



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 men 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;
- 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;
- reminding and challenging boys, 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 at them.

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;
- care for their environment and the property of others;

The Pupils' Code of Conduct expands on these principles in detail.

Rewards

Rewarding 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. Drawing attention to the positive qualities of a piece of work is likely to produce more of the same. This should include a constructively critical comment to show how the student can better his work even further.
- Orally praising boys who answer questions well, is likely to cause them to want to excel further.
- Tutors and teachers should, from time to time, encourage boys to involve themselves in self-assessment and in target setting. There must then, however, be a system of 'rewards' for meeting targets even if that reward is simply a quiet encouraging word from the teacher.
- 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

The use of Merit Cards should be extensive. A Merit Card does not require perfection for it to be awarded. It should be awarded if a piece of work is better than expected from that student or if that he has shown a consistently high standard over a few pieces of work or an extended period of time. The base line against which improvement or excellence should be measured should be the standard for that student and not for the best one in the set. Merit Cards are recorded in SIMS by the provider and the physical card is given to the student for him to inform his tutor. Tutors in years 6 to 9 record the awarding of Merit Cards in the rear pages of the student's planner, every 5 cards qualifies for a Headmaster's Merit Card which are personally awarded by the Headmaster.

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 boys 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.

Poor Behaviour and Sanctions

Correcting poor behaviour within the classroom.

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 should base their specific sanction policy on the framework below, but with adjustments to suit department ethos – as long as these are applied consistently throughout that department. The heart of the pastoral system at LGS is the tutor, and so if significant sanctions are applied, the tutor should be informed by either Sims alerts, email or verbal communication.

Step 1

- For isolated cases of poor behaviour in lessons, a range of measures are deemed appropriate. These include writing names on the whiteboard as a warning, changing the seating plan of the class, setting minors (typically a 200 / 400 word piece of writing relevant to the offence). Sanctions should be agreed within the department and be consistent across the department. 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.

- 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 Compulsory Work Room (CWR) exists as an alternative to when private lunchtime detentions are not convenient for a member of staff. The CWR 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 CWR. To prevent numbers reaching unreasonable levels, a maximum limit of 4 boys per lesson per staff member is set. Students sent to the CWR must remain there for the full 30 minutes regardless of how long their catching up work might take. Sometimes they refer themselves to the CWR as an opportunity to take advantage of a quiet area to catch up on written work.
- SIMS alerts should be used to inform tutors of *repeated* offences of a minor nature. Misdemeanours can be recorded under the following headings:

It should be noted that in any school year the number of positive SIMs tags given to boys significantly outnumber the ones for misdemeanours.

Step 2

If a student does not respond and improve his behaviour within the classroom on a consistent basis, he should be sent to HoD for an interview and from which further disciplinary measures may apply, such as extended or repeated lunchtime detentions, and/or communication with home. In the latter case liaison with the tutor should first take place.

Step 3

If a student's behaviour still continues to cause a problem, then the HOD should inform the Head of Year (HoY). Depending on whether this is a subject specific issue or poor behaviour within a range of areas, the HoY may decide to place the him on report for a typical period two weeks. Again the parents would be informed by the HoY for the reasons for applying this sanction.

Step 4

If a student does not respond to measures taken by HoY he is then referred to the Assistant Head (academic) , who will interview him. Further sanctions may include extending the report period, and/or calling parents in for a meeting, either with the HoY or together with the Assistant Head Academic. In all meetings with the parents the tutor is expected to attend.

Step 5

If a student does not respond to measures taken by the Assistant Head, 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 (detentions).

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.

Major Room

The Major Room is a sanction applied for incidents that usually happen outside of the classroom. This is a 30 minute lunchtime detention which takes place each Wednesday from 1.15pm to 1.45pm in C6 and is staffed by a member of the SLT. Putting a student in the Major Room is left to the discretion of each individual teacher but it should be remembered to be used proportionately and not as a first course of action. Often a strong rebuke will suffice or the issue of a minor. 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 CWR, persistent failure to register, persistent lateness to lessons, and students caught smoking. The teacher putting the student in the Major Room will email the tutor and Reception. The tutor contacts home to explain the sanction. An email is sent home on the Monday before the detention on the Wednesday..

After School Detention

From 4.15pm to 5.15pm, as a result of more serious offences students are required to attend a detention supervised by the Deputy Head Pastoral in L9. Typical scenarios that invoke this sanction are; failure to attend the Major Room, deliberate serious acts of damage to school property or another student's possessions (which may also incur a financial penalty), truancy, theft.

Saturday Detention

On Saturdays from 10.00am to 12.00pm students may be required to return to school for a detention supervised by a member of the SLT. The offences for this sanction include all those given for an after school detention and extend to incidents of bullying and racism. A Saturday detention is one step away from a full school suspension. Students attending this detention are expected to perform some reasonable task in the service of the school.

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. 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 applied lower down the school which include detentions and referral to the CWR. For serious breaches of discipline, which fall short of a school suspension, 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.

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'

