



LEICESTER GRAMMAR SCHOOL
PUPIL BEHAVIOUR POLICY, INCLUDING REWARDS and SANCTIONS

This version of the policy is designed to be read by staff and parents. A version of the policy, designed to be read by pupils and in pupil friendly language, is printed in our Pupil Planners.

This policy is in two parts. Both parts should be read in conjunction with the policy on Serious Discipline Procedures and Policy and the policies on Anti-bullying, Attendance, Pupil Use of ICT, Pupil Equal Opportunities, Safeguarding and Substance Misuse.

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PART 1: BEHAVIOUR

I. INTRODUCTION

Our behaviour policy sets out our high standards of expected behaviour based on respect for other people, dignity and kindness. It is designed to enable us to promote and maintain a calm, safe and caring environment in which the self-esteem of our pupils is nurtured, and in which all forms of bullying and other anti-social behaviour are not acceptable.

At Leicester Grammar School everyone has the right to be valued as an individual member of the School community, regardless of age, disability, gender, race, religion or belief, sex, or sexual orientation. Any form of bullying, including physical, verbal, sexual, racial, homophobic, ablest, cyber-bullying, sexual harassment and all forms of violence and aggression will be met with a serious and immediate response. These kinds of behaviours are not welcome in our community and will not be tolerated.

Leicester Grammar School staff have the responsibility to uphold a culture of safety in which pupils are and feel safe in order for them to be the best they can be.

The School works in partnership with pupils and parents to uphold our high standards of behaviour and we seek regular, open dialogue with parents in order to keep them updated about their child's behaviour, encouraging them to celebrate success and supporting them to understand our policies.

II. AIMS OF THIS POLICY

The aims of this policy are to:

- Provide the framework for a safe and caring environment, based on our School values, dignity and the principle of kindness, for all members of our School community - pupils, staff, trustees, volunteers and visitors included.
- Raise awareness of the importance of good behaviour, how it is central to a good education and how it can contribute to success for all.
- Ensure consistency and maintenance of standards of expected behaviour throughout the School.
- Provide an atmosphere within which all pupils and staff feel safe, secure and comfortable to learn in an environment that is calm and supportive without disruption, in order to develop and make the most of their teaching and learning opportunities.
- Be preventative and restorative rather than punitive, with the intention of creating a level of understanding within the School community of what is acceptable and appropriate in terms of behaviour.

III. ETHOS

The Leicester Grammar School Trust seeks to be an inspiring centre for coeducational excellence in academic and personal development, within a Christian ethos.

- In order to fulfil this mission, the School will:
 - Promote intellectual curiosity and academic excellence.
 - Provide a broad, balanced and stimulating curriculum.
 - Offer a rich range of co-curricular opportunities which enhance pupils' physical, cultural and personal development.

- Equip pupils with the self-belief, consideration and skills required for a principled and fulfilling life.
- Create a happy and mutually-supportive community of learners and staff, in which each individual is encouraged and enabled to do and be their best.
- Care for the mental and emotional well-being of pupils and be proactive in the promotion of a healthy lifestyle.
- Welcome pupils of diverse backgrounds and faiths, nurturing their social and spiritual development.
- Foster a generous contribution to charity, community service and society.

IV. VALUES

The School's Christian ethos is underpinned by our values (as chosen by pupils and staff, May 2020):

- **Respect:** for self, others and our environment; kindness, courtesy, humility, tolerance, care, encouragement
- **Trust:** honesty, integrity, responsibility, self-discipline
- **Courage:** determination, resilience, perseverance, commitment, enthusiasm, selfbelief, challenge
- **Curiosity:** independence, initiative, creativity, spark, self-awareness, scholarship
- **Community:** equality, service, empathy, compassion, collaboration, inclusiveness, selflessness

Our core values are the basis upon which we promote and encourage positive behaviour from all members of the School community, and we have high expectations of pupil conduct and behaviour:

