



LOUGHBOROUGH Grammar School

Policy Title: Behaviour, rewards and sanctions Policy

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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
- Anti-Bullying
- Investigating a serious incident
- Responsible use of ICT
- Student Disciplinary, Suspension and Exclusion 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 using the Pupil's Code of Conduct (Appendix A and in the pupils' planners) as the bare minimum expectation:

- 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
- challenging inappropriate behaviour, following the anti-bullying guidelines
- 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 students 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. See Rewards table below for other methods to formally reward a student.
- The school planner is one way of informing parents of a pupil's pleasing behaviour in class. Teachers should use CPOMS to record the rewards and sanctions.

Reward	Awarded for	What the teacher does	What the tutor does	What the Head of Year does	What the student does
Merit point	Effort	Marks in the planner	Looks at the planner in tutorial		Shows planner to tutor
Merit Card	Y6-9 on receipt of 9 merit point Y10 – 11 on receipt of third merit point		Looks at the planner and records a merit card on CPOMS. Writes out the card		Takes the card home
Headmaster's merit card	On the receipt of a third merit card		Looks at the planner and records a Headmaster's merit card on CPOMS An email is sent home from the tutor	Issues the student with the Headmaster's merit card and early lunch pass	Takes the card home Choses one friend to go to lunch with and goes to front of the year group's queue.
Deputy Head Commendation Cards - approx 15 awarded for each class each half term	Outstanding effort	Records on CPOMS	Looks at planner and marks it in there.	Deputy Head will meet boys, sign card and phone home	Records in planner, writes about it in self-assessment
Headmaster's commendation - approx 3 awarded each class each half term	Exceptional work	Records on CPOMS	Looks at planner and marks it in there Emails home	List of students each half term to School Office. Awards at Year Assemblies	Records in planner, writes about it in self-assessment

Blue Cards	Extra-curricular			Awards cards	Records in planner
Green Cards	Effort grades			Awards cards	Records in planner
Gold Cards	Academic			Awards cards	Records in planner
Hérons	School life			Awards badges	Records in planner, wears badge

Merit points are recorded in the planner and the tutors look at the planners every week, all other rewards are recorded on CPOMS

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.

Hérons

Hérons (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.

Sanction	Given for	What the teacher does	What the tutor does	What the Head of Year does
Alert	Transgression of the code of conduct	Puts name on the board (or similar notification)		
Minor	Second transgression in a lesson	Records in student's planner and on CPOMS. Hands out the Minor proforma. Tells student where and when to hand it in Checks completed Minor and signs off in planner.	Checks Minor in the next day's tutorial. Checks the planner, signs that they have seen it.	
Major Room <i>An automated email to parents goes on Tuesday</i>	Receipt of third minor		Records on CPOMS and alerts the HoY Contacts home and communicates with DH Secretary	
Major Room <i>An automated email to parents goes on Tuesday</i>	Major behavioural incident	Records on CPOMS and emails DH Secretary and school office	HoY may ask tutor to contact parents before the email goes home.	Decides who contacts home and emails school office and DH Secretary
Academic Work Room	Student undermining their own learning	Records on CPOMS and emails school office	May contact home	
After school detention	Receipt of the third Major Room or significant behavioural incident			Investigates, contacts Senior Deputy Head
Saturday detention	Significant and serious offence			Investigates, contacts Senior Deputy Head

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 parents 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

School Rules

The Pupil Code of Conduct (Appendix B) summarises the most important school policies from a pupil standpoint. This is printed in boys' planners alongside rules on uniform and appearance so that they have an easily accessible reference point.

School Uniform

Boys in Years 6-11 wear:

- School Grey Suit (which must be purchased from the School Shop or PA Second-Hand Shop)
- Light blue school shirt
- House Tie
- Navy School crested or grey V-neck pullover.
- Grey Socks
- Black Shoes, which must be capable of being polished – i.e. not boots or trainers.

Year 6 and 7 boys wear a non-house tie until the House Selection takes place in October, and house ties are distributed.

Boys from Year 11 upwards who have taken part in a major tour may wear the tour tie for the term afterwards.

A student wearing an item of clothing considered inappropriate will be told to change it.

The following activities require specialist uniform.

- Science and Art - white laboratory coat.
- PE, Athletics and Tennis - House vest and polo shirt, blue shorts, white socks and white non-marking training shoes.
- Rugby and Hockey - School reversible shirt, blue shorts, School tracksuit, School socks, boots or trainers.
- Swimming - School blue swimming shorts.
- Cricket - white shirt, School bottoms or cricket trousers, white socks and white boots or trainers.

Sixth Form Dress Policy

Our principle is that Sixth Form dress should be 'professional', in keeping with an academic environment and in preparation for their life beyond LGS.

