

9a Behaviour Management

Scope:	Whole School including EYFS
Release date:	May 2024
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Author:	Assistant Head Pastoral
Reviewer:	Head and Board of Governors

Linked documents

In writing this policy we have referred to the following guidance:

[Behaviour and Discipline in Schools - A guide for headteachers and school staff \(2016, last updated 2022\)](#)

[Equality Act 2010 \(legislation.gov.uk\)](#)

Availability

This policy is available to parents and prospective parents on the school website, and a printed copy may be requested from the School Office.

Acronyms

DT – Design Technology

EYFS – Early Years Foundation Stage

HoY - Head of Year

SLT - Senior Leadership Team

Aims and ethos

Derby Grammar School is an energetic, stimulating and civilised environment in which all members of our School should feel challenged, respected and safe.

Our Behaviour Management Policy seeks to shape good behaviour by the effective use of education, rewards and sanctions. We also encourage pupils to take responsibility for their actions and the consequences of these. Corporal punishment is not acceptable and will never be used at Derby Grammar School.

Primary

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well.

The primary aim of the Behaviour Policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

The Primary School policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the whole school community.

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children and send them to the Head for praise.
- Teachers give children Honour Points or Merits which build into Honour Point certificates and count towards the House Honour Point race. 3 merits = 1 Honour Point. An Honour Point should be given for an exceptional piece of work which is beyond the expectations of the teacher, for that year group, or beyond what is usual for the child's ability. Honour Points and Merits are also given for politeness, acts of kindness towards others and anything deemed by the Primary staff to reflect the attitude encouraged to promote the ethos required.
- In Key Stage 1 and Key Stage 2, one pupil per week is chosen by his peers or tutor to be 'Star of the Week' and a certificate is sent home.
- Stickers and stamps may be used to highlight good work.
- All classes have an opportunity to take part in an 'Achievement Assembly' at the end of every half term, where they are able to show examples of their academic, sporting, social and pastoral achievements, both in and out of school.

Expectations of Classroom Behaviour

We have very high expectations of behaviour within the classroom.

- We expect children to treat staff with respect and to speak to them in a respectful manner.
- We expect children to remain seated for the duration of the lesson and ask if they wish to move for any reason (this may differ for certain lessons, such as practical science, DT, art, music).
- We expect that children will visit the toilet at appropriate times and will not routinely ask to go during lessons. Children should not visit the toilet just after a break or just before a break. They may need to go during the afternoon, when there is a length of time between breaks. We will use judgement in this.
- We expect that children will have a water bottle or will visit the water fountain at appropriate times and will not routinely ask to leave class for a drink.
- We expect children to have all their equipment with them at school.

- We expect children to record homework accurately and hand it in on time.
- We expect children to raise their hands during lessons and not to call out.
- We expect children to listen carefully to instructions in lessons.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher should use the 'traffic light' system (see below).
- If a child misbehaves repeatedly, we isolate the child from the rest of the class until he or she is in a position to work sensibly again with others. This may mean that they are placed outside the classroom under supervision.
- Children may be asked to complete work or homework during lunch break if their behaviour has caused work to be incomplete or below expected standards. Children should not be kept in for the entire lunch break.
- In Year 6, persistent misbehaviour may result in an after-school detention at the discretion of the Head.
- The safety of the child is paramount in all situations. If a child's behaviour endangers the safety of others, the tutor stops the activity and prevents the child from taking part for the rest of that session. The tutor may seek the help of the Head or the Senior Teacher.
- The teacher may record incidents in the Homework Diary or Home-School communication book (EYFS) as a way to inform parents.
- If a child threatens, hurts or bullies another child, the tutor records the incident and reports the incident to the Head. After investigation, if appropriate, a behaviour record would be completed by the child and sent home for parents to comment. If a child repeatedly acts in a way that disrupts or upsets others, the School contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- At the beginning of each academic year, the teacher discusses the School rules and playground rules with each class. In addition, each class also has its own classroom code which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the School knows the standard of behaviour that we expect in our School. If there are incidents of anti-social behaviour, the tutor may discuss these with the whole class during 'circle time'. Examples of acceptable behaviour are also highlighted and rewarded through our Primary assemblies.

The Traffic Light System

Each classroom has a traffic light on the wall. The sequence is green down to amber, down to red. All children's names are stuck on the green light.