- All pupils and staff have the right to learn and/or work within a safe and secure environment; therefore, bullying behaviour of any kind towards any member of our School community is completely unacceptable and will have serious consequences. **(Respect; Trust; Community)**
- All pupils have the right to high-quality teaching and learning that forms part of a lifelong process of learning. **(Respect; Courage; Curiosity)**
- All members of the School community should endeavour to be considerate towards the learning needs of each individual and acknowledge the nature of a learning community which prepares children for life in today's world. **(Respect; Trust; Community)**
- All members of the School community will have the opportunity to have their views listened to and responded to. **(Respect; Trust)**
- All members of the School community should endeavour to understand and accept the principles upon which the Behaviour Policy is built and should strive to demonstrate commitment and adherence to all School policies. **(Respect; Trust; Curiosity; Community)**
- The ideas and principles are regularly reviewed in order to stay relevant and in keeping with the changing demands of the School environment. **(Respect; Trust)**
- All School staff should aim to model positive behaviour and promote it through the active development of pupils' social and emotional behaviour skills. **(Respect; Trust; Courage; Community)**
- Everyone within the School community should endeavour to be a positive ambassador for the School. This includes, for example, when participating in School

trips, work placements, sports events and journeys to and from School. (**Respect; Community**)

V. RIGHTS AND RESPONSIBILITIES

This list of rights and responsibilities is by no means exhaustive and has been compiled to facilitate discussions about positive behaviour and conduct:

Pupils have the right to ...	Pupils have the responsibility to ...
<ol style="list-style-type: none"> 1. be valued as individual members of the School community, regardless of age, disability, gender, race, religion or belief, sex, and sexual orientation. 2. help when they need it – be that academically or pastorally – and have a sympathetic audience for their ideas and concerns, where appropriate. 3. be treated fairly, consistently, and with respect. 4. be consulted about matters that affect them and have their views listened to and, as far as is reasonable and appropriate, acted upon. 5. work and play within clearly defined and fairly administered codes of conduct. 6. have their individual circumstances and feelings taken into account when there are concerns about behaviour and have reasonable adjustments made to their learning environment if required. 7. have support to regulate their emotions as necessary in order to feel safe and behave safely. 	<ol style="list-style-type: none"> 1. arrive at School on time, wearing the correct uniform, with homework done, and suitably equipped for the day ahead, in as far as they themselves are able to control these factors. 2. respect views, rights, and property of all members of the School community and behave safely both in and out of class, treating others as they would hope and expect to be treated themselves. <ol style="list-style-type: none"> a. This includes the online space, in which pupils are expected to conduct themselves in the same respectful and tolerant way as they would in person. 3. co-operate in School with all members of the community and with any processes set in place to improve their own or others' behaviour. 4. work to the very best of their ability and accept ownership of their own behaviour and learning. 5. conform with the School values, agreed by pupils and staff (May 2020), the basis upon which we promote and encourage positive behaviour from all members of the School community.

VI. DESIRABLE AND UNDESIRABLE BEHAVIOUR

Some rules are general in nature and it can be difficult to understand how they manifest themselves in the daily running of the School. This section should help all members of the School community to understand what type of actions are classified as positive, or desirable, behaviour, and which will be viewed as undesirable behaviour.

The following is a list of examples, although it is by no means exhaustive:

Desirable	Undesirable
<ul style="list-style-type: none"> • Saying 'Please' and 'Thank You' • Treating others as you would like to be treated yourself • Showing common courtesy, such as opening/holding doors for others or helping to carry someone's bag if required • Walking calmly around the building • Keeping the School tidy by putting litter in bins, keeping classrooms/lockers organised and respecting School property • Lining up quietly outside classrooms while waiting for a member of staff to arrive • Standing when a teacher enters the room (Y6-9) • Addressing members of staff by their correct title • Being kind to and helping younger/more vulnerable pupils • Being a good sport • Telling the truth • Admitting to mistakes and taking responsibility • Being a good listener and friend • Following instructions • Always doing your best • Sharing • Engaging in lessons • Respecting others' property, views and opinions • Showing an awareness of safety for self and others • Including others 	<ul style="list-style-type: none"> • Treating people unfairly • Being untruthful • Displaying a poor/disrespectful attitude towards staff and/or peers • Talking behind people's backs/spreading gossip • Intimidation • 'Banter' of a sexual, racial or homophobic nature • All forms of bullying <ul style="list-style-type: none"> ◦ Physical, verbal, sexual, racial, homophobic and ablest ◦ Sexual harassment • All forms of violence and aggression <ul style="list-style-type: none"> ◦ Physical ◦ Verbal ◦ Sexual violence • Inappropriate conduct online including cyberbullying, offensive and discriminatory language or comments, soliciting or sharing nude or semi-nude images or videos, sexual harassment • Being unprepared for lessons/activities • Bad language • Inappropriate physical contact • Deliberately disrupting/distracting others • Bringing prohibited items into School • Vandalism • Stealing • Hacking <p><i>For lower level concerns, repeated patterns will meet an escalated response.</i></p>

PART 2: REWARDS AND SANCTIONS

I. INTRODUCTION

We are a reflective School that expects high standards of behaviour and celebrates the achievements of pupils across all areas.

