Skegness Grammar School Behaviour and Ethos contextual appendix

1.0 Our Trust values

Ambition, aspiration, courage and respect.

2.0 Our SGS values

Knowledge, fairness and practice.

3.0 Our mantras and mottos

Who we are and how we present ourselves to the world is as important as what we know about the world. As such, we value character education as well as the formal taught curriculum. Our habits become our character, so instilling good habits in all our students is vital. In our school, growing character revolves around our Skegness Grammar School motto:

3.1 *"Murus aeneus conscientia sana"* - a sound conscience is a wall of brass.

Essentially, this means doing the right thing, accepting your duty to your community, and having gratitude to those who care about you will give you strength.

3.2 *"If I let you off, I let you down"* – we won't let students get away with negative behaviours because we want everyone to develop into the best version of themselves.

3.3 "*Consistency is a superpower"* – we value fairness and equality. Therefore, from classroom to classroom, around the school site and at social times, we are always consistent in our application of our school behaviour policy.

4.0 The following principles underpin our approach:

4.1 All children are capable of great things.

4.2 We want every student to grow into the best version of themselves and we believe this will happen with our orderly, warm, and positive culture.

4.3 Consistency is vital.

4.4 We all uphold and insist on our high expectations and shared routines. The same

messages from every staff member gives our students and their families clarity about what is important.

4.5 We consistently model politeness and manners, and we advocate calmness and a controlled atmosphere to keep everybody safe.

4.6 We always strive to be the best version of ourselves and over-emphasise good manners. We never raise our voices at each other. At SGS, we believe that good behaviour can be taught and learnt through an emphasis on our personal responsibility to our community.

4.7 Healthy relationships uphold our desired culture.

4.8 We work hard to make sure our students are aware we know and value them as individuals and we are invested in their success.

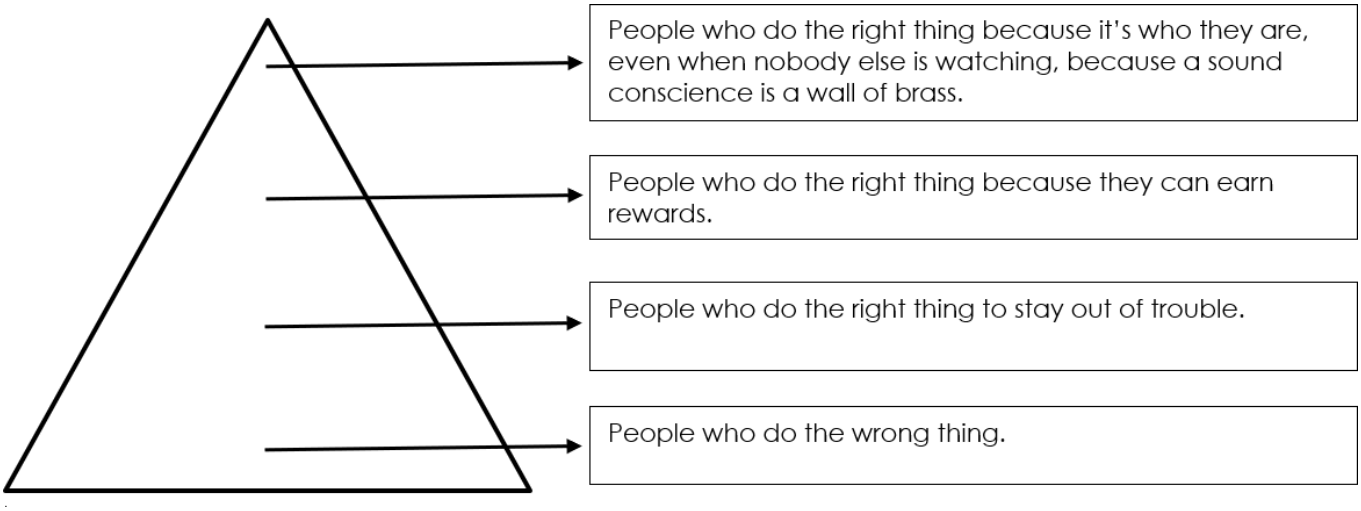
4.9 All staff at SGS are equal and can both reward and sanction students. We treat everyone with respect.

At SGS, we believe it is kind to our students to be clear in our expectations of their behaviour, attitude, and manners. All SGS staff have consistent expectations of our students; we use the same language to support and guide a student who has made a poor choice. We know this helps students to feel safe and reassured when they know exactly what is expected of them. We know how essential it is to explicitly teach our students how to be successful: by teaching behaviour, attitude, and manners like a curriculum, we reduce confusion, avoid cognitive overload, and lower feelings of stress for children. Our most vulnerable students benefit the most from our explicit and consistent behaviour expectations because they bring certainty and safety.

Our behaviour policy contains no surprises. Make the right choices, and together we will embark on a wonderful seven-year journey through secondary education, achieving phenomenal academic outcomes. We have unashamedly high expectations of our students, and clear routines for everyone to follow.

5.0 The Pyramid

At Skegness Grammar School, we believe people can be arranged in a pyramid. At the bottom of the pyramid are people who choose to do the wrong thing; they will likely receive consequences for their actions in school or outside of school. The next level up includes the people who do the right thing, but only to stay out of trouble. After this, we find there are people who do the right thing because they want to earn rewards or be recognised - this is positive, of course. However, at Skegness Grammar School, we want to develop people who belong at the **very top** of this pyramid. We want everyone here to be the people who do the right thing because they have a sound conscience: it's who they are, and they do the right thing even when **nobody else is watching.** We value those who make morally sound decisions. For example, reporting unkind behaviours; helping others without prompting; completing a piece of work from a lesson they have missed. It is these people, at the very top of the pyramid, who gain strength from doing the right thing 100% of the time. ***A sound conscience is a wall of brass.***



6.0 Routines at SGS

Our routines become our habits; our habits become our character. We follow simple, efficient routines for things which happen every day to reduce the cognitive demands on staff and students. We find this is most beneficial for students with specific learning or social challenges because it dramatically reduces the anxiety they feel when there might be doubt or ambiguity.

