

KIRKHAM GRAMMAR SCHOOL

POLICY DOCUMENT

BEHAVIOUR, REWARDS AND SANCTIONS

This policy applies to Kirkham Grammar Senior School (KGS) only.

Policy number: 7	Date last reviewed: July 2025	Next review: July 2027
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Kirkham Grammar School is dedicated to ensuring that the school environment supports learning and the wellbeing of pupils and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of this community and all work hard to provide a safe school where pupils feel included in every aspect of school life and comfortable to voice their opinions. Everyone should treat one another with dignity, kindness and respect.

In this inclusive community where mutual respect is demonstrated through words and actions, everyone feels valued and heard. Personal growth and positive relationships are nurtured and self-reflection and accountability are encouraged.

The KGS core values: Ready to Learn; Respectful; Responsible (3R's) underpin all that the school does to promote every pupil becoming the best person they can. Great importance is also attached to good manners; team spiritedness; patience and kindness towards all members of the community; being mindful of choices and aspirational in outlook. These in turn support the school motto, 'Ingredere Ut Proficias' which means 'Apply yourself, so that you may be enriched and of benefit' (Enter to profit).

The ethos of the school is central to establishing and maintaining high standards of behaviour.

This policy is designed to help staff, parents and pupils deal with behaviour and discipline matters when they arise, and is informed by:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2024
- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010 [under the terms of the Act, reasonable adjustments are made when issues relate to pupils with passports]
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice and Schedule 1 of the Education (Independent School Standards) Regulations 2014.

This policy is linked to the following KGS policies and the Staff Handbook:

- Teaching and Learning
- Special Educational Needs
- Exclusions
- Safeguarding
- Mobile Phone and Smart Watches
- Anti-Bullying
- Whistleblowing
- Uniform
- E-Safety

KEY DEFINITIONS

Low level poor behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Incomplete classwork or homework not attempted
- Poor attitude
- Incorrect uniform
- Late to lesson
- Ignoring instructions
- Breach of school rules

Serious misbehaviour is defined as:

- Repeated breaches of the school rules and behaviour expectations
- Any form of bullying
- Selling goods to peers unless as part of an organised charity activity
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Vandalism
- Theft
- Fighting
- Aggressive actions towards pupils or staff
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Truancy
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Tools, eg Spanners, Screwdrivers, Stanley/Craft knives.
 - Alcohol
 - Illegal drugs

- Stolen items
- Tobacco and cigarette papers, e-cigs, and associated paraphernalia
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

CONFISCATION, SEARCHES, SCREENING

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

- Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.
- Staff will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

See Appendix 3 for Searching a Pupil

STANDARDS AND EXPECTATIONS

Pupils

Pupils are encouraged and required to adopt attitudes and behaviours which contribute to the positive ethos of the school. It is important that pupils should be aware that they are part of a community in the school. That community will do all it can to support pupils, but in return, pupils have to be aware that they, too, have a responsibility for the school and its reputation. Therefore, they need to be conscious that their behaviour has an impact on the impression that the school gives to the outside world.

Pupils are expected to:

- Move around the school in a quiet and orderly manner.
- Be polite and respectful in all interactions with every member of our school community.
- Stand when a teacher or visitor enters the room.
- Be punctual, fully equipped and ready to learn.
- Engage and contribute in lessons and try their best at all times.
- Respect the work, effort, point of view and contribution of others.
- Take a pride in each piece of work completed and look after exercise and text books.
- Dress smartly in full uniform in accordance with the Uniform Policy.
- Look after the school environment, keeping classrooms and other areas of school tidy. Always put litter in a bin.
- Switch off mobile telephones during the school day.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

(A copy of the pupil organiser contents relating to pupil conduct may be seen in Appendix 4).

When the behaviour of pupils either individually or as part of a group adversely affects the wellbeing and education of either themselves or others, disciplinary action will be taken in proportion to the offence committed and the number of times previous sanctions have failed to impact on the behaviour concerned. The School Rules and the content of this policy applies to all age groups in the Senior School and Sixth Form at all times when the pupil is:

- at school, representing the school or wearing school uniform
- Taking part in any school-organised or school-related activity (eg school trips)
- travelling to and from school
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, including online, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- It poses a threat or causes harm to another pupil
- It adversely affects the reputation of the school

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the member of staff nominated by the Head will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Head

The Head will be responsible for the day to day implementation of the policy and procedures and will ensure that the school environment encourages positive behaviour. The Head will also support staff in dealing effectively with difficult behaviour.