Rewards and sanctions are key to the successful operation of this policy as they reinforce positive behaviour when expectations are met but enable an appropriate sanction to be issued when rules are broken.

We employ consistent and clear language when acknowledging positive behaviour and addressing misbehaviour and staff do not shout unless in an emergency or necessary.

The system we use for rewards and sanctions has been created in consultation with pupils and staff and:

- is based on the understanding that everyone should be treated fairly, consistently, proportionately and reasonably, taking account of individuals and circumstances.
- ensures that positive behaviour is promoted and celebrated by the School community.
- is underpinned by reflective conversations that enable us to work together to solve problems and help pupils understand the causes and consequences of their behaviour.
- draws on the principles of restorative practice.
- is based on the expectation that all staff are responsible for promoting positive behaviour choices and acting as positive role models.
- maintains a clear and impartial record so that patterns of behaviour can be tracked.
- ensures appropriate interventions and that parents are kept well informed.

II. CELEBRATING ACHIEVEMENT AND ENDEAVOUR

We are keen to recognise and reward pupils' effort, progress and achievements and these are acknowledged in a variety of ways, including quiet verbal praise, public verbal praise, such as in an assembly, positive behaviour points (aka 'signatures') which can be reviewed by parents via My School Portal or through one of our newsletters or social media platforms.

Positive behaviour points are logged electronically and reviewed each week by Form Tutors, Heads of Year and the Deputy Head, Pastoral. Additional rewards are given when pupils hit certain thresholds that include stickers, postcards, badges, edible treats and passes to skip the lunch queue.

Positive behaviour points may be awarded for (not an exhaustive list):

- kindness and/or teamwork
- initiative and or/leadership
- independent learning
- excellent classwork/homework
- effort and/or progress
- organisation

See Appendix 1 for details of accumulation of positive behaviour points.

III. RESPONDING TO UNDESIRABLE BEHAVIOUR

Pupils are made aware that some behaviours are acceptable and some are not and that they need to take responsibility for their behaviour and the choices they make. Sanctions are issued according to a stepped approach and are delivered as consistently as possible, with the sanction being suitably matched to the behaviour displayed in as much as that is workable. Each child's behaviour will be considered as part of the larger picture of their personal circumstances when determining the consequence for their actions; they will have their individual circumstances and their feelings, to the extent that it is appropriate, taken into account when there are concerns about behaviour and have reasonable adjustments made to their environment if required. To facilitate this, staff will use their professional judgement and discretion in individual situations. Their first priority however, will always be to ensure the safety of pupils and staff and restore a calm environment.

Staff will always consider whether any misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm and will follow the School's Safeguarding Policy and speak to the DSL or DDSL if they believe this to be the case. The DSL and Deputy Head (Pastoral) will consider if pastoral support, an early intervention or a referral to Children's Social Care is appropriate.

Staff should always listen to an explanation offered by a pupil before making any judgement. If there is any doubt about the involvement of a pupil in an incident, the matter should be investigated further before any decision and action is taken and advice can always be sought from the Form Tutor, Head of Year, Director of Learning Development (for pupils on the SEND register), Deputy Head or the Headteacher. Approaches to managing behaviour vary and the same methods do not work for all teachers or pupils in all cases.

It should be noted, however, that blanket punishments are deemed to be unfair and should not be used and that any form of corporal punishment is illegal in all circumstances.

Imposing sanctions and providing appropriate support are not mutually exclusive and they can and often do occur at the same time.

Examples of a stepped approach to discipline could include some/all of the following:

- **Step 1**
 - Verbal reprimand or warning
 - Change of seat
 - A negative behaviour point, an accumulation of which will result in a lunchtime sanction such as a detention that will include a restorative conversation with a member of staff (*see Appendix 2 for details*)
 - Completion of incomplete work/re-doing poor quality work
 - Setting appropriate extra work or a reflection task
 - Lunchtime detention

- **Step 2**
 - After-school detention
 - Contacting parents/carers
 - Community service at lunchtime/after school, for example litter-picking or helping to tidy up
 - Referral to Head of Year and Director of Learning Development (if pupil is on SEND register) for pastoral and behavioural concerns, including identification of need by the Well-Being Manager