Learning a routine until it is automatic frees up our minds to focus on the reason we are all here: learning. We all follow the same routines to ensure harmony: we are members of a united team, so we can have no doubt about what we all expect.

6.1 Our school day

Time	Part of the day	Where should I be?
08:30-08:40	Line-up (Y7-Y13) *Arrival to form rooms* *(Y7-Y13 if wet weather)*	KS3 and KS4 students meet their tutor and HOY on the tennis courts. KS5 students meet their tutor and HOY on the tarmacked area at the back of Humanities. Students may visit the canteen toilets. Students must be in their line before 08:40, if they arrive after 08:40 they are late. A bell will sound at 08:35 to help students to be punctual. Students enter the school through their designated year group entrance. Students will be invited into the building at 08:30 by their HOY. Students should go directly to their form rooms. They may visit their locker or the toilet. Students must be in their form room before 08:40, if they arrive after 08:40 they are late.
08:40-09:05	Tutor time	Morning mastery: morning meeting (KS3), focus of the fortnight and newsletter, words of the week (KS3), think it through Tuesday (KS4/KS5), literacy (KS4), private study / 1:1 careers (KS5), culture quiz or assembly. The days students take part in these activities will depend on the year group they are in.
09:05-09:55	Period 1	Lesson 1
09:55-10:45	Period 2	Lesson 2
10:45-11:05	Break	Students can visit their lockers, use the toilets, go to the canteen, the library, the back of Humanities (KS3) or the back of the main school (KS4). A bell will sound at 11:02 to help students to be punctual to period 3.
11:05-11:55	Period 3	Lesson 3
11:55-12:45	Period 4	Lesson 4
12:45-13:25	Lunch	Students may use the PE and canteen toilets. Students may attend the library (a silent environment for study or reading), a sports club, a lunch club (passes required) or the ILC. Students may enter and exit through the PE doors only. Students are allowed to be in the canteen, at the back of Humanities (KS3) or at the back of the main school (KS4). Students may gain access to the school at 13:20 to go to lockers in preparation for the afternoon. There will be a bell at 13:20 to help students to be punctual to line-up / form rooms.

13:25-13:30	Line-up (Y7-Y11) Arrival to form rooms (Y12-Y13)	Students meet their tutor and HOY on the tennis courts.
13:30-14:20	Period 5	Lesson 5
14:20-15:10	Period 6	Lesson 6
15:10	Dismissal	Students can attend lockers to prepare for the next day and/or may visit the toilet, followed by leaving site or attending enrichment.

6.2 Which door do I use to enter the school building in the mornings?

Year group	Entrance	HOY
7	Humanities (opposite canteen)	CCO
8	MFL	KOS
9	To the right of main reception	CPA
10	PE (right)	MFU
11	PE (left)	JER
12 and 13	To the left of main reception	LPR and EGI

(Y7-Y13 will only enter via these doors if there is wet weather).

6.3 Movement around the school site

- We enter the building quietly, always travelling in single file, “feet behind feet”, on the left-hand side of the corridor, with pace and purpose. This means we travel quickly and don’t dawdle or delay, because we value every minute of learning time. We also do this as safety is extremely important to us.

- Within our bags, we always carry our equipment and an age-appropriate reading book, along with books for the day. We prepare this the evening before so that we are not rushing in the morning.

- We abide by the one-way system in place from Science to Maths and Humanities. Everywhere else, we walk on the left.

- We follow all instructions or requests from staff immediately without argument. We never answer back; a sanction will be given if we do.

- We wear our uniform correctly and with pride.

- We are polite and kind to one another; we greet each other with a smile or ‘hello Sir/Miss’ or ‘good morning Sir/Miss’.

- When speaking with adults we add a polite address, such as Sir or Miss, at the end of every

sentence, e.g., ‘Yes Sir/Miss’.

- We look after our belongings. If we find something that does not belong to us, we hand it in to the Main Office as soon as possible.

- We never shout in the corridors or when moving around the school site. We never make unwanted physical contact with others, including in jest. This is because we are a no touching school – we respect others and their personal boundaries, we value hygiene and we do not tolerate intimidatory or sexualised behaviours. We do not tolerate any kind of silly behaviour including pushing, bumping or tripping up on the corridors. Student and staff safety is our number one priority.

6.4 Entering a classroom

- We line up in single file, in silence, outside the classroom door and wait to be greeted by our teacher. We do this because other lessons may have started and we must listen for instructions from our teacher.

- Our teacher will stand on the threshold of the door and welcome us in as we enter.

- We greet our teacher as we enter by looking towards them and saying, “hello Sir/Miss,” or “good morning/afternoon Sir/Miss.”

- We stand behind our allocated seat and begin to unpack our books and equipment as quickly as possible.

- As soon as our teacher is standing still at the front of the classroom, we stop immediately, fall silent, and await the first instruction of the lesson before we are instructed to take our seats.

- We sit down in silence, finish unpacking our books and equipment if needed, and begin the “do now task” in silence, whilst the teacher takes a register.

6.5 Exiting a classroom

- We never try to begin packing away books or equipment until we are instructed because it is disrespectful to our teacher. If we do, our teacher will issue a ‘C’.

- When instructed by the teacher, we pack away our books and equipment in silence as quickly as possible.

- We stand behind our chairs, check the floor for anything which might have been dropped (even if it is not ours) and pick it up.

- We check our uniform is smart, tuck in our chairs and face the front in silence.

- We wait for our teacher’s instructions, then we leave the classroom in single file, row by row once dismissed.

- When we leave, we are polite and might say something like: “thank you Sir/Miss,” “have a good day,” or “thank you, see you next week,” because it is polite and respectful to others.

