Student Culture Policy

School Aim

At Upton Court Grammar School we are committed to supporting students to be the best they can be. Our mission, values and ethos are clear and we share these with all members of our community. Our mantras and motto remind us how to act in accordance with our values. **This policy is to be read in conjunction with the UCGS Student Culture Policy COVID-19 Addendum which outlines important updates to the culture policy for the academic year 2020-21.**

At UCGS we believe that our role is to help young people develop themselves and their sense of personal responsibility. This includes how they embody the above mission, values and ethos and respect others and the physical environment of the school.

Student culture can be defined as the guiding beliefs, expected behaviours and values evident in the way a school operates. When members of staff, students and visitors walk through the door at Upton Court Grammar School it is clear for them to see *'this is the way we do it around here'*.

The way students behave in school is strongly correlated with their eventual outcomes[1]. When behaviour in general improves throughout a school the impact is:

- Students achieve more academically and socially
- Students enjoy school more when part of a positive student culture

- Time is reclaimed for better and more learning

We believe that the foundations of a positive student culture are underpinned by positive relationships developed between students, staff, teachers and parents. In this way, any guidelines on behaviour should be focused as much on encouraging and developing positive behaviour as sanctioning transgressions. Students should feel valued and their successes celebrated. Equally, students should be aware of and understand the school policies, their benefits, and the consequences should they choose to transgress.

[1] Bennett, T(2017) Creating a Culture: How school leaders can optimise behaviour pp.6

As a result of this policy students and staff should all have a clear understanding of how we all contribute to creating a better, safer, fairer, more productive learning environment.

Unity – Visible Consistencies

At UCGS we encourage students to respect all that they have at every opportunity in school. In doing so students should always visibly and consistently demonstrate consideration for other people, their safety, their property and the school environment. These consistencies are highly visible, audible, palpable and ensure impeccable conduct.[2]

Examples of student visible consistencies which will make the school a more pleasant place for all, are:

- Walk on the left;
- Wait in single file;
- Place all litter in bins;
- Remove outer wear when entering the school building;
- Hold doors for others;
- Stand and be quiet when a member of staff or a visitor enters the room;
- Conduct yourself safely in and around the school;
- Stand behind desks at the end of the lesson leaving the area tidy.

Form tutors will ensure that expectations are discussed on the first day of term with students.

Examples of staff visible consistencies are:

- 50/50 during changeover, break and lunch. All members of staff stand with one foot in and one foot out of their classroom and office;
- Meet and greet all students at the start of each lesson;
- Set the class straight to work;
- Give first attention to those doing the right thing;
- Respond to poor behaviour with deliberate calm;
- Address poor choices from students individually;
- Recognise and celebrate the positive at every opportunity.

At UCGS we believe students should represent who they are at all times and be proud to wear the UCGS uniform and badge both during the school day and outside of school. Our value of unity applies to the exhibition of positive behaviour outside of school as much as it does in school. To help support this we strive to promote positive links between home and school. When necessary the school will respond to all non-criminal bad behaviour and bullying which occurs anywhere outside the school premises and which is witnessed by a staff member or reported to the school.

[2] Dix, P(2017) When the adults change everything changes pp.6

Growth - Rewards

At UCGS we aim to build the confidence of all our students by helping them to develop their strengths and by celebrating individual and team achievement. In doing so we provide the foundations to enable them to exceed all expectations. The reward structure will be discussed with students by the Heads of Year and tutors and publicised around the school, on the VLE and school website.

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These are not written in any order of importance:
- Culture points - awarded by teaching staff /LSAs/prefects/support staff to mark good work, progress behaviour or effort and recorded on PARS;
- Prizes awarded for exceptional achievement in individual subjects to be celebrated in a formal assembly;
- Appointment as a student leader to mark leadership qualities (HoY);
- Culture point recognition by HoY;
- HoY Recognition Board to share culture point accumulations and other student achievements;
- Communicate good work to parents by telephone, letter or e-mail.

Culture points are to be recorded on PARS.

Culture points - one culture point can be awarded at a time and should be recorded on PARS. A teacher will select the area of our Ethos that the student deserves recognition for e.g. outstanding classwork is an example of Aim High. An automated email is sent home to the parents informing them that their child has been awarded a culture point.

Culture points will be collated throughout the year and contribute to each House total of culture points. Culture points will also be awarded for performance in inter-house competitions e.g. sports day.

Procedure for Recognition	
Head of Year and Senior Leadership Team	
25	Bronze Award
	HOY email home
	Ad Astra unity activity achieved
50	Silver Award
	Positive call from HOY
	Ad Astra unity activity achieved
100	Gold Award
	Positive call from SLT
	Recognition in celebration assembly
	Ad Astra unity activity achieved
150	Platinum Award
	Positive call from SLT
	Recognition in celebration assembly
	Rewards trip

Recognition for students in school also includes achievement of an Ad Astra unity activity as per the Ad Astra curriculum (see Our UCGS Curriculum 2019).