- Referral to Head of Department and Director of Learning Development (if pupil is on SEND register) for academic concerns. If academic concerns are across more than one subject, Head of Year will also be involved at this stage.
 - On report to Head of Year (including conversation with Head of Department if appropriate) and Director of Learning Development (if pupil is on SEND register) for behavioural and/or academic concerns
 - Restorative behaviour techniques
- **Step 3**
 - Referral to Deputy Head
- **Step 4**
 - Referral to Headteacher

Negative behaviour points are logged electronically and reviewed each week by Form Tutors, Heads of Year and the Deputy Head (Pastoral). They can be reviewed by parents via My School Portal. Negative behaviour points may be given for low-level, behavioural matters such as those listed below (not an exhaustive list):

- Lateness
- Missing/incorrect equipment
- Not listening to/following instructions
- Distracting others/distracted by others
- Undesirable behaviour
- Incorrect uniform
- Untidy work
- Poor/late homework

See Appendices II and III for details of accumulation of negative behaviour points and addressing academic and pastoral concerns.

i. Detentions

After-school detentions are reserved for the most persistent, low-level concerns

- After-school detentions take place on Fridays from 4-4.30/5pm.
- Parents will be given at least 24 hours' notice.
- After-school detentions for academic concerns will, preferably, be given following discussion between subject teacher, Head of Department and Head of Year, if applicable.
- After-school detentions for behavioural concerns will, preferably, be given following discussion between staff, Head of Year and/or Deputy Head Pastoral, if applicable.
- Deputy Head's detentions take place after school and are for serious offences, for the accumulation of detentions, or for a number of disciplinary offences, which together constitute an unacceptable pattern of behaviour.

When issuing a detention outside of normal School hours, the following points will be considered:

- Whether the detention is likely to put the pupil at increased risk

- Whether the pupil has known caring responsibilities
- Whether the detention conflicts with an existing arrangement

Where possible a reasonable compromise will be reached if the pupil cannot do the detention due to any of the issues outlined above.

See also Appendix 4 – Detentions

ii. Behaviour outside of School premises (including online)

Schools have the power to sanction pupils for misbehaviour outside of the School premises to such an extent as is reasonable, for example in response to non-criminal poor behaviour and bullying which occurs off the School premises or online and which is witnessed by a staff member or reported to the School.

Conduct outside the School premises, including online conduct, that may incur a sanction might include inappropriate behaviour:

- when taking part in any School-organised or School-related activity.
- when travelling to or from School.
- when wearing School uniform.
- when in some other way identifiable as a pupil at the School.
- that could have repercussions for the orderly running of the School.
- that poses a threat to another pupil.
- that could adversely affect the reputation of the School.

The decision to sanction a pupil will be made on the School premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the School.

iii. Use of reasonable force

This section is in line with the Department for Education’s detailed advice contained in [‘Use of Reasonable Force – advice for School leaders, staff and governing bodies’](#).

There are circumstances when it is appropriate for staff in School to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging School property and in order to maintain good order and discipline at School or among pupils. The Headteacher and other authorised staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the School rules.

When considering the use of reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND needs, mental health needs or medical conditions.

iv. Supporting a pupil following a sanction

Following a sanction, strategies will be considered to help all pupils understand how to improve their behaviour and meet the behaviour expectations of the School. These might include:

- Targeted discussions
- Advising the pupil to make an apology, either verbally or in writing
- Restorative discussions
- Discussion with parents
- Mentoring or coaching
- Report cards
- Safety/Support plans

IV. SUPPORT FOR PUPILS WITH ADDITIONAL NEEDS WHERE THOSE NEEDS MIGHT AFFECT BEHAVIOUR

The behaviour of pupils with SEND, for example those with speech, language or communication needs who may not understand or respond to verbal instructions, should be considered in relation to the individual's SEND need and in conversation with the Director of Learning Development and/or School Nursing Team and/or Well-Being Manager and/or Deputy Head (Pastoral) and/or Designated Safeguarding Lead. As part of recognising and making adjustments for need, the School will endeavour, in as far as is reasonably possible, to anticipate likely triggers for misbehaviour and put in place support to prevent this, for example movement breaks for a pupil who finds it difficult to sit still for extended periods.

If a pupil has an EHCP, the provisions set out in that plan must be secured and the School must ensure cooperation with the local authority and other bodies.

This holistic level of understanding will enable all pupils to thrive in and out of the classroom and ensure everyone feels that they belong to the School community, while understanding that high expectations apply to all.