6.6 How do we behave during lessons?

Our classroom acronym – '**LEARN**' is designed to ensure every student learns and every member of staff teaches without interruption in every classroom, every lesson, every day: **This will improve life chances for our students and create a positive working environment for everyone.** Below, we have outlined our expectations, so it is clear to students that our motivation is their education**.**

Lean in and listen

Our teachers will gain our attention with the phrase "**3…2…1…pens down, eyes on me**" or "**3…2…1…eyes on me**." When we hear this, we are expected to put down anything in our hands, face forwards, sit up straight and look at the teacher, listening intently, whilst they speak. Fiddling with a bag, turning around or continuing to talk are not acceptable behaviours and our teacher will issue a C if this happens.

Equipment at the ready

Every lesson, every day, we will take out our equipment and resources for the lesson and place them on the desk promptly. This means no time is wasted and we can get to teaching and learning much quicker.

Annotate and take notes

When we are instructed to, we ensure that we write down everything we have been asked to. We annotate and take notes in blue or black pen, with purple used for self-assessment and corrections. We don't mind if mistakes are made, but we ensure we cross them out with a single, neat, ruled line. We never graffiti or doodle on our books or work.

Respond like a scholar

The quality of our oral presentation is important. We speak in full sentences, and we project loud enough for the teacher and the class to hear. We never respond with "I don't know" or mumble, because we value practice so we try, even if we don't quite get something right first time.

Never interrupt

We never shout out or talk over others because we value respect. We wait to be asked to contribute or we raise our hand if we have a question. If our teacher is circulating the room or their attention is elsewhere and we need to communicate urgently, we say "Excuse me Miss/Sir…."

- At SGS, we foster personal responsibility. One important part of learning this is to be on time. Bells signify lesson changeovers. Two warning bells will sound at 11:02 and 13:20 at the end of break and lunch to help us stay punctual after social times. These warning bells mean we have a few minutes to get to our lessons / line-up.

- We sit in the seat allocated by our teacher. Occasionally our teacher might need to move us, we follow 100% of instructions 100% of the time at SGS, so we move seats without discussion.

- At SGS, we respect others and we positively value authority. Our students have ambition to gain authority themselves and we celebrate this. Part of that journey is to follow all instructions or requests from our teacher immediately without argument, as they are the experts responsible for our learning. If we don't, our teacher will issue a C to remind us.

- If our teacher needs to gain our attention whilst we are working, they'll say "**3…2…1…pens down, eyes on me**" or "**3…2…1…eyes on me**." If there is noise in the classroom, for example a paired discussion, the teacher may choose to raise their hand into the air to gain students' attention as well as using the phrase "3…2…1…eyes on me."

- We never answer back or argue because it is impolite and wastes learning time; a sanction will be escalated if we do. If we think there is a problem, we wait until the end of the lesson and speak to our teacher politely in private.

- At the end of our lesson, we wait to be instructed to clear away and be dismissed by our teacher.

- In many schools in this country, toilets can become unsafe spaces with vaping and intimidation. We use bathrooms before school, in between lessons and at break/lunch times, because we do not want students to miss out on valuable learning time. Only in emergencies, or if we have a toilet pass for a medical need, may we leave a lesson to use the bathroom very quickly, with permission from the teacher.

- We communicate clearly and politely by asking and answering questions like a scholar in full sentences. We never grunt, mumble or cover our mouths when we speak because it is impolite.

- We know from research and experience that "ratio" is a powerful teaching tool to raise achievement in our classrooms. At SGS, this includes: cold calling, mini whiteboards: every student will be issued with one and they should be out on the table in every lesson, turn and talk: the teacher will ask you to discuss and retrieve your thoughts and ideas with a partner or small group for a limited time. We do this because we want 100% of students in the room to be thinking hard, and we care that everyone is attentive and learning. Our classrooms are safe spaces; it does not matter to us if students make a mistake; what matters is that we think hard, and we try our best.

- If we are stuck, we can of course raise our hand to ask for help. We ensure that we wait until after the teacher has finished explaining to ask a question.

- We always respect the views and rights of others, never using unkind or thoughtless language.

- We make reasonable adjustments for our students with SEND via a learning profile detailing their specific barriers and needs. We never make excuses or lower expectations for anyone because this is unkind.

6.7 Before school, at break/lunch and after school

We are permitted on-site from 08:25 and we go straight to line-up at 08:30. There will be a 5-minute warning bell at 08:35. Y7-11 are not permitted in the building before 08:40. Coats are to be taken off as soon as students enter the building.

At break and lunch, students are permitted in the below locations:

- Lockers and toilets - anytime during break.
- During lunch, access to lockers is permitted at the start of lunch from 12:45 – 12:50 and at the end of lunch from 13:20 – 13:25.
- During lunch, students may use the PE toilets and the canteen toilets. However, students can access all toilets across the school at the start of lunch from 12:45 – 12:50 and at the end of lunch from 13:20 – 13:25.
- When using the toilets – we ask that students gather in no more than groups of three. We do not permit large groups of students walking around the site to the toilets as this can be intimidating to others. Staff will enter toilets to check on safety and behaviour.
- Students may attend the library at break or lunch (pass required).
- At lunch, students may attend a sports club or a lunch club (passes required).
- At lunch, students may enter and exit through the PE doors.
- Students are allowed to be in the canteen (the order for service will rotate fairly between key stages each half-term at lunch).
- The slabbed areas at the back of the main school (KS4).
- The tarmacked area at the back of Humanities (KS3).
- The grass at the back of school at lunch, in fine weather only.
- The ILC, if serving a reflection.
- The main office if there is a medical emergency.
- A Music room, if booked to practice in.
- Students may gain access to the school at 13:20 to go to lockers in preparation for the afternoon. There will be a 5-minute warning bell at 13:20.

If a student is found to be in an 'out of bounds area' during lunch with no valid reason, a break reflection will be given and the student will be sent outside.

- We follow all instructions or requests from staff immediately without argument; we never answer back; a sanction will be escalated if we do.