- An infringement of classroom behaviour expectation will receive a verbal warning. Teachers should be very specific about the unacceptable behaviour and how they wish to see the child behave.
e.g. 'When you wish to answer a question, I expect you to raise your hand and wait to be asked. You have called out your answer. This is not acceptable. In future, please raise your hand. This is your verbal warning.'
- A second infringement of classroom behaviour will move the child's name down to the amber light.
e.g. 'You have called out in this lesson and now you are talking while I am teaching. This is not acceptable. I will move your name to the amber light. If you continue, you will move to red and miss 5 minutes of your play.'
- A third infringement of classroom behaviour will move the child's name down to the red light which incurs a sanction.
e.g. 'You have called out in this lesson, you were talking and have continued to talk while I am teaching and this is not acceptable. I will move your name to the red light; you will also stand beside the staff member during break/lunch time today/tomorrow for 5 minutes.'

The child's tutor and Head should be informed if it is not in one of their lessons.

- A fourth or further infringement should be considered as an extremely serious breach of rules. The child should be asked to work outside the classroom; the tutor, Head or Senior Teacher informed and a note may be placed in the Homework Diary or Home-School communication book in EYFS.

Every child returns to the green traffic light at the beginning of a new lesson.

- After repeated incidents of misbehaviour, the tutor will alert the Head or Senior Teacher to seek advice. The tutor may then contact the parent if there are concerns about the behaviour or welfare of a child.
- If a child repeatedly misbehaves or is guilty of a more serious incident, they are sent to the Head or Senior Teacher. The Head or Senior Teacher may contact the parents in order to arrange a meeting to discuss the child's behaviour. In some cases, the Head or Senior Teacher may, for example, discuss the behaviour of a child with the Assistant Head Pastoral. This may result in children being placed on a short term behavioural report.
- There is a record of incidents kept on a central system, Daybook. Any issues in lessons, at break or lunchtime, or in extra-curricular clubs should be recorded by the person dealing with it. This is to keep tutors up to date of their tutees' behaviour and will be passed to the Head School if repeated poor behaviour is evident. The records of incidents may be reported back to parents if a meeting is called.

The Behaviour Policy is applicable across all year groups, from Reception to Year 6.

Senior School

Rewards

Staff are encouraged to ensure that all aspects of positive behaviour are rewarded and are relative to the abilities of the individual. It is hoped that students will be regularly rewarded for their achievement, improvement and / or effort inside the classroom and in all aspects of School life.

In order to create a positive achievement culture, it is our aim that all staff will spend more time issuing rewards than they will administering sanctions. Our system of rewarding students is effective, in that it serves to raise the standard of behaviour within our School, if staff use it frequently and consistently and pupils feel the awards are worth aspiring toward. The actual rewards issued are different in the Primary and Senior Schools.

In our Primary pupils are awarded merits or Honour points which build into Honour Point certificates and count towards the House Honour Point race. These are recorded on the Primary School Honour Points Database.

In Years 7-9 pupils operate within a commendation system which results in them being awarded certificates and book tokens when they reach particular milestones. Commendations are awarded for meeting and exceeding targets and for work and service of worth. Certificates are presented in Assembly and book tokens at Speech Day. Colours are awarded to pupils who have shown a significant commitment to co-curricular activities.

In Years 10 and 11 outstanding work, effort and the exceeding of targets in examinations are recognised through Daybook entries on Schoolbase. In Years 12 and 13 a Daybook entry is used to inform the tutor of a piece of work or service to the School worthy of note.

There is also a Colours awards system which operates from Year 9 onwards. The rewards and criteria for being presented with Colours are outlined below:

Name	Award	Age group	General criteria for award
Junior Colours	Badge and Certificate, presented in School	Year 9	<ul style="list-style-type: none"> • Available for rugby, hockey and cricket for pupils who have shown over the whole of KS3 • Good ability in the sport • Full attendance at both lunchtime and after school practices • Above average performance in inter- school matches • Good attitude towards personal development
Half Colours	Badge and Certificate, presented in School	Years 11-13	<ul style="list-style-type: none"> • Available for rugby, hockey and cricket for pupils who have shown • Good ability in the sport • Full attendance at both lunchtime and after school practices • Above average performance in inter- school matches • Good attitude towards personal development
Full Colours	Tie and Certificate, presented in School	Years 11-13	<ul style="list-style-type: none"> • Available for exceptional performance in rugby, hockey and cricket at a level beyond that expected at school level.

Scholarships and Exhibitions are also awarded in recognition of academic, musical, drama and sporting ability. Academic prizes and prizes for whole School commitments are awarded at Speech Day. Our Prefect system also rewards students who work hard and demonstrate particular strengths and an ability to take on responsibility.

Expanding the displays of pupil work and pictures of various successes around the School is strongly encouraged as it brightens areas up, motivates pupils and gives them ownership of all parts of their School. The School website and social media platforms also provide an excellent media for recognising pupil success.