- for the safety and well-being of everyone at the school
- for the reputation of the school community as a whole
- for the protection of school property and the wider environment

Staff

Pupil feedback highlights that they want teachers who are:

- Positive
- Firm but fair
- Consistent
- Caring

It is the role of all staff to promote the best in every pupil whilst ensuring that the expectations of pupil behaviour, as set out in this policy, are fulfilled. All behaviour is learned behaviour and it is the role of staff to model positive behaviour in order to create mutual respect between staff and pupils.

It is essential to separate episodes of negative behaviour from the individual – every mistake offers pupils the choice to put things right and move forward positively.

In order to engage pupils in learning, staff will use a range of strategies and:

- Create a positive and supportive environment promoting an orderly and calm atmosphere in which all feel secure and safe.
- Celebrate and reward good behaviour and pupil achievement and log distinctions/recognitions on iSAMS.
- Maintain high personal expectations of every pupil and make these expectations the focus for learning.
- Model the 3Rs and reaffirm these in conversations with pupils consistently.
- Apply rules, routines, sanctions and rewards fairly and consistently.
- Provide a personalised approach to meet the needs of individual pupils by following recommendations in Pupil Passports.
- Ensure that concerns of pupils are listened to and addressed.
- Challenge unacceptable pupil behaviour by using a range of verbal and non-verbal techniques and strategies to deal with behaviour (Appendix 2).
- Use the language of mutual respect.
- Demonstrate positive, professional relationships with every pupil and avoid over-reaction and confrontation.
- Adopt a positive approach to problem solving in the knowledge that group dynamics and individual behaviour can be changed.

(See Teaching and Learning Policy for Classroom Expectations and Routines)

Parents and Carers

By accepting a place at Kirkham Grammar School, parents are expected to:

- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's Form Tutor promptly
- Take part in any support/reinforcement work following misbehaviour
- Take part in the life of the school and its culture

While it is not the case that every incident needs to be communicated to parents, the school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and working in collaboration with them to tackle behavioural issues.

The Governing Body

Will establish and keep under review this policy for the promotion of good behaviour.

REWARDS AND SANCTIONS

Rewards System

Central to the rewards philosophy, is the expectation that all teachers will praise pupils, including contacting parents, as a matter of routine. Such spontaneous day-to-day praise is a key factor in motivating pupils and establishing a positive climate for learning.

Pupils thrive on immediate feedback for making the right choices. The place of verbal praise remains key in maintaining a positive classroom culture and ethos.

Recognitions & Distinctions

The first formal stage of the rewards process is the awarding of Distinctions in years 1st-3rd and Recognitions in years 4th-6th. Such rewards are recorded onto iSAMS and are visible on the Parent Portal.

These will be issued for displaying excellent levels of **effort, achievement or service to school** under the umbrella of the 3Rs.

Pupils in the First to Third Year are awarded distinction certificates at the end of each term in the end of year assembly; when those with the highest totals are congratulated by the Head for their efforts. Certificates are awarded when the following totals are reached: 20 Bronze, 40 Silver, 60 Gold, 80 Platinum, 100+ Diamond.

In the Fourth to Sixth Form, Recognitions are totalled at the end of every term by the Head of Year and announced in Year Assemblies. Bronze = 50 Recognitions; Silver = 100 Recognitions; Gold = 150 Recognitions; Platinum = 200+. A credit card will be given to pupils once they reach each level and these are linked to privileges.

Form Tutors and Heads of Year monitor pupils' accumulation of Distinctions & Recognitions weekly and the Deputy Head (Pastoral) coordinates and prepares the awards for the end of term.

Positive Contact Home

Beyond the lesson, members of staff may telephone or email parents or carers to pass on positive feedback. A letter or postcard may also be posted directly to a pupil's home.

Maintaining good and effective communication within the school and between home and school is fundamental.

Weekly Pupil Celebrations

Members of staff can identify pupils who have made significant achievements in their department or form each week and request that this is acknowledged in a House Assembly or Year Group Assembly. Heads of Year and Heads of House should regularly review the Rewards data in iSAMS and use this information so that pupils' achievements may be publically celebrated, individually and collectively.