- We wear our uniform correctly and with pride.
- We are polite and kind to one another.
- We respect personal space.
- We seek solutions to problems via positive communication and we ask for help when we need it.
- We eat a healthy diet to fuel our brains; food and drink high in sugar/banned items, e.g., energy drinks, will be confiscated and a break reflection will be given to us. We do not permit students consuming large multi-packs of sweets.
- We eat in the canteen or on the picnic benches at the back of Humanities (KS3) or main school (KS4), if we have a packed lunch, at break and lunch time. Students may also eat canteen food outside, if they bring a Tupperware container.
- We put litter in the bins provided, even if it is not ours because it is the right thing to do.

6.8 Wet breaks and lunch

- If it is wet break/lunch, messages will be displayed on the TV screens around school. Teachers will also be made aware to inform students at the end of P2 and P4 lessons.
- If students wish to use the canteen, they should queue sensibly under the canopy.
- At break, students are permitted in the canteen or their form rooms. Packed lunches are to be eaten in these designated areas. If the tutor room is a Science or Technology room, the main hall is to be used.
- At lunch, students are permitted in the canteen, sports hall (Y7, Y9 and Y11) or main hall (Y8 and Y10). Packed lunches are to be eaten in these designated areas.
- At lunch, if mocks or exams are on, students are permitted in the canteen or their form rooms. Packed lunches are to be eaten in these designated areas. If the tutor room is a Science or Technology room, the main hall is to be used.
- At lunch, students can still attend clubs, the library (pass required) or indoor sports clubs.

6.9 Using the canteen

- Sixth Form are gifted the privilege of using the canteen first from 12:45 – 12:50. A bell will signify the first Key Stage entry at 12:45 and another bell will signify the final Key Stage entry at 12:55.
- Everybody will queue under the canopy area, in single file. Just as with public places, such as train stations, cafes, airports, there should be no pressing. Physical contact, especially sexualised contact and intimidatory contact, will receive a severe sanction just as it would in “real life” public places. We are a no touching school and we should respect other people’s personal boundaries.

- The canteen is one-way, with exit via the rear door.
- Bags should be stored in lockers or placed in the bag drop areas. Bags not stored here will be collected and the owners will be issued with a break reflection.
- Students should queue patiently and sensibly before being served.
- Students should communicate politely in the canteen, with “please” and “thank you” used in every interaction with adults.
- Students should clear their table after they have finished eating.
- Students converse with one another in the canteen. However, they should be mindful of their surroundings and keep noise to a minimum.
- Shouting is not permitted in the canteen; shouting is a break reflection.
- All students should be sat down to eat; we do not accept students wandering around with their mouths full; this is a break reflection.

7.0 Mobile phones and smart watches

At SGS, we are unapologetically ambitious for all our students. We are concerned about the negative impact excessive use of technology has on learning. We want to support students to reduce and control their screen time. Distractions to attention are disastrous for students when they are trying to learn and revise. We know smartphones are here to stay, but we are committed to making sure students know these things:

- The dangers of technology, which will support them to make good decisions and self-manage their own screen time.
- Find time to revise, and improve the quality of their revision, by reducing screen time.
- How to improve their attention and free up working memory.
- That they can be happier and healthier citizens of the world if they manage their smartphones maturely.

Students do not need to carry their mobile phone with them to school. They do not require the use of a mobile phone during the school day. We do recognise that, for peace of mind, families may want their child to carry a phone so that they are contactable on the way to and from school. If this is the case, the following procedures apply:

Mobile phones are **not to be seen, used, or heard at all, anywhere on the school site**. All mobile phones should be switched off and always put away in students’ bags or lockers whilst on our school site. We do not permit students to keep their mobile phones in their blazer pockets.

If a mobile phone is seen, heard or used anywhere on the school site the member of staff will:

- Confiscate the phone.

- Take the phone to the main office where the student can retrieve it after 15:10 the same day.
- Record a lunch reflection on Bromcom which will result in this sanction the following day.

Heads of Year reserve the right to escalate sanctions for any student who is persistent in their breaking of the mobile phone rules. Escalation may be issuing an all day reflection or the student may be subject to preventative daily confiscation of their mobile phone to support them to focus on their learning.

7.1 Smart watches

We encourage students to wear a watch to school to manage their time. Whilst we do allow smart watches, these devices pose a temptation to be distracted from learning. Ideally students should wear a basic watch to tell the time. If a student does wear a smart watch, notifications must be switched off. If a student uses their smart watch to text, call or use the device inappropriately during the school day, we will treat this as we do mobile phones, we issue a lunch reflection and confiscate the item.

7.2 What if my child needs to contact me during the school day?

If a student needs to contact home during the school day, they can ask the main office to phone home; ideally, before school, at break or lunchtime. After school, or in exceptional circumstances, a student may seek permission from the member of staff they are with to contact home, e.g., to alert their family of important information.

7.3 What if I need to contact my child during the school day?

Families may call the school reception at any time between 08:00 – 15:30 to pass on emergency messages to students. We discourage parents from calling or messaging their children during school hours, as this will likely result in your child receiving a lunch reflection for their phone being seen, heard, or used.

7.4 Sixth form students

Sixth form students must abide by the same rules as Y7-11 whilst on school site with one exception. At break or lunchtime, sixth form students are permitted to use their mobile phones in their common areas only. We are treating students as young adults and replicating best practice in the workplace with this rule. Headphones and mobile phones can also be used for **educational purposes only** during study periods.