Generally:

- If it would be inappropriate in an office environment, it is inappropriate for school
- Within the guidelines below, students should look 'professional', and school staff will be the final judge of this.

Dress:

Students should wear a smart suit, a formal shirt and school tie with professional shoes.

- A tailored, business-style suit comprising of a jacket and trousers of matching colours.
- Suits may be black, grey, or blue and should be of a sober shade. Thin, subtle pinstripes are also acceptable.
- Shirts should be of a light or pastel colour.
- A v-neck black, blue or grey knitted jumper
- Ties should be one of those issued by the school.
- Shoes should be suitable for a business environment, clean, black or brown and able to be polished.
- Coats should be tailored and suitable for a professional environment, in a sober shade of black, grey, brown or blue.

Boys' Appearance

Our rules on boys' appearance are 'traditional'. Although we appreciate that there will be times in their lives when boys wish to express themselves, we consider school to be a professional working environment where we have high expectations about appearance. When we speak to boys about these expectations, we explain that people of influence, such as future employers, will sometimes make judgements about them based on their appearance. We think that it is important that they learn the how they look can influence the perceptions that others will have of them, particularly in a professional setting.

Students' appearance should be suitable for an office environment.

- Hair should be neat and tidy.
- Hair style should not be extreme: neither extremely short nor extremely long, neither should there be extreme differences in length. Closely-shaven styles are not appropriate. In practice, hair should be worn off the collar.
- Hair should be of a natural colour.
- Students should be clean-shaven at all times, excepting religious purposes.
- Students should not wear jewellery (including rings and earrings) to school.

Exceptions are made on grounds of religious observance. A parent wishing his son to grow a beard for religious reasons should write to the Headmaster requesting an exemption.

Students who fall short of these expected standards will be given a verbal warning by school staff and asked to amend their dress and/or appearance for the following day. If students still fall short of these expectations, contact with parents will be made.

We seek to resolve any issues of non-compliance in a measured way. For example, a boy arriving unshaven to school will be told to return the next day having shaved, while a boy with excessively long hair is likely to be given until the next weekend to get his hair cut. Similarly, a boy wearing non-compliant uniform would be told to return the next day correctly attired.

However, a boy who repeatedly failed to meet expectations of uniform or appearance will be subject to the sanctions laid out in this policy. Repeated refusal to abide by the School's rules may lead to him being sent home to change his clothing, shave or have a hair cut.

Appendix B

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 C

Code of Conduct Autumn Term 2020

An unwell pupil must not attend school. If they have any of the Coronavirus symptoms then the school office must be told via email or phone. The pupil must be tested and if tests positive must stay at home for 14 days, if negative can return to school. See details on website

Travel to school: By bus, pupils will be required to wear face coverings and will enter via the asphalt area beside the Tower. They need to follow the designated routes to their classrooms

Arrival at school: pupils must go straight to their year group area and into their tutor group classroom

	Lessons held in/ common room	Designated Outdoor area	Toilets	Head of Year
Year 6	X Block	X-block and quad	Scout Hut	Mrs Marlow
Year 7	B Block	School Quad	Q block marked Y7	Mr Parton
Year 8	Q Block	Asphalt	Q block marked Y8	Mrs Taylor
Year 9	C Block	Pavillion side of field	Pavillion	Mr Sollars
Year 10	P Block	Science Park	M-block/W-block	Dr McKay
Year 11	N Block	SH side of Field	N-block	Mr Hatfield
Year 12	Whitcliffe room	Near side of GS Astro	Portaloos near Tower	Miss Hannah
Year 13	Sixth Form Centre	Far side of GS Astro	SFC	Mr Clarke

In the classroom: Hand sanitise on entry and exit to building. Wipe down desk and chair at beginning and end of lesson. The door is to be propped open, windows to be open.

Pupils must use the designated teaching room(s) as instructed where they will observe the social distancing protocol and stay in seats (the class act as a bubble and the teacher is in a separate bubble)

Teacher to stay at the front of the classroom, in marked area and follow the COVID lesson protocol

Pupils 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.

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.

Pupils may wear a face covering. Those travelling on the buses must wear a face covering.

Pupils enter the classroom before the teacher except in Science. They may only leave the classroom at the end of the lesson as instructed by the teacher. They must use the one-way circulation in the classroom blocks.

Any transgressions of the code of conduct follow LGS Sanctions – see table displayed in classroom.

First transgression – Alert Second transgression – Minor

Majors will be handed out for breaking the code of conduct and behaving in an unsafe manner

Serious transgressions will result in the use of the School's Disciplinary, Suspension and Expulsion Policy.

HMF Sept 2020