Termly Achievements Awarded by the Head

Commended pupils will receive prestigious certificates in a whole school assembly, where the Head teacher will congratulate them publically in front of their peers.

Junior & Senior Speech Day Ceremonies.

Pupils and their parents are invited to attend the annual Awards Ceremony. (Years 1st-4th in the Summer Term & Years 5th-6th in the Autumn Term)

SANCTIONS SYSTEM

Aims of the Sanctions System

- To share and employ effective practices and strategies which promote positive behaviour.
- To ensure rules, routines and sanctions are applied consistently across the school.
- To effectively manage pupils' behaviour that disrupts learning providing a focused learning environment for all.
- To encourage pupils to take responsibility for their behaviour and to learn from their mistakes.

It is understood that the majority of pupils will choose to work hard to maximise the rewards system. It is also expected that, of the pupils whose behaviour is deemed unsatisfactory, only a small minority will move beyond stage three. (See Appendix 1 for Sanction Stages).

SUPPORTING PUPILS FOLLOWING A SANCTION

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

- A targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- A phone call with parents.

- Inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school.
- Inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy.
- Considering whether the support for behaviour management being provided remains appropriate.

These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil.

RECORDING INFORMATION

Detailed written notes about the incident are recorded on CPOMS for Stage 4 and 5 concerns, and should include:

- Date and time of incident.
- Name of pupil(s) involved.
- Names of witnesses.
- Brief statement of incident and all action taken.
- Pupil reflection sheet.
- If CCTV footage is required to investigate an incident, Deputy Heads; Heads of Year or the Pastoral Manager must request permission for this from the Head.
- Any incidents recorded on CPOMS should be shared with relevant staff, (Form Tutor; Head of Year and Head of Department if relevant) and should always include the DSL and DDSLs. Any original statements/documents relating to the incident should be scanned and attached to the CPOMS report. Original copies should then be passed to the Pastoral Office to be stored in the pupil's file.

MONITORING AND EVALUATION

- Pupils will be encouraged to give feedback on their experience of the behaviour culture, through Pupil Voice, to support the evaluation, improvement and implementation of this policy.
- The Form Tutor monitors tutees' behaviour/appearance through the awarding of Distinctions/Recognitions and Conducts received through iSAMS.
- If Form Tutors identify tutees going above and beyond expectations or identify any issues or trends in poor behaviour, they contact home in the first instance and share this information with the relevant Head of Year or Head of Department.
- Heads of Year and Heads of Department also monitor patterns of excellence and poor conduct, and are expected to contact home when opportunities to share praise/concerns arise.
- The school recognises that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified, everything possible will be done to ensure that the appropriate support is provided.

INTERVENTION BY OTHER AGENCIES TO PROVIDE PUPIL SUPPORT

The school recognises its legal duty under the Equality Act 2010 and SEND Code of Practice to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Where appropriate, assistance from the Head of Learning Support or members of the Pastoral Hub team may be sought which may result in making referrals to appropriate outside agencies to determine whether a pupil exhibiting challenging behaviour has an unmet need. At no time however, will disruptive behaviour be allowed to affect the education of others.

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Kirkham Grammar School Sanctions System

It is understood that the majority of pupils will choose to work hard to maximise the rewards system. It is also expected that, of the pupils whose behaviour is deemed unsatisfactory, only a small minority will move beyond stage three.

Stages of the Sanctions System in the Classroom

A teacher will effectively deploy the day to day routines as outlined in the Teaching and Learning Policy.

Stage 1: Rule Reminder

A pupil who is demonstrating poor behaviour is privately reminded of our core values and encouraged to make a better choice

Stage 2: Verbal Warning

A pupil who continues to demonstrate poor behaviour, despite being given a rule reminder will move on to stage two and receive a **verbal warning**. The words '**verbal warning**' are used so that the pupil is clear that their behaviour has escalated. Strategies (see Appendix 2) will be used, by the subject teacher, to correct this.

Stage 3: Time Out & 'Conduct' recorded on ISAMS

Two minutes time-out of the classroom to allow reflection of behaviour choices and an opportunity to reset when they return to the classroom. A conversation with the subject teacher is essential before the pupil re-enters the classroom. This will require a short follow up at the end of the lesson. 'Conduct' recorded on iSAMS for the 2 minute removal from the lesson. It is at the discretion of the teacher if a lunchtime 25 minute detention is also set. Parents will automatically receive a notification via parent message, by the subject teacher, if a pupil is put in a lunchtime detention.