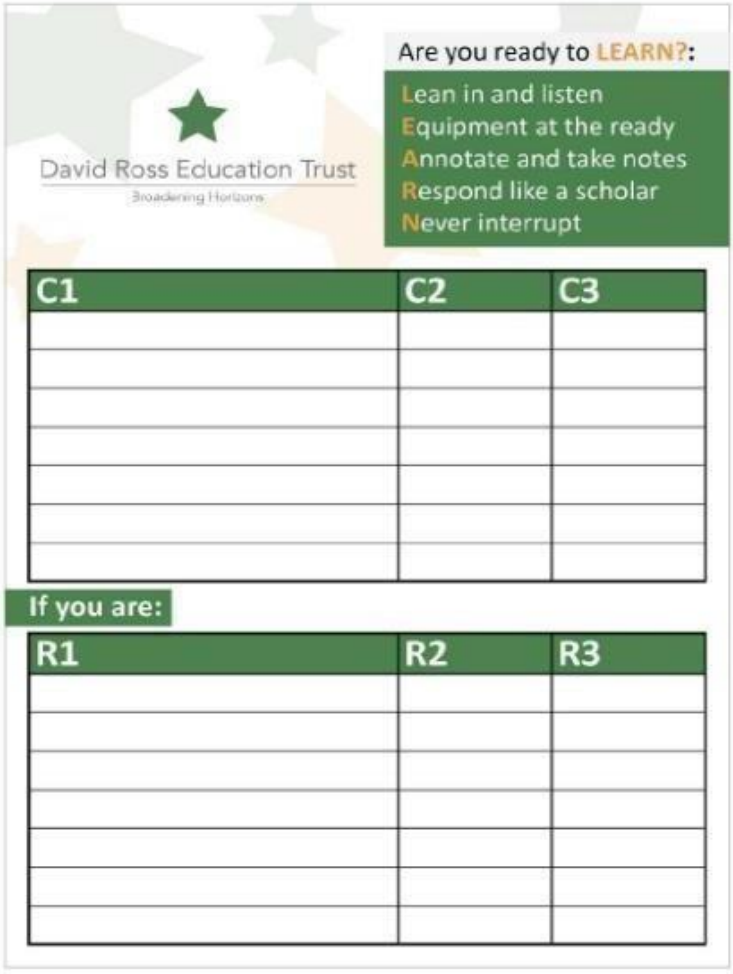
For example, sixth form students **can** use their headphones and phone to watch a video on a Science topic, or to listen to their composition piece from Music whilst trying to improve it. They can review a PowerPoint in a Google drive folder. They can access Student Portal and the resources on this platform.

For example, sixth form students **cannot** listen to general music, send messages or be on any social media platform during lesson time or study periods.

Heads of Year reserve the right to escalate sanctions for any sixth form student who is persistent in their breaking of the mobile phone rules. Escalation may be issuing an all day reflection or the student may be subject to preventative daily confiscation of their mobile phone to support them to focus on their learning.

8.0 Rewards and consequences

In every classroom, rewards and consequences are recorded on a whiteboard on the wall for clarity and consistency. Below is an example:



8.1 Rewards

At SGS, we reward and celebrate students who enact our Trust values of ambition, aspiration, courage and respect, as well as our Skegness Grammar School values of knowledge, fairness and practice. We deliberately promote what we want to see with public rewards and praise. We want to encourage excellent behaviour, kindness, and hard work as the norm at SGS, so we celebrate when a student's behaviour demonstrates how an SGS scholar's should be.

Some examples are listed in the table below.

Name	Example behaviours	Reward
R1	Student may have demonstrated hard work, resilience, bravery or perseverance in their work, attitude or behaviour, picked up litter, been kind to another student, been honest or trustworthy, shown initiative.	(1 house point) The student may also be awarded: Verbal praise Sharing of student work publicly Phone call to family
R2	Student may have demonstrated excellent academic achievement, overcome a difficult challenge, consistently applied positive attitude, consistently produced excellent work, made an improvement in work or effort.	(5 house points) The student may also be awarded: Postcard home Head of Year award SKAFTA nomination Special privilege Phone call to family SIL award SLT award

R3	Student may have demonstrated hard work to create an exceptional piece of work, received recognition for a special event or achievement, sustained exceptional hard work.	(10 house points) The student may also be awarded: School Colours SKAFTA winner Letter from the Trust Phone call to family

All points are recorded electronically on Bromcom by staff, and students can see their totals in Student Portal.

Additional accolades

25 House points* = Bronze award
50 House points* = Silver award
75 House points* = Gold award

100 House points* = Platinum award
200 House points* = DOUBLE platinum award
300 House points* = TRIPLE platinum award

- Attitude awards: ATL awards take the form of a green star badge that indicates the student has an excellent attitude to learning – averaging a score of 4 or more. These will be removed if not consistent.

- SKAFTAs: 'Skegness Awards for Talent and Achievement' are awarded termly per subject by nomination from subject experts, and acceptance from the faculty leader. Nominees receive 5 house points and winners receive a certificate, prize and 10 house points.

- The Headteacher's commendation award: a reward nominated by staff for the Headteacher to judge, worthy of nomination on a whole-school level. Winners receive a certificate and 10 house points.

- Half school colours: a certificate and 10 house points for excellence in a specific subject area contributing to exceptional standards of work or performance/for going above and beyond in a subject area to benefit self or others over a sustained period. Awarded to KS4 students and above by nomination from the teacher and acceptance of both the faculty leader and Headteacher.

- Full school colours: a certificate, 15 house points and a tie for the very highest subject accolade possible. For consistently reaching the highest level of work or performance, consistently going above and beyond in facilitating the subject for self and others and acting as the best possible role model within the department, displaying values of scholarship and resilience, for example. Awarded to KS5 students by nomination from the teacher and acceptance of both the faculty leader and Headteacher.

- SGS Achievement Badges: awarded to the top 4% of students, in each year group, with the most behaviour points (positive-negative) over the academic year. The winner is given a SGS Achievement Badge and £25 Amazon voucher - sponsored by Kirk's Quality Foods, Skegness.

- SGS Achievement Shield: awarded to the student with the most behaviour points (positive-negative) over the academic year. The winner has their name engraved on the SGS Achievement Shield, is given a SGS Achievement Trophy and £100 Amazon voucher - sponsored by Skegness Round Table.

* Behaviour points are subtracted from house points to give OVERALL house points – students will be made aware of these, every half-term, via their Head of Year.

8.2 Consequences

How do we support students to get it right next time?

We all follow the same consequence procedure, so students have certainty, not severity. We know that if we let a student off, we let them down. We record consequences on the same day by 15:30, unless there is a reason to wait, such as an investigation.