The School must not assume, however, that because a pupil has a SEND need, it must have affected their behaviour on a particular occasion. This is a question of judgement for the School based on the facts of the situation. The School will consider whether the pupil's SEND need contributed to their misbehaviour and if so, whether it is appropriate and lawful to sanction them. For example, the School will endeavour to ascertain whether the pupil understood the rule or instruction and whether they were unable to act differently at the time as a result of their SEND need.

V. CONSISTENCY OF APPROACH

To ensure consistency of approach, regular discussions are held between staff and SLT, including at Pastoral Committee and Heads of Departments' Committee, INSET etc. The procedures are discussed and kept under regular review.

VI. TRAINING AND PROFESSIONAL DEVELOPMENT OF STAFF

The School provides training and development for staff relevant to pupil behaviour management, role modelling expected behaviour and embodying the School's culture and values through:

- Induction training for new staff
- Guidance and support materials
- Appropriate training tailored to specific needs and priorities, for example in understanding SEND needs, such as autism, disabilities or mental health needs.

VII. MONITORING AND REVIEW PROCEDURES

This policy will be reviewed:

- following the issue of any new guidance from the Department for Education (DfE). in any event, every two years. The review will be carried out by the Deputy Head (Pastoral). A report will be made to the Trustees who will authorise any necessary amendments.

APPENDICES

I. Accumulation of positive behaviour points

- Positive behaviour points are logged electronically
- Form Tutors and Heads of Year monitor the accumulation of points and parents can view these via My School Portal (MSP). An accumulation of positive behaviour points are recognised by Form Tutors and Heads of Year when certain thresholds are met in line with procedures for their section. These rewards may include:
 - Stickers, stamps
 - Form Tutor's postcard home
 - Head of Year's postcard home
 - Head of Year's certificates
 - Headteacher's certificates
 - Other forms of rewards, such as:
 - 'Edible Award' or equivalent
 - Early Lunch Pass
 - Coffee stickers for Sixth Form students
 - Form Tutors will recognise and reward pupils in line with achievement procedures for their section (i.e. Lower School or Middle School).
 - Heads of Year will monitor implementation and give their own awards in line with procedures for their section.
- At the end of each term the Headteacher will recognise and reward pupils across the School for exceptional effort, behaviour or achievement based on an accumulation of positive behaviour points or the most positive reports.

II. Accumulation of negative behaviour points

- Negative behaviour points are logged electronically
- Form Tutors and Heads of Year monitor the accumulation of points and parents can view these via My School Portal (MSP).
 - Three negative points given for the **same concern** in one week will result in a lunchtime detention and a supportive conversation between the pupil and their Form Tutor about how to get back on track. Appropriate academic and pastoral interventions may be made at this stage in conversation with parents. Repeat instances will be referred to the Head of Year and may result in an increased sanction, such as an after-school detention, and further support.
 - Five negative points given for **different concerns** in one week will also result in a lunchtime detention and a supportive conversation between the pupil and their Form Tutor about how to get back on track. Appropriate academic and pastoral interventions may be made at this stage in conversation with parents. Repeat instances will be referred to the Head of Year and may result in an increased sanction, such as an after-school detention, and further support.

III. **Addressing academic and/or pastoral concerns**

- Subject teachers will address the first 3 instances of late/missing homework/poor behaviour in by utilising positive behaviour management in class, contacting home, issuing negative behaviour points, lunchtime detention etc.
- 3+ instances of late/missing homework/poor behaviour will be referred to the Head of Department and a departmental sanction will be issued in line with support to help the pupil get back on track.
 - Heads of Department will usually discuss the pupil with the Head of Year at this point; however, if the instance is only in one subject, the issue is addressed at Department level. If there are multiple concerns across subjects, this will be addressed by the Head of Year.

IV. **Detentions**

- Departments are free to decide if, when and where they run their departmental detentions.
 - Pupils are not referred to after-school detention for an academic concern in the first instance; a stepped approach to sanctions and support within the department implemented first, which is recorded electronically.
- Heads of Year are free to decide if, when and where they run their detentions.
 - Pupils are not referred to after-school detention in the first instance; a stepped approach to sanctions and support is implemented first.
- There are two specific instances in which after-school detentions are issued immediately; chewing gum; use of a mobile phone in Y6 (Prep) – Y8; unsupervised use of a mobile phone in Y9-11.
- An accumulation of three uniform card signatures will result in an after-school detention.
- A detention may be issued, as part of a wider set of sanctions and support, for a more serious behavioural incident.