Sanctions

All staff should expect to teach, tutor and work in a civilised and stimulating environment. This requires pupils to behave in a cooperative manner and respect the School rules. If this is not the case then there may be a need for sanctions to be used to get the pupil to reflect on their conduct and change their behaviour. Reasonable adjustments should be made in the application of sanctions for pupils with special circumstances or special educational needs.

Pupils should always understand why any sanction is being used; in this respect tasks such as tidying a common room or helping to clear up in the dining hall can prove effective. Setting short term

behavioural targets should play a major part in seeking to change behaviour. This works, providing the pupils know what they have to do to improve and are regularly and clearly directed toward this. Classroom teachers should always take the responsibility for establishing a positive working environment in their lessons. As part of their responsibility, staff may have to impose sanctions for poor behaviour.

In the Senior School, on a regular basis, we carry out progress checks. These give the staff the opportunity to highlight areas of improvement and to also single pupils out for praise. At sixth form level progress checks follow a pattern of grade cards. The aim of these is the same as the Senior School progress checks.

Senior School Behaviour Management

	Concern:	Action:	By whom?	Daybook entry?	Level up:
L1	Talking Late No equipment Not engaging with work	Class teacher uses their own classroom management techniques to deal with the situation	Class teacher	No	
L2	Persistent talking Persistently late Persistently no equipment Persistently not engaging with work	Pupil to lose break/lunchtime	Class teacher / Head of Subject	Yes	x3
L3	Rude to staff Abusive / racist / homophobic language	HOY detention	HOY	Yes	x3
L4	Dangerous behaviour Physical Assault Abusive language to staff Deliberate breaking of School rules Plagiarism	Friday Night Detention	HOY/SLT	Yes	x3
L5	Physical Assault Drugs, Alcohol, Smoking, Weapon, Violence, Misuse of digital technology	Saturday Detention	SLT	Yes	Depending on the severity this could be escalated to Fixed Term Exclusion at the Head's discretion
L6	Serious Gross Misconduct	This could lead to a Fixed Term or Permanent Exclusion at the Head's discretion			

The concerns are not exhaustive and the Assistant Head Pastoral/Head should be consulted if the concern does not appear in the grid. Sanctions will be reviewed on a case by case basis, taking mitigating circumstances into account, to ensure that an appropriate course of action is taken. Support systems are put in place in both the Primary and Senior Schools for pupils experiencing behavioural difficulties and additional support is offered to pupils who join us from other schools.

We reserve the right to isolate a child for safety reasons should the need arise. Where a case of sexual violence or sexual harassment is reported all of the contributing facts surrounding the case will be taken into consideration when deciding what appropriate course of action should take place.

Appendix 1

Communicating Expectations - Guidance for staff

Form tutors will explain the expectations to their tutees at the start of the academic year and reinforce them at appropriate intervals.

Teachers must make expectations absolutely clear - what you permit, you promote.

We all have to have the same expectations and the same approach when they are not met.

If you are not happy with the way the class has approached something, **rehearse it** with them. This might be something as simple as how to hand in exercise books or hand out mini-whiteboards, or it might be your whole start of lesson routine.

Ask yourself during lessons: **'Am I happy with how this is going?'**

What to do if expectations are not met

Senior School Behaviour Management

	Concern:	Action:	By whom?	Daybook entry?	Level up:
L 1	Talking Late No equipment Not engaging with work	Class teacher uses their own classroom management techniques to deal with the situation	Class teacher	No	

Step 1: Reinforce your expectations

Use checking for understanding and positive framing. Redirect, correct, or challenge. Use praise for those meeting expectations.

Step 2: If a pupil does not meet expectations after reinforcement, issue a verbal warning.

Teachers should be very specific about the unacceptable behaviour and how they wish to see the child behave, e.g. 'When you wish to answer a question, I expect you to raise your hand and wait to be asked. You have called out your answer. This is not acceptable. In future, please raise your hand. This is your verbal warning.'

Step 3: For a second infringement of classroom behaviour, write their name on your whiteboard.

e.g. 'You have called out in this lesson and now you are talking while I am teaching. This is not acceptable. I will write your name on the board. If you continue, you will receive a break time detention.'

Step 4: If a pupil makes a further infringement, this will incur a sanction. This will usually be a breaktime detention the following day. Mark this next to their name on the board.

e.g. 'You have called out in this lesson, you were talking and have continued to talk while I am teaching and this is not acceptable. You have already received a verbal warning so you will now serve a detention during break/lunchtime today/tomorrow.'

The child's tutor and Head of Year should be informed via Daybook at this stage.