Introduction
It is the expectation that all students will behave in a way that is civilised and civilising and they will treat all in our community with kindness and respect. Students will not embarrass themselves, others, or the school as a whole, on or off the campus, and that they will abide by the letter, as well as the spirit of the “Pupils’ Code of Conduct”, found in their school planners. It is a core aim of our School to produce young people who are self-disciplined and who always do their best, not only to avoid punishments or earn rewards, but as people of integrity and because this is simply the right thing to do. However, we also acknowledge that, while this is our goal, our students need some help and guidance on how to achieve it; hence the need for this policy document.

This policy applies to all students of Loughborough Grammar School and should be read in conjunction with the following policies on:
- Drugs and smoking
- Searching pupils
- Confiscation of property
- Restraining pupils
- Bullying
- Investigating a serious incident
- Responsible use of ICT
- Expulsion, removal and suspension from Loughborough Grammar School

Although school rules relate primarily to school life during the school day in term time, there are circumstances in which behaviour ‘off campus’ and, indeed, out of term time will be dealt with by this policy, and related policies. These would typically include any behaviour that could bring the school into disrepute or which has a serious impact on the school community or individuals within it, in either its physical or online environment.

Principles to be followed by staff

The over-arching expectation is one of professionalism, fairness and common sense.

There are several preventative measures that staff should follow to contribute to good pupil behaviour in school:

- setting of clear standards of good behaviour including punctuality, there are no bells to start and end the lesson, the teacher controls the timings;
- maintaining a visible presence around the campus particularly at short break and lunchtimes;
- setting work at the appropriate level (neither too difficult or too easy), designed to stimulate and maintain interest;
- planning and executing lessons well;
- thoughtful pro-active tutoring;
- reminding and challenging pupils, when needed, about the LGS school uniform dress code;
- promoting positive peer group influence.

In order to encourage students to be punctual and well organised it is essential that staff show these same attributes. Encouraging students to listen is more effective if the teacher listens to them. A calm, measured approach in dealing with challenging behaviour is more effective than losing one’s temper and shouting.

The school expects all our students to:

- show consideration for others and treat everyone with courtesy and respect;
• have the right to learn without disruption or threat;
• come to school and to lessons prepared to learn and engage; it is the responsibility of the pupils to travel quickly to lessons and to arrive ready to learn.
• care for their environment and the property of others;

The Pupils’ Code of Conduct expands on these principles in detail. See Appendix A.

Rewards

Rewarding effort, attainment and good behaviour

Although this policy is focused on standards of behaviour, and the consequences of falling short of expectations, there is a comprehensive reward structure in place that recognises academic effort and attainment, as well as co-curricular contributions and service to the local community.

Informal and formal daily rewards and positive feedback

• The school prides itself on the quality of the relationship between staff and students, and saying ‘thank you’ and ‘well done’ should be a routine part of school life for all members of the community.

• Constructive feedback should be written on homework and other graded assessments. This should include a constructively critical comment to show how the student can better his work even further.

• The school planners allow for targets to be set in them, these should link to the feedback given on work.

• Orally praising boys who shows extra effort, is working hard to his target or answers questions well, this kind of praise is likely to cause them to want to excel further. A merit point can be given which is marked in the planner.

• Tutors, teachers and coaches can give merit points.

• The school planner is one way of informing parents of a pupil’s pleasing behaviour in class. Using the school’s SIMs system to award positive “alerts” is encouraged as these alerts are available for parents to view via the INSIGHT portal. Positive behaviour and performance can be recorded in SIMs under the following headings:

Merit Cards & Headmaster’s Merit Cards
Merit points are recorded in the planner and the tutors look at the planners every week, all other rewards are recorded on SIMS.