Name	Example behaviours	Consequences
In lesson behaviour system **(C1)**	Disrupting a lesson once (e.g., talking, turning around, fiddling, calling out). Not giving 100% (e.g., slow to begin work, failing to listen to instructions, low quality written work).	A C1 is when the teacher explicitly gives a short, warm corrective reminder of our expectations accompanied by writing the student's name on the board. A C1 is removed from the board at the end of the lesson with no further consequences, if the student has corrected their behaviour.
Name	**Example behaviours**	**Consequences**
In lesson behaviour system **(C2)**	Disrupting a lesson again. Not giving 100% again.	A C2 is when the teacher explicitly gives a second short, warm corrective reminder of our expectations accompanied by writing the student's name on the board. A C2 is removed from the board at the end of the lesson with no further consequences, if the student has corrected their behaviour. If a student receives three or more C2s in one day, this will result in an all day reflection the following day.
Name	**Example behaviours**	**Consequences**
In lesson behaviour system **(C3)**	Disrupting a lesson for a third time. Not giving 100% for a third time.	If a C3 is issued during a lesson, the consequence is a removal. The classroom teacher will instruct the student to leave the lesson and report to the ILC where they will

		remain until the start of that period the following day. However, the student does have the chance to return to their lessons before this, if they have three green lessons in a row. A green lesson is classed as one where the student's name is not placed on the ILC ladder. The student will be explicitly informed they have received a C3 by the teacher. The teacher will record a C3 on Bromcom. An automatic e-mail is sent to sgs-ILC@skegnessgrammar.co.uk with the student's name. The teacher in the Independent Learning Centre (ILC) then knows to expect the student. We always ensure the student has time to eat, drink and visit the toilet during this consequence. -5 house points.
Name	**Example behaviours**	**Consequences**
Other infractions **(Break reflection)**	Being unequipped at any time (e.g., lack of stationery, exercise book, textbook, PE kit). Wearing incorrect uniform / wearing uniform inappropriately (e.g., incorrect shoes, short socks, shirt out, top button undone, tie loose, blazer sleeves rolled up, excessive jewellery, skirt rolled up). Late to lesson (less than 10 minutes). Eating, drinking or in possession of minor prohibited items (e.g., gum or	A break reflection is served the following day in the ILC from 10:50 – 11:02. The student will be explicitly informed they have received a break reflection by the teacher, unless it is for missed/failed KS3 homework. The teacher will record a break reflection on Bromcom, on the same day, by 15:30. We always ensure the student has time to eat, drink and visit the toilet during this consequence. Failure to attend, or failure of, a

	energy drinks). Littering. Travelling the corridors inappropriately (e.g., not on the left, running, making excessive noise). Silly or thoughtless behaviour outside of lessons. Non-completion of homework/prep for KS3. Failure to catch-up with missed work within a reasonable time frame (time frames decided by SILs).	break reflection will result in a lunch reflection the following day. A break reflection can be given by any member of SGS or Trust staff, including the admin, pastoral or catering teams. -1 house point.
Name	**Example behaviours**	**Consequences**
Other infractions **(Lunch reflection)**	Non-completion of homework/prep for KS4 and KS5. Play fighting. Disregard for health and safety. Persistent disregard for the uniform policy (e.g., incorrect shoes, short socks, shirt out, top button undone, tie loose, blazer sleeves rolled up, excessive jewellery, skirt rolled up). Swearing/abusive language (verbal or written). Refusal to follow instructions outside of lessons. Deliberate unwanted physical contact. Mobile phone seen, heard or used. Verbal abuse to peers (e.g., thoughtless name calling). Bullying and online-bullying (e.g., unkind comments). Breach of IT code.	A lunch reflection is served the following day in the ILC from 13:50 – 13:10. The student will be explicitly informed they have received a lunch reflection by the teacher, unless it is for missed/failed KS4/5 homework. The teacher will record a lunch reflection on Bromcom, on the same day, by 15:30. We always ensure the student has time to eat, drink and visit the toilet during this consequence. Failure to attend, or failure of, a lunch reflection will result in an all day reflection the following day. A lunch reflection can be given by any member of SGS or Trust staff, including the admin, pastoral or catering teams. -5 house points.

	Failing to attend, or failure of, a break reflection.	

All day reflection, suspension and permanent exclusion: the most severe consequences

An all day reflection is a removal from lessons for an entire day and one of the most severe consequences. For this reason, all day reflection incidents will be reviewed by the SLT and HOY. An all day reflection incident that results in the student attending the ILC may be escalated to a suspension or in extreme circumstances a permanent exclusion following a review or an investigation.

A suspension is our most serious sanction before permanent exclusion, for this reason they can only be issued by the Headteacher.

For all serious incidents that warrant an investigation, the school will call families as soon as possible to inform them that an investigation concerning their child is taking place; we will always work to resolve investigations as quickly as possible and communicate the outcome to the parents/carers for transparency and support.

Name	Example behaviours	Consequences
Other infractions **(All day reflection)**	Disrespectful behaviour towards a member of staff (e.g., rudeness or answering back following a sanction being given). The only reply to a sanction should be a genuine "sorry Miss/Sir." Discrimination or prejudice towards another student (e.g., malicious name calling). Verbal abuse. Truancy (10+ minutes late to a lesson). Continuous refusal to follow instructions outside of lessons. Inappropriate use of mobile phone /technology (e.g., taking a photo of, or recording, others without consent). Failing to attend, or failure of, a lunch reflection. A serious one-off incident. Damaging the School's reputation. Cheating (e.g., plagiarism). Incorrect nails and/or hair. Refusal to remove, and hand over, incorrect jewellery (this can be collected at the end of the day from student reception).	If an all day reflection is issued, the student will be explicitly informed they have received an all day reflection by the teacher and will be instructed to report to the ILC where they will remain for the rest of the school day until 15:10. They will return to the ILC the next day until the period they were given the reflection (e.g., if a child is given an all day reflection in P3, they will complete the isolation until P3 the next day. This is so it equates to 1 whole day). The teacher will record an all day reflection on Bromcom. An automatic e-mail is sent to sgs-ILC@skegnessgrammar.co.uk with the student's name. The teacher in the ILC then knows to expect the student. We always ensure the student has time to eat, drink and visit the toilet during this consequence. Failure to attend an all day reflection will result in a suspension. -10 house points. Some behavior incidents require staff to search students' belongings. This will be conducted somewhere discreet with two members of staff present, following search protocol. The student will be asked to give consent. However, if they decline, the search will continue if there is reason to believe their possessions may be harmful, dangerous, illegal or stolen.

