond the School Gates

The school may apply sanctions where pupil behaviour outside school, including online behaviour,:

- brings the school into disrepute;
- poses a threat to another pupil, member of staff or member of the public;
- adversely affects the orderly running of the school;
- involves bullying, child-on-child abuse, harassment or discrimination.

This includes behaviour when travelling to and from school, during educational visits, sporting fixtures, online activity and any situation where a pupil can be identified as a member of the school community.

Child-on-Child Abuse

Unwanted and negative 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 sexual exploitation, harmful sexual behaviour, prejudice-based violence, gender-based violence. Examples of online child-on-child abuse would include the sharing of nudes and semi-nudes (including AI-generated images), online abuse, child-on-child grooming 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 pupils 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 seek consent to any referral before it is made where it is safe to do so; consent will not be sought where this would place a child at risk of harm. 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.

Where an incident is managed as child-on-child abuse, a restorative meeting between the pupils involved will only take place if the DSL agrees it is safe and appropriate, and the pupil who has been harmed chooses to take part (see Restorative Practice: Choice and Suitability).

In the Pre-Prep and Reception

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 after first being given a warning and then offered help to correct the behaviour.
- Reflection Time will take place away from the other children.

- During Reflection Time, the child will reflect upon their actions and complete a reflection sheet, with help from an adult where appropriate.

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)* with their class teacher. 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 will be 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 or another suitable location. 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 this, children in the Pre-Prep receive House Points in line with the rest of the school, with the focus upon rewarding the love of learning, kindness, appropriate behaviour and effort.

If children behave in an inappropriate way, the support and sanctions are the same as those used in the rest of the Pre-Prep, applied with patience, as we recognise that children's Personal, Social and Emotional Development (PSED) is still developing at this age. 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.

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, 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, supervised time out in an allocated safe space (which the child is free to leave) and systems to clarify wanted and unwanted behaviour such as thumbs up and thumbs down. If there has been a change in a child's behaviour, the Head of Explorers' Corner will inform parents or delegate her staff to do so. 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.

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 of the pupil.

Restrictive Interventions including the 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.

Full procedures are set out in the school's Restrictive Interventions including the Use of Reasonable Force Policy, which forms part of this policy.

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 reasonable force, seclusion or any other restrictive intervention will be recorded in writing and reported to parents as soon as practicable and, other than in the exceptional circumstances set out in the Restrictive Interventions including the Use of Reasonable Force Policy, no later than the same day. 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;
- a brief account of the type of restrictive intervention used, including any force applied, and its degree and duration;
- 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.

In line with the EYFS statutory framework, every occasion on which physical intervention is used with an EYFS child will be recorded, and parents will be informed on the same day or as soon as reasonably practicable.

Post-Incident Support

Following any incident involving reasonable force or any other restrictive intervention, 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.

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 including 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.

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. (See the DfE guidance Searching, Screening and Confiscation, July 2022.)

The Head, and members of staff authorised by the Head, may search a pupil or their possessions without consent where there are reasonable grounds to suspect that the pupil has a prohibited item. Prohibited items are: knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that has been, or is likely to be, used to commit an offence or to cause personal injury or damage to property; and any item banned by the school rules which has been identified as one that may be searched for, including vapes, mobile phones and smart devices.

Searches will normally be carried out by a member of staff of the same sex as the pupil, with a second member of staff present as a witness, unless there is a risk that serious harm will be caused if the search is not carried out immediately. Pupils will not be asked to remove any clothing other than outer clothing. Parents will be informed of any search for a prohibited item, and the Designated Safeguarding Lead (or a deputy) will be informed where there is a safeguarding concern. Prohibited items found will be confiscated and, where the law requires it, passed to the police.

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

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.

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.

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.

Following a suspension, a reintegration meeting will normally be held with the pupil, parents and relevant school staff.

The purpose is to:

- support a successful return to learning;
- identify any unmet need;
- review strategies to prevent recurrence;
- agree any additional support required.

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 unfavourably because of something arising from their disability, unless this is a proportionate means of achieving a legitimate aim, 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.