<table>
<thead>
<tr>
<th>Reward</th>
<th>Awarded for</th>
<th>What the teacher does</th>
<th>What the tutor does</th>
<th>What the Head of Year does</th>
<th>What the student does</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merit point</td>
<td>Effort</td>
<td>Marks in the planner</td>
<td>Looks at the planner in tutorial</td>
<td></td>
<td>Shows planner to tutor</td>
</tr>
<tr>
<td>Merit Card</td>
<td>On receipt of third merit point</td>
<td></td>
<td></td>
<td></td>
<td>Student takes the card home</td>
</tr>
<tr>
<td>Headmaster’s merit card</td>
<td>On the receipt of a third merit card</td>
<td></td>
<td></td>
<td></td>
<td>Chooses one friend to go to lunch with and goes to front of the year group’s queue.</td>
</tr>
<tr>
<td>Commendations</td>
<td>Outstanding work</td>
<td>Records in student’s planner and alerts tutor</td>
<td>Looks at planner</td>
<td>Records in planner, writes about it in self assessment</td>
<td></td>
</tr>
<tr>
<td>Headmaster’s commendation</td>
<td>Exceptional work</td>
<td>Records and alerts tutor and Head of Year</td>
<td></td>
<td>List of students each half term to School Office. Awards presented at Year Assemblies</td>
<td>Records in planner, writes about it in self assessment</td>
</tr>
</tbody>
</table>

Achievement Cards
On the completion of full reports, which are sent home once each year, pupils are eligible to receive an Achievement Card.

- Gold Cards are awarded for academic excellence. Students typically need to achieve grade As in virtually all their academic subjects at A-level, grade 7s in Y6-9 and grade 8s in Y10-11.
- Green Cards are awarded for high levels of diligence and effort. Students typically need to achieve grade 1s in virtually all their academic subjects.
- Blue Cards are awarded for outstanding co-curricular commitment and excellence. Blue Cards are typically awarded for Music, Sport, Drama, and House contributions.

Sports Colours
Sports Colours are awarded in consultation between the Director of Sport and the master responsible for the individual sport concerned. There are three main tiers of sports colours.

- Half colours take the form of a certificate and are awarded for an outstanding contribution to school sport. Half colours are awarded from Year 11 onwards.
- Club colours take the form of a certificate and a cloth badge which can be worn on school sports clothing. The criterion is the same as for half colours and represent an extension of commitment. Club colours are normally awarded to students in the sixth form.
- Full colours take the form of a certificate and a royal blue tie and awarded for representation at county level or above.

Herons

Herons (a lapel badge) are awarded for service to the school, usually in helping to run and maintain a range of clubs, activities and masterclasses. Senior students in the 6th form are awarded a red heron and junior pupils are awarded a blue heron.

Academic Prizes and OLA Scholarships

Prizes are awarded at the end of each academic year for both academic excellence and also progress. In years 6 to 10 they tend to be awarded by form and in later years by subject. These are presented at one of the Prize Giving evenings in either July (Junior … years 6 to 9) or September (Senior …. years 10 to 13). Old Loughburians Association (OLA) Scholarships are awarded to students who perform with distinction in their GCSEs. Students receive a Scholar’s tie with an LGS crest in the bottom corner and book tokens to the value of £100. The students also attend a Scholars’ dinner where their achievements are recognised.

Supporting better learning habits

‘On report’
A pupil may be put ‘on report’ to improve a range of learning habits. These can be for effort and for organisation. The HoY oversees this process and they and or the tutor meets with the pupil to set the targets, the pupil is required to get each of their teachers to sign noting the progress specific to the targets. The tutor and or the HoY reviews. The completed report book is kept on file. Parents will be informed of this process.

Poor Behaviour and Sanctions

Pupils are sanctioned for disrupting their own learning or the learning of others. The Pupils’ Code of Conduct lays out the minimum expectations for behaviour and the teachers can use a range of sanctions to address poor behaviour.

In general, dealing with issues within the classroom is the responsibility of the subject teacher in the first instance and then, if this is unsuccessful, matters should be passed on to the Head of Department (HoD). Departments may have their own supported study sessions to help pupils.
A Minor is completed on a pro forma and is 200 – 300 words long. The title is set by the teacher, the pupil completes it in 24 Hours and has it signed by a parent and their tutor and returns it to the teacher.