		There are actions that the school may wish to put in place to support the student's future success in education, such as: Family meeting or phone call with HoY or SLT. Further investigation. Escalate the sanction to a suspension. Regular searches of belongings. A Pastoral Support Plan (PSP) run in collaboration with Lincolnshire County Council. Pastoral support, behaviour interventions. Removal of free time or supervised free time. Seek support from internal and/or external agencies.

Name	Example behaviours	Consequences
Suspension or **Permanent exclusion**	Severe disrespectful behaviour towards a member of staff (e.g., swearing). Sexual violence - unwanted sexual act or activity, which includes unwanted touching, groping or up-skirting. Sexual harassment - unwanted sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature. Sexual harassment also happens online: we do not tolerate students sending or sharing explicit sexual material, sending 'nudes' or using sexualised language. Possession of, or use of, a weapon, including intent. Physical assault - any physical violence, or threat to commit violence, including play fighting that results in injury. Theft, blackmail or intimidation. Bullying or abuse using protected characteristics intended to cause harm. Including but not limited to: race, religion, gender, ethnicity, sexual orientation, LGBTQ+ characteristics, appearance, disability. Persistent disruptive, unsafe or unsanitary behaviour. Serious defiance - refusing to follow the instructions of an adult. Persistent attitude or behaviour which are inconsistent with the ethos	If a suspension is given, the student will not be permitted to attend Skegness Grammar School for a set period of days. If a suspension is given at a later date for the same behaviour, the sanction will be escalated (e.g., if 1 day was given for the behaviour the first time then 2 days will be given on the next occasion, unless the behaviour is deemed to be so severe on the next occasion that it warrants more). Following a suspension, a reintegration meeting with the student and family will take place before the student rejoins their lessons and the school community. There are actions that the school may wish to put in place to support the student's future success in education, such as: Regular searches of belongings. A Pastoral Support Plan (PSP) run in collaboration with Lincolnshire County Council. Pastoral support, behaviour interventions. Removal of free time or supervised free time. Seek support from internal and/or external agencies. Risk assessment or safety plan.

	of the school. Vandalism and graffiti - deliberate damage or destruction of any part of the school building, facilities, or equipment. Bringing major prohibited items onto the school site – possession, intent to possess or intent to supply prohibited items. Smoking and vaping. Supply, possession of, or use of drugs/alcohol. Serious misuse of a mobile phone/technology - taking a photo of, or recording, others and posting that content online without consent. Malicious false accusations against a member of staff. Other serious misconduct toward a member of the school community or misconduct that brings the school into disrepute (single or repeated episodes), on or off the school premises. Persistent disruption in the ILC.	

8.3 Confiscated items

We confiscate prohibited items for safety.

The school reserves the right to confiscate any additional items which may cause harm or damage at any time or any items outside of the uniform and equipment policy that the school deems inappropriate. Staff at the school will first of all request the items are handed in. Should there be any reason to suspect a student is still in possession of a banned item, a search will be conducted following the search protocol. Random searches may also be used to routinely check student possessions.

For any prohibited items found, staff will seal the items and hand in immediately to the DSL or pastoral team. Families will be notified, and arrangements will be made to destroy or collect any such items at a later date. Please note other agencies, such as the police, may be informed.

- Chewing gum.
- High sugar fizzy drinks.
- Energy drinks.
- Aerosols.
- Tipp-ex.
- Knives and blades.
- Weapons.
- Alcohol.
- Illegal drugs and their associated paraphernalia.
- Legal highs.
- Equipment relating to the taking of illegal drugs.
- E-scooters.
- E-cigarettes.
- Tobacco.
- Cigarette lighters.
- Cigarette papers.
- Fireworks.
- Stolen items.
- Pornographic images.
- Items that the staff member might suspect has been or is likely to be used to commit an offence or cause personal injury/damage to property.
- Any other item that the academy deems will pose a threat to the safety of any member of the school community or is considered highly inappropriate.

9.0 Communication with families

We believe that, for a child to be successful in education, adults supporting their journey through adolescence need to be informed. To facilitate open and prompt sharing of information, we share your child's behaviour information in real time through the MCAS app.

Whilst we welcome open dialogue with families about their child, we cannot discuss in detail all behaviour events as this would not allow teachers and pastoral staff to focus on our core purpose of educating children. If there are queries that cannot wait until parents evening, please contact SGS via MCAS, by phone (01754 610000) or via e-mail (enquiries@skegnessgrammar.co.uk). A member of staff will discuss your query with you, but it may not be on the same day due to teaching commitments.

Where a student has been given an all day reflection, we will always communicate on the same day with families to ensure that:

1. All parties are well informed to support the young person.
2. An accurate account of what happened is relayed.

10.0 Reflections

At SGS, we believe that all children deserve to learn in a disruption free and safe environment. Sometimes staff may need to issue a C1, C2 or C3 to allow the rest of the class to learn in a disruption free classroom. Students serve break, lunch and all day reflections in the Independent Learning Centre (ILC). The ILC has a quiet contemplative atmosphere that provides time for students to reflect on their actions and ensure they know how to get it right next time. We require students to be silent, calm and thoughtful whilst serving a reflection. If a student talks, communicates with another student or is late then the student has failed their reflection. The consequence will then be escalated. For example, failing a break reflection = a lunch reflection, failing a lunch reflection = an all day reflection, failing an all day reflection = suspension.

