City Of Derby Academy

Behaviour & Exclusions Policy

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Date:	September 2026
Review date:	September 2027
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1. Introduction

Educational excellence, discipline, mutual care and respect and community service are the foundations for our approaches to leading and managing learning and behaviour at CODA. We value and promote an inclusive culture where all students are rewarded and praised regularly, consistently and fairly and where staff take account of any barriers to learning which individual students need to overcome to achieve progress.

The school operates a firm but fair and just approach, applied rigorously, robustly and consistently; ensuring that disruptive behaviour by the few, does not damage the achievements of the many. This creates a supportive environment which allows students to flourish.

The school will do everything possible to ensure every student succeeds; we will take tough decisions where these are needed to safeguard the learning and wellbeing of our students and in keeping with the clear expectations set out in our policies and procedures.

2. Aims and Objectives

- To recognise, reward and celebrate good behaviour.
- To marginalise poor behaviour by promoting good behaviour.
- To be seen to be fair and consistent in behaviour management by students, parents/carers and staff.
- To support students who struggle to manage their own behaviour.
- To identify any undiagnosed or underlying needs for students who struggle to self-regulate.
- To provide targeted support for the most vulnerable students within the school and, where required, referring them to additional support.
- To involve students, parents/carers, staff and Governors in the creation and implementation of a consistent approach to the management and improvement of behaviour.

3. Principles

The school recognises that effective teaching and learning only take place in an atmosphere where there is a clear understanding of what is and what is not acceptable behaviour. Actions which prevent teachers from teaching and students from learning are not acceptable.

The following principles should be recognised if a whole-school approach to behaviour management is to be successful.

1. An understanding and acceptance of the policy by every member of the school is important if our aims are to be achieved.
2. The Student Behaviour Management Policy is a partnership between all members of the school.
3. A whole- school approach is intended to be preventative wherever possible. Pro-action is more effective than re-action.
4. Self-discipline should be the ultimate aim for all members of the school.
5. Behaviour patterns can be changed and indiscipline managed effectively only when behaviour management is handled consistently.
6. Sanctions must be administered fairly and be appropriate to the breach of conduct.
7. Effective behaviour management seeks to avoid aggressive confrontation.
8. Rewards, obtainable by all, are an effective way of improving and maintaining good behaviour and should be applied consistently.

4. Roles & Responsibilities

Promoting positive behaviour is the responsibility of the whole school community. We will hold all individuals, students and staff to account for their behaviour and their contribution to the areas for which they are responsible.

Specific roles and responsibilities include:

The Local Governing Body and Headteacher define the principles that underly the Behaviour Policy and are responsible for the operation of the policy and establishing procedures that encourage positive behaviour, discourage bullying and promote respect, diversity and equality.

The Senior Leader with responsibility for behaviour monitoring all aspects of the school's Behaviour Policy and its application, to promote equality for all students.

The Senior Leadership Team ensuring they are visible around school and known to students across school; actively seeking out students for praise and recognition, demonstrating a genuine care and respect for students.

The Special Educational Needs and Disabilities Co-ordinator (SENDCO) ensuring that students are screened for special educational needs and/or disabilities and signposted to support where referrals meet thresholds.

The Pastoral Team, including; Heads of Key Stage, Achievement Leaders, & Form Tutors creating a year team where each student feels a sense of responsibility for helping and supporting others and promoting excellent performance.

All staff ensuring:

- That they treat students with unconditional positive regard, compassionate consistency and a de-escalation mindset.
- That the policy is consistently and fairly applied to all.
- That students are taught and retaught the behaviours expected of them.
- That high standards of behaviour are modelled and actively promoted at all times.
- That good behaviour is recognised and praised.
- That poor behaviour is challenged and appropriate sanctions implemented.

All students in demonstrating outstanding behaviour.

Parents/carers taking responsibility for their child's behaviour inside and outside school, working in partnership with the school to