Academic Work Room For late/missing/poor homework a student may be given an extension at the discretion of the teacher. If not done (or redone), then a student should either report to the member of staff at a lunchtime convenient for the member of staff, to do the work in a classroom or a supervised laboratory. The Academic Work Room (AWR) exists as an alternative to when private lunchtime detentions are not convenient for a member of staff. The AWR operates daily from 1.15pm to 1.45pm in C2. Staff must inform the office by 1.00pm if they wish to send a boy to the AWR. To prevent numbers reaching unreasonable levels, a maximum limit of 4 boys per lesson per staff member is set. Students sent to the AWR must remain there for the full 30 minutes regardless of how long their catching up work might take. Sometimes pupils refer themselves to the AWR as an opportunity to take advantage of a quiet area to catch up on written work.

Only in serious cases of non-compliance should a student be sent out of a teaching room, and only to the HoD. If the latter is not available then he should be sent to Buckland and the HoY informed.

A Major is a lunchtime detention held on Wednesdays in the C block 13.15 - 13.45. The pupil has to reflect and write about their behaviour under the following headings:

- What he did and how it affected him
- Who else was affected.
- How his actions affected those around him.
- How his learning and reputation have been affected by his negative actions.
- What is he going to do to ensure this does not happen again.
- How he intends to apologise and move on from this point.
Typical offences for the Major Room include: vandalism, inappropriate language, inappropriate behaviour whilst queuing, poor behaviour on the bus or in the dining hall, intimidatory behaviour, failure to attend AWR, persistent failure to register, persistent lateness to lessons, and students caught smoking. Accruing three minors in a term will trigger the Major Room.

**After school detentions and Saturday detentions**

If a pupil continues to default on the school rules or if they commit a serious offence such as bullying, causing danger, fighting, racism, theft, truancy. The Head of Year will carry out an investigation using the Incident or Bullying proforma, this will be passed to the DHP and the parents will be contacted. The detention has at least 48 hours' notice and will be supervised by the DHP. After school detentions are 16.15 - 17.15. Saturday detentions last an hour and are arranged for a morning session unless the pupil is representing the school in sports fixtures.

**Disciplinary hearing**

If a student does not respond to measures taken by the HoY, then he is seen by either a Deputy Head or the Headmaster as appropriate. These meetings are almost always in the company of the parents. A student reaching this stage typically receive a final warning from the Headmaster or a Deputy to address the issues that have caused the meeting. If this warning is unheeded or ignored, he is liable to face the full range of options available under the Disciplinary, Suspension and Exclusions policy. Students may also be placed on an agreed contract to address and correct persistent poor behaviour which occurs in either the academic or pastoral areas of school. Such a contract will be discussed with the pupil and parents and relevant members of staff, and two copies will be signed. One is kept by the student and the other will be retained in the school's file.

**Correcting inappropriate behaviour within and off the LSF campus.**

It is a requirement that all students conduct themselves in a civilised manner that does not bring the reputation of the school into disrepute; this includes travelling to and from the school, on school trips, sporting fixtures and the use of social media in their own time and on their own individual devices.

**Behaviour by Sixth Formers**

Students in Years 12 & 13 have a responsibility to conduct themselves in a way as to act as a positive role model to younger students lower down the school. They have a responsibility to uphold the Pupils' Code of Conduct. The school therefore expects occurrences of misbehaviour and underperformance in academic studies to be significantly lower from Sixth Formers. Boys in years 12 & 13 are subject to the same sanctions as the rest of the school, in addition Sixth Formers may have privileges withheld such as suspension from the sixth form centre and the removal of the red tie in Year 13.

**Behaviour by boarders**

It is the responsibility of the Housemasters to apply sanctions for students misbehaving in the boarding community. In serious cases this can include temporary suspension from the boarding house and placing student back in the care of their guardians whilst issues are investigated and resolved. Negative behaviour which needs recording because it is having an adverse effect on the pupil or those around him is recorded on CPOMS. Staff can be alerted to this via CPOMS.

