



Derby  
Grammar  
School

Bringing education to life.

# Behaviour Management Policy

Academic year: 2020 - 2021

## 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.

## 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 Junior and Senior Schools.

In our Junior School 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 Junior 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.

In Years 10 and 11 outstanding work, effort and the exceeding of targets in examinations are recognised through Commendation Cards that are sent home to pupils and parents.

In Years 12 and 13 a praise system is used where students receive a red slip informing 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"> <li>● Available for rugby, hockey and cricket for pupils who have shown over the whole of KS3</li> <li>● Good ability in the sport</li> <li>● Full attendance at both lunchtime and after school practices</li> <li>● Above average performance in inter- school matches</li> <li>● Good attitude towards personal development</li> </ul>
Half Colours	Badge and Certificate, presented in School	Years 11-13	<ul style="list-style-type: none"> <li>● Available for rugby, hockey and cricket for pupils who have shown</li> <li>● Good ability in the sport</li> <li>● Full attendance at both lunchtime and after school practices</li> <li>● Above average performance in inter- school matches</li> <li>● Good attitude towards personal development</li> </ul>
Full Colours	Tie and Certificate, presented in School	Years 11-13	<ul style="list-style-type: none"> <li>● Available for exceptional performance in rugby, hockey and cricket at a level beyond that expected any schoolboy level.</li> </ul>

Scholarships 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. A full list of prizes awarded can be found in Appendix 3. 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 medium for recognising pupil success.

## Sanctions

All staff should expect to teach, tutor and work in a civilized 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

Stage	Action by:	
1	Class teacher	<p><b>Context:</b> off-task, talking, low level disruption/failure to comply with classroom rules/failure to complete work.</p> <p><b>Possible action:</b> first verbal warning, second verbal warning, classroom sanctions, discussion with student, lunch or break detention (organised by teacher) seating move, expectations for next lesson clarified, Schoolbase entry made.</p>
2	Head of Department Class teachers	<p><b>Context:</b> repeated stage 1 behaviour/failure to respond to class teacher.</p> <p><b>Possible action:</b> temporary withdrawal from class (possible send to HOD). Departmental report. Schoolbase entry made, parents informed, Departmental Detention</p>
3	Head of Year Tutor SENDCO Class teachers	<p><b>Context:</b> unacceptable behaviour in lessons, not allowing teacher to re-establish control/behaviour or work concerns in several areas/truancy/rudeness.</p> <p><b>Possible action:</b> removal from lesson for set period, progress review initiated by HOY (if problems identified in several areas) IEP set up. Blue Tutor Report, parents informed, HOY Detention</p>



Derby  
Grammar  
School

Bringing education to life.

4	Head of Year Tutor SENDCO	<b>Context:</b> persistent disruption or challenging behaviour. <b>Possible action:</b> internal isolation (loss of break time), Yellow HOY Report, parental meeting, School detention.
5	Assistant Head Pastoral Head of Year	<b>Context:</b> Yellow Report not effective, failure to accept School procedures, sanctions, Staff authority/violent or aggressive behaviour/theft. <b>Possible action:</b> internal isolation (loss of break time), Red Assistant Head Pastoral Report, parental meetings, Head's Detention/temporary exclusion.
6	Head Assistant Head Pastoral Head of Year	Repeated Stage 5 behaviour or single unacceptable action of extreme nature: temporary/permanent exclusion

## Primary School Behaviour Management

The expectations of behaviour in the Primary School are reflective of the expectations of the senior pupils.

### The Traffic Light System

Each classroom has a traffic light on the wall. The sequence is red, up to amber, up to green. All pupils' names are stuck by the green light.

- An infringement of classroom behaviour expectation should merit a verbal warning.
- A second infringement of classroom behaviour should move the pupil's name down to the amber light.
- A third infringement of classroom behaviour should move the pupil's name down to the red light and it incurs a sanction. The sanction will be to stand beside the staff member on duty during break or lunchtime for 5 minutes. The tutor should be informed.
- A fourth or further infringement should be considered as an extremely serious breach of rules. The pupil should be asked to work outside the classroom, the tutor, Head of Primary School or Senior Teacher informed and a note should be placed in the Homework Diary.

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

After repeated incidents of misbehaviour, the tutor will alert the Head of Primary School or Senior Teacher to seek advice. The tutor may then contact the parent if there are concerns about the behaviour or welfare of a pupil.

If a pupil repeatedly misbehaves or is guilty of a more serious incident, he is sent to the Head of Primary School or Senior Teacher. The Head of Primary School or Senior Teacher may contact the parents in order to arrange a meeting to discuss the pupil's behaviour.

In some cases, the Head of Primary School or Senior Teacher may, for example, discuss the behaviour of a pupil with the Head or Assistant Head Pastoral.

## **Appendix 3 - COVID-19**

### **Behaviour Policy - COVID-19 Response Appendix**

This appendix has been created in order to look after the community at Derby Grammar School and for infection protection.

Pupils must adhere whenever possible to the behaviours outlined in the Protective Measures Policy and the Remote Learning Agreement.

#### **Sanctions**

Deliberate and / or repeated contravention will be treated in accordance with the normal School sanction policy as set out above.

#### **Rewards**

Staff will continue to recognise and promote positive behaviour, through the use of the commendation system.