Failing an all day reflection:

Frequency of failure (in a big term)	Length of suspension
1st offence	1 day
2nd offence	2 days
3rd offence	3 days
4th offence	4 days
5th offence	5 days

11.0 Discretion

No behaviour policy can cover all eventualities. Leaders reserve the right to use discretion to help Skegness Grammar School students make better choices and learn lessons. At all times when enforcing the school behaviour policy, staff at the school will model the behaviours expected of students, including warmth and care, whilst maintaining a strict and consistent approach to behaviour.

FAQs

When and where do students serve a break reflection?

Break reflections take place in the Independent Learning Centre (ILC) during morning break at 10:50 – 11:02. Students have 5 minutes to attend their reflection on time.

What if a student is late, forgets, or misses their break reflection?

If a student arrives after 10:50, they are late, have therefore failed their reflection and will be turned away. If a student fails, forgets or misses their break reflection, it will be escalated to a lunch reflection the following school day.

When can students use the toilet if they have a break reflection?

Students may use the toilet at the start of break before their reflection begins at 10:45 – 10:50, there is also a brief opportunity to use the toilet before period 3 begins from 11:02 – 11:05.

Lunch reflections

Lunch reflections take place in the Independent Learning Centre (ILC) at lunch from 12:50 – 13:10.

What if a student is late, forgets or misses their lunch reflection?

If a student arrives to the ILC after 12:50 they are late, have therefore failed their reflection and will be turned away. If a student fails, forgets or misses their lunch reflection, it will be escalated to an all day reflection the following school day.

When can students use the toilet if they have a lunch reflection?

Students may use the toilet at the start of lunch before their reflection begins at 12:45 – 12:50, there is also opportunity to use the toilet before line-up begins from 13:10 – 13:25.

Where do students serve an all day reflection?

If a student has an all day reflection, parents and carers will see this on the MCAS app.

All day reflections take place in the Independent Learning Centre (ILC). On arrival to school, students are to go directly to the ILC by 08:40, the student will be registered by the member of staff on duty in the ILC, they do not need to attend morning registration with their form tutor. Students are to remain in the ILC until 15:10 unless their full day finishes before this point.

The student will not attend lessons. Instead, they will follow a bespoke timetable. The expectation in the ILC is that students are to work hard on embedding knowledge and practicing knowledge retrieval. The ILC has a quiet contemplative atmosphere that provides time for students to reflect on their actions and ensure they know how to get it right next time. Students are silent, calm and thoughtful whilst serving an all day reflection. If a student talks or communicates with another student, the student will begin on the ILC ladder (ILC 1 – warning, ILC 2 – second warning, ILC 3 – an extra 3 hours in the ILC, ILC 4 – suspension).

An all day reflection is one of our most serious consequences. All students will hand in their mobile phones and/or smart watches to the member of staff on duty, as they enter the ILC. These will be returned, as they leave the ILC. Should a student inform the duty staff member that they do not possess a mobile phone, a search may be conducted.

When can students eat, drink and use the toilet if they have an all day reflection?

Students serving an all day reflection have a different break and lunch time to the rest of the school. Break is from 11:02 – 11:10 and lunch time is from 13:10 – 13:30. Students will be escorted to the canteen for their break. The student will have the opportunity to purchase food and drink from the canteen at this time or eat their packed lunch. Students place their lunch order at break and it is brought to them by a member of staff.

Students are encouraged to use the toilet during their break (11:02 – 11:10) and lunch (13:10 – 13:30). They may also use the toilet before they go home.

At SGS, a variety of support is given to students who are routinely receiving reflections. A range of supportive strategies will be explored in every circumstance where a student has repeated negative behaviours.

12.0 The pastoral structure at Skegness Grammar School

<table>
<tr><th colspan="2">Heads of Year</th><th>Senior Leadership Team responsible for behaviour</th></tr>
<tr><td>Mr C Cotterill

CCotterill@skegnessgrammar.co.uk</td><td>Year 7</td><td rowspan="3">Miss A Blackburn

Overseeing KS3 and Assistant Headteacher

ABlackburn@skegnessgrammar.co.uk</td></tr>
<tr><td>Miss K O'Shea

KOShea@skegnessgrammar.co.uk</td><td>Year 8</td></tr>
<tr><td>Miss C Parker

CParker2@skegnessgrammar.co.uk</td><td>Year 9</td></tr>
<tr><td>Mrs M Fullwood

MFullwood@skegnessgrammar.co.uk</td><td>Year 10</td><td rowspan="2">Miss L Bee

Overseeing KS4 and Assistant

Headteacher

LBee@skegnessgrammar.co.uk</td></tr>
<tr><td>Miss J Rees

JRees2@skegnessgrammar.co.uk</td><td>Year 11</td></tr>
<tr><td>Miss L Preston

LPreston@skegnessgrammar.co.uk</td><td>Year 12</td><td rowspan="2">Mr T Wardell

Head of Sixth Form and Deputy Headteacher

TWardell@skegnessgrammar.co.uk</td></tr>
<tr><td>Mrs E Gilbert

EGilbert@skegnessgrammar.co.uk</td><td>Year 13</td></tr>
</table>

12.1 Senior colleagues also responsible for supporting staff with students' behavior and ethos

Name	Job title
Mrs L Walker	Headteacher – decisions made by the Headteacher are final
Mr T Wardell	Deputy Headteacher
Mr J Sturman	Assistant Headteacher
Miss L Bee	Assistant Headteacher
Miss A Blackburn	Assistant Headteacher

Review date	Reviewed by	Date of next review
July 2019	ESH	July 2020
July 2020	ESH, HOYs, SLT	October 2020
October 2020	ESH, SLT	December 2020
August 2021	EBE & TBE	August 2022
November 2021	TBE	August 2022
August 2022	LBE, KHD	December 2022
December 2022	LBE, SLT	August 2023
August 2023	LBE, SLT	December 2023
December 2023	LBE	August 2024
August 2024	LBE, SLT	December 2024
December 2024	LBE, SLT	August 2025
August 2025	LBE, SLT	December 2025
December 2025	LBE, SLT	August 2026
August 2026	LBE, SLT	December 2026