The first three stages are very much seen as classroom-based strategies

Stage 4: Pupil Removal

- At this point the subject teacher would come to the decision that a pupil is persisting in disrupting the learning of others in the room. This is in spite of following the first three stages. A pupil who has entered stage 4 is likely to have caused considerable disruption and inconvenience. The subject teacher will send the pupil to work in silence in another classroom - as discussed/arranged with the other teacher prior to the lesson taking place.
- The pupil will complete a reflection sheet of behaviour, before continuing to work in silence. Any work missed is completed by the pupil for the following day.
- The teacher contacts home and records the incident on CPOMS alerting the Form Tutor and HoD. Work missed is completed by the pupil for the following day. The pupil is placed in the next after school detention by the Head of Department and work to complete is provided.

- Ideally the pupil will be returned immediately after the lesson for a repair conversation with the Subject Teacher to discuss the written reflection. If this is not possible this will take place at the end of the same day so that relationships can be restored before the next lesson. The outcome of this conversation must be recorded as an action on CPOMS by the Subject Teacher.

Meeting with Parents

- If the negative behaviour continues to be a problem and persistent defiance is directed towards a member of staff, a meeting will be held with the pupil, their parents, the Head of Department and the Subject Teacher. At the meeting, the poor pupil behaviour will be discussed and a plan for improvement to promote a positive change will be drawn up.

Stage 5: Pupil Assistance

Pupil Assistance will be used in two situations:

- If a pupil on Stage 4 disrupts the class they have been moved into.
- If a pupil commits a **serious** offence that prevents the teaching of others (after all other classroom-based strategies have been deployed) or risks the safety of others.

The SLT member will contact home and record the incident on CPOMS alerting the Subject Teacher, Form Tutor, Head of Department and Head of Year. After the incident has been investigated and statements taken, consultation between the SLT member and the Head could result in further sanctions being applied.

Stages of the Sanctions System outside of the Classroom

Stage 1: Rule Reminder

A pupil who is demonstrating poor behaviour is privately reminded of our core values and encouraged to make a better choice

Stage 2: Verbal Warning

A pupil who continues to demonstrate poor behaviour, despite being given a rule reminder will move on to stage two and receive a **verbal warning**. The words '**verbal warning**' are used so that the pupil is clear that their behaviour has escalated.

Stage 3: Removal from Activity & 'Conduct' recorded on ISAMS

A short time-out from the activity to allow reflection of behaviour choices and an opportunity to reset. A discussion with the teacher on duty is essential before the pupil re-commences the activity. 'Conduct' recorded on iSAMS. It is at the discretion of the teacher on duty if a lunch time, 25 minute, detention is also set.

Stage 4: HOY Assistance

- At this point the teacher on duty would come to the decision that a pupil is persisting in poor behaviour choices. The pupil would be taken to the appropriate HOY who contacts home and records the incident on CPOMS alerting the Form Tutor and the teacher who was on duty. The pupil is placed in the next after school detention by the Head of Year who provides a reflection sheet.

- Repair conversation with the appropriate HOY to discuss the written reflection. The outcome of this conversation must be recorded as an action on CPOMS by the HOY and any further interventions deemed necessary.

Meeting with Parents

If poor social behaviour continues to be a problem, or a pupil persists in breaching school rules or is being disruptive to other's learning across subjects, a meeting will be held with the pupil, their parents, the Head of Year and the relevant SLT member. At the meeting, the pupil's poor behaviour will be discussed and a plan for improvement to promote a positive change will be drawn up.

Stage 5: SLT Assistance

For any serious offence or actions by pupils that could result in injury to themselves or others, the teacher on duty must request SLT assistance. The SLT member will contact home and record the incident on CPOMS alerting the Form Tutor, the Teacher on Duty and the relevant Head of Year. After the incident has been investigated and statements taken, consultation between the SLT member and the Head could result in further sanctions being applied.

STRATEGY CHECKLIST

From time to time the behaviour of some pupils will need to be managed effectively in order to maintain the optimum learning environment.