Culture Points Are Given For
Aim High Outstanding classwork Outstanding homework Exemplary behaviour Completing all work set to an exceptional standard Completing additional independent work to an exceptional standard (not requested by teacher) Attending optional revision/extra-curricular session Setting and achieving agreed target Being an active and engaged learner Demonstrating outstanding effort Demonstrating leadership Responding positively to feedback Engage in or lead a super curricular activity **Teacher believes student is an example of 'Aim High'**
Be Kind Student supports another student Student supports a teacher Student supports the local community Demonstrating good manners Recognising a student in need Exceptional kindness to visitors Involvement in charitable events **Teacher believes student is an example of 'Be Kind'**
Be Proud Representing the school Seen picking up litter A member of a club/council Holds an additional school responsibility Exceptional care for school environment Assisting at a school/community event Contributing to school newsletter/internal or external communication **Teacher believes student is an example of 'Be Proud'**

Service – Restore and Repair

At UCGS we encourage students to show respect to others by treating others as they expect to be treated. When communicating with their peers, both during and outside of school, students should use their words wisely and in doing so be kind to each other. Embodied within both of these mantras is our belief that with the correct education and guidance students are equipped to take responsibility for their own learning and behaviour and therefore be able to make the right choices.

When students fail to make the right choices and their behaviour falls below the expected standard set in the school UCGS uses a stepped approach to manage this behaviour. The steps are designed to make students aware of the negative impact their behaviour has on learning through the setting of appropriate consequences. The steps can be used to address persistent low-level behaviour, for example, a student would be issued a step 1, then step 2 and finally a step 3 if the behaviour was to persist. However, it is at the staff member's discretion whether it would be appropriate to immediately set a step 2 or step 3 level consequence and with that a response from a member of the senior leadership team or pastoral team.

Consequences

UCGS Step System

Step 1 - Verbal Warning

Step 2 - Final Warning

Step 3 - Response

Step 1

During lessons - when issuing a step 1 during a lesson the member of staff informs the student that they have a step 1 and explains the reason for it.

Outside of lessons - if a step 1 is issued outside of lessons the member of staff informs the student they have a step 1, explains the reason for the step and insists on immediate correction.

Step 2

During lessons - when issuing a step 2 during a lesson the member of staff informs the student that they have a step 2 and explains the reason for it. This step then includes a teacher intervention e.g. moving the student's seat or speaking to the student outside of the classroom. The teacher records the step 2 on PARS. An automated email is sent home to the child's parent informing them of the step 2.

Outside of lessons - if a step 2 is issued outside of lessons the member of staff informs the student they have a step 2, explains the reason for the step and insists on immediate correction. The member of staff takes the name of the student and records the step 2 on PARS. An automated email is sent home to the child's parent informing them of the step 2.

Step 3

During lessons - when issuing a step 3 during a lesson the member of staff informs the student that they have a step 3 and explains the reason for it. The member of staff then emails response (UCGS_Response or Response@uptoncourtgrammar.org.uk). A member of the response team will collect the student from the lesson and supervise them during the lesson utilising the student welfare team where necessary. The member of the response team will escort the student back to the lesson at the end of the period for a teacher-led restorative conversation. The member of staff calls home the same day to inform the parents of the step 3.

Outside of lessons – when a student is issued with a step 3 outside of lessons the member of staff escorts the student to the student welfare team pending further investigation.

Procedure for persistent low level disruption (Step 2)				
In Different Subjects – Tutor/Head of Year		In the Same Subject – Teacher/Head of Department		
2	Conversation with Tutor and Student	2	Conversation with Teacher and Student	
5	Phone call home Tutor	5	Phone call home Teacher	
7	Phone call home HoY	7	Phone call home HoD	
10	Centralised Detention	10	Centralised Detention	
15	Meeting with parents and HoY	15	Meeting with Parents, Teacher and HoD	
20	Internal exclusion and reintegration meeting with SLT	20	Internal exclusion and reintegration meeting with SLT	

Procedure for persistent poor behaviour (Step 3)	
Head of Year and Senior Leadership Team	
2	Centralised Detention
3	Internal Exclusion and Reintegration Meeting with Head of Year
4	Behaviour Partnership Placement and Reintegration Meeting with SLT

In addition to the above procedures for persistent poor behaviour, restorative time and community service will be utilised to address instances of behaviour below the expected standard during break and lunch-time. Restorative time and community service will be supervised by duty staff, premises support, heads of year and the senior leadership team.

Curiosity - Restorative practice

At UCGS we believe in developing strong and positive relationships with our students and their families and ensure that their aspirations are our aspirations. We use restorative conversations to teach the impact of a student's behaviour on others. The following five questions are used where necessary to restore and repair relationships across the school:

- **What happened?**
- **What were you thinking at the time?**
- **Who has been affected?**
- **What have you thought since?**
- **What should we do to put things right?**
- **How can we do things differently in future?**

Policy approved by the Education Standards Board 25 September 2019

To be reviewed September 2022