



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, 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. (Appendix B). 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 Serious Disciplinary Policy – a Loughborough Schools Foundation Policy

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 B) 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 B

Rewards

Rewarding effort, attainment and good behaviour

Although this policy focuses 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.
- 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.
- The school planner is one way of informing parents of a pupil's pleasing behaviour in class.
- Merit points are recorded in the planner for the younger years 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 with the coach and the Head of PE. 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 for 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 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 HoYin Y 6,7 and Sixth Form and the Key Stage Coordinator (KSC) in Y 8 - 11 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 or KSC reviews. The completed report book is kept on file. Parents will be informed of this process.

Poor Behaviour and Sanctions

The Disciplinary Points System at the School

Pupils at Loughborough Grammar School are subject to the School's Code of Conduct. Breaches of the Code of Conduct are disruptive to the individual and to those affected by the pupil(s)' actions and will be reprimanded.

1 Poor behaviour will be dealt with by the member of staff responsible for the lesson or activity. All members of staff can sanction a pupil with a Minor (written piece of work to be returned to them next day and signed by a parent) or a Major Room (lunchtime detention which the Tutor, Head of Year or Housemaster informs the pupil and the parents). On the receipt of the third Minor a Major Room will be given, on the receipt of a third Major Room an Afterschool Detention will be given.

2 Poor work will be dealt with by the member of staff responsible for the lesson and can be addressed by the pupil attending the Compulsory Work Room which is managed by the Key Stage Coordinators who are responsible for academic pathways throughout the school.

3 Serious breaches of the Code of Conduct will result in a Tutor, Head of Year, Housemaster or member of the Senior Leadership Team handing out an Afterschool Detention which will be detailed in a letter home from the Senior Deputy and an hour detention on a weekday at 4.10pm. This matter may be brought to the attention of the Head.

4 More serious breaches of the Code of Conduct are sanctioned by the Head of Year, Housemaster, or member of the Senior Leadership Team who recommend to the Senior Deputy that a Saturday Morning Detention is given. This requires an hour of a pupil's time in full uniform in school on a Saturday.

5 In addition, the Head (or in his absence, the Senior Deputy) may temporarily or permanently exclude a pupil for the following reasons:

- For a major breach of the school Code of Conduct
- Persistent breaches of the school Code of Conduct
- Failing to make proper use of the education at LGS and/or preventing others so to do
- Exerting harmful influence on in any way including on the LGS community
- Bringing the school's name into disrepute
- Any other good or necessary reason

Points system at LGS for serious breaches of school discipline.

Sanctions and disciplinary measures are not taken lightly at LGS. The Head of Year or Housemaster carries out an investigation, which may involve the safeguarding team. Their recommendations are made to the Senior Deputy, who in consultation with the relevant staff and the Head makes a judgement about the severity of the sanction. The sanctions carry a tariff (disciplinary points) which are cumulative over a rolling 12 month period which means that only those issued within the past 12 months will contribute to a student's disciplinary points

total. Sanctions prior to the 12-month time period will be disregarded with regard to the points total but will remain on file and could be referred to when a disciplinary review is being undertaken.

The points are awarded in the following way:

Temporary Exclusion = 6 points

Saturday Detention = up to a maximum of 4 points depending on the seriousness of the offence and the circumstances in which it was committed.

Afterschool Detention = up to 2 points depending on the seriousness of the offence.

Any student acquiring 12 points in a 12month period cannot expect to continue his education at LGS.

Once the 12 point limit has been reached or exceeded a review of the student's disciplinary record will be undertaken by the Head in discussions with parents or guardians and senior staff. A decision will then be taken as to whether the student concerned should be allowed to retain his place at LGS.

In certain circumstances, where the student has diagnosed learning difficulties which is the cause of bad behaviour alternative measures may be put in place to replace in part the points system to address the breach of the Code of Conduct and to take his learning difficulty into account. This is entirely at the discretion of the Head

Different Sanctions Explained

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 Housemaster or HoY 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 (copy on dashboard) Tells student where and when to hand it in Checks completed Minor	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 & alerts the HsM/ 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 & emails DH Secretary and school office	HsM/HoY may ask tutor to contact parents before the email goes home.	Decides who contacts home and emails school office and DH Secretary
Compulsory Work Room	Student undermining their own learning	Records on spreadsheet on staff dashboard	May contact home	

After school detention	Receipt of the third Major Room or significant behavioural incident			Investigates, contacts Senior Deputy
Saturday detention	Significant and serious offence			Investigates, contacts Senior Deputy

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.

Compulsory Work Room For late/missing/poor homework or classwork 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 Compulsory Work Room (CWR) exists as an alternative to when private lunchtime detentions are not convenient for a member of staff. The CWR operates Tuesday, Wednesday, Thursday from 1.15pm to 1.45pm in the P Block and is staffed by the Key Stage Coordinators. Staff must put the details of the work on the spreadsheet on the dashboard. Sometimes pupils refer themselves to the CWR as an opportunity to take advantage of a quiet area to catch up on written work.

A Major is a lunchtime detention held on Wednesdays in the P 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, intimidating 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 Housemaster or the Assistant Head Pastoral or a DSL will carry out an investigation using the Incident or Bullying proforma, this will be passed to the Senior Deputy and the parents will be contacted. The detention has at least 48 hours' notice and will be supervised by the Senior Deputy. 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.

NB 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 HsM/HoY informed.

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 nonmarking 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 and culturally appropriate and inclusive of the nature of the school community.
- 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. With afro-textured hair skin fades need to be correctly blended with no extreme differences in length. Loqs and cornrows are allowed as long as they are neat and do not go past the collar and do not obscure eyes.
- Hair should be culturally appropriate and is inclusive
- 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.

It is the responsibility of the member of staff who is directly concerned with the boy pastorally to ensure that these rules are understood and followed by boys.

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 Lawrence Kohlberg 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.