Strategy Checklist			
	Remind, rehearse and reinforce class routines with pupils		Ask a colleague to observe the problem in the classroom
	Introduce/change seating plan		Enlist support of colleagues to adopt a common approach to the problem
	Implement system for rewarding rule compliance		Meet the pupil(s) on a regular basis to discuss progress and problems
	Check for information about any learning difficulties		Identify a specific response to rudeness or backchat which retains your authority and positive working relationship
	Consult with pastoral staff for background information		Identify a specific response to serious and challenging behaviour
	Match tasks to ability		Impose informal sanctions and supervise them personally
	Generate a positive classroom atmosphere		Enlist parental support via correspondence or meetings
	Alter the structure of the lesson		
	Implement a specific programme to encourage positive pupil behaviours		
	Set achievable goals and acknowledge small gains of attainment		
	Show positive interest in pupil's hobbies and accomplishments		
	Interact with pupils around school/clubs/trips		

SEARCHING A PUPIL

Searches will only be carried out by a member of staff who has been authorised to do so by the Head.

The law states that the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

There is a limited exception to this rule. This is that an authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness only:

- if the authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Head, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – eg I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact a member of the Pastoral team to try and determine why the pupil is refusing to comply. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (eg a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including: desks, lockers and bags. A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk.

All searches for prohibited items, including incidents where no items were found, will be recorded on CPOMS.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

PUPIL CONDUCT AND SELF-RESPECT

Commitment: You represent the school whenever you wear our uniform. We hope you will take a pride in your membership of the school, be our ambassador on all occasions and enjoy your time at Kirkham Grammar School. Show commitment to your academic and co-curricular activities and always to do your best.

Conduct: You are expected to move around the school in a quiet and orderly manner.

Appearance and Dress: School uniform must be worn during school hours and for other school activities for First to Fifth year and formal business wear worn by Sixth Form. You must be smartly turned out and in all other respects conform to the school's Uniform and Appearance rules.

Honesty: The school community relies on each pupil being honest and truthful and showing a good example to others. It is always better to be upfront and honest first time. If you find, or if in some other way you come into possession of, money or property that does not belong to you, ensure that it is given back or handed to a member of staff as soon as possible.

Behaviour generally: Your behaviour must be a credit to yourself and to the school, whether at school (eg classroom, corridors, toilets, quad, AstroTurf, dining hall, Boarding House) or in public places. Always consider the consequences of your words and actions on yourself and on other people.

Respect for Others

Effort and Achievement: At Kirkham Grammar School, we respect and encourage each other as individuals and as members of teams. We also encourage high standards, hard work and healthy competition between the houses. We congratulate each other's achievements and every pupil has responsibility to contribute to this ethos.

Courtesy and Good Manners: Members of staff, parents, visitors to school premises or other pupils may need assistance. Please be ready always to offer help. Be polite and respectful in all interactions with every member of our school community and stand when a teacher or visitor enters the room.

In the Classroom: We expect you to make it as easy as possible for everyone to learn and for the teacher to teach. Your books and equipment should be ready for the start of each lesson. Keep the classroom tidy. Above all, be on time for lessons and always try your best.

Sportsmanship: Whether you are competing or spectating at team events or taking part in some other competitive activity, you are expected to behave with good manners and always to set an example that reflects well on the School. Rules should be adhered to and play should be fair. Fixtures and competition should be enjoyed – there is no place for cheating. You should be equally gracious in victory as in defeat.

Bad Language: The use of bad language is unnecessary, insulting to others and damaging to the person who uses it. For these reasons its use is forbidden and liable to be sanctioned.

Bullying and Fighting: Threats, physical attacks, name-calling, mocking, harassment, racism, sexism, homophobia, cyber-bullying and all forms of victimisation are bullying. Bullying has never been tolerated at this school and will not be excused on grounds of it being part of a game. Bullying is a serious matter which may lead to suspension or exclusion. You must not bully others and if others bully you, or you see someone else being bullied, you should inform a member of staff immediately or your parents (See Anti-Bullying Policy). Fighting, including play-fighting, is forbidden.

Respect for Property and the Environment

Vandalism, Graffiti and Litter: Vandalism and graffiti-writing on school premises and elsewhere are regarded as serious breaches of school discipline. Please take pride in your school environment and help keep it tidy. If you find litter, pick it up and dispose of it securely.

Other People's Property: You must not interfere with other people's property or open bags or lockers which are not your own. You must not borrow someone else's property without the owner's permission.

Accidental Damage to Property: You must report any damage you cause to property which is not your own. You or your parents may be asked to pay for the damage.