**Serious Incidents.**

Occasionally there is a serious incident – usually involving either physical violence to another student, theft, carrying of knives, suspicion of drug use etc. and this must be dealt with by a Deputy Head. Investigating such incidents has to be done very carefully and this is explained separately in the staff handbook under the section ‘Investigating a Serious Incident’
Appendix A  Loughborough Grammar School Pupils’ Code of Conduct

We are a close-knit community and we have to cooperate with and respect each other. This code of conduct was created by us and is the bare minimum that we expect in our community. Founded in the research of Martin Buber who said ‘People are good, do good things, are responsible, have core concern for others, not because they have to, or because they have been told to’ we all have a responsibility to achieve greater than this Code of Conduct.

**Be polite.** You should always stand in silence when an adult enters the room. Male members of staff should be addressed as ‘sir’, female members as ‘miss’. It is appreciated if you acknowledge members of staff if you pass them around the campus or outside the School. Don’t just stare and walk past!

**Be punctual.** You should move quickly between lessons and arrive at least one minute before the lesson is due to begin if it is after short break or lunch time. Morning registration starts at 8.30. Arrive promptly to assembly, sit quickly, remove coats and when the music starts be silent.

**Be ready to learn.** You should arrive at lessons with all the necessary stationery, equipment and books. You should have your planner and books out and be ready to start work at the official start time of the lesson. Use the suggested starters to get you ready to learn for that lesson.

**Be respectful.** You should listen and communicate with maturity this means allowing others to speak and not speaking over others. Raise your hand to speak. Create a positive learning environment by following the particular rules of that subject/department.

**Be organised.** You should hand in homework on time and if you have a query contact the teacher before the lesson. If you are going to be absent from a lesson contact the teacher to ask their permission. If you are absent make sure you catch up the work via Firefly.

**Be responsible with property.** You should take responsibility for your own property, it should be named. You do not have the right to borrow or interfere with anyone else’s property without their permission. This may be treated as theft.

**Be proud of the environment.** You should help maintain the fine appearance of our grounds and buildings by not dropping litter and by keeping off grassed areas unless they are specifically allocated as play areas. Do not cross the Quad lawns, or cut across the corners. Always treat school facilities with care, and do not use paths in front of the Common Room or the Burton Hall.

**Be tidy.** You should take care and pride in your own appearance in lessons, in sport and all in co-curricular pursuits. Uniform and hair should be tidy and should not make anyone look twice. At the end of the session you should return the room to how you found it, and wait for the teacher’s instruction to let you leave.

**Be sensible.** If a teacher does not arrive, you should enter the classroom and sit quietly. Use the time to read, prepare or revise. After a delay of 10 minutes, one boy should report the staff absence to the school office.

**Be aware.** You should be helpful in the times spent outside lessons when we are in less structured times of the day. Waiting in the lunch queue should be orderly, keeping Burton Hall a pleasant place to eat lunch by clearing trays, pushing in chairs and taking the appropriate length of time to eat lunch. Coats should be removed during lunch. You should be aware whilst on Burton Walks and should not crowd the pavements, instead move aside for pedestrians and be aware how you might be coming across to a passer-by.
Appendix B  June 2020 COVID19

This appendix is to be read by all returning boys, their parents and teachers before returning to school.

It has been created using Public Health England guidance
Public Health England Guidance for Reopening schools

Pupils and staff are to take the following precautions to ensure personal safety and minimum infection transmission:

An unwell pupil must not attend school. If they have any of the Coronavirus symptoms, then they must isolate for 14 days.

Pupils must arrive and leave school at the designated location and at the designated staggered time

On arrival they must use the provided hand sanitiser

Pupils must use the designated teaching room(s) as instructed where they will observe the 2 metre social distancing protocol

They must use the allocated lavatory, where a maximum of two pupils will be allowed to visit at the same time. Hands must always be washed with soap and dried using the provided paper towels or cleaned with sanitiser for 20 seconds minimum.

Breaks will be staggered and taken in the allocated outdoor space.

In line with the ‘catch it, kill it, bin it’ approach, pupils must cough into a tissue or into the crook of their elbow covering their mouths. Hands should be washed and or sanitised after coughing.

Pupils must not spit or cough at each other. They must not touch each other in order to minimise any contamination.

Failure to follow these rules will result in an Alert being given. A repeat offence will result in a Minor being given. On the third offence a Major Room sanction will be given which incurs a communication with home.

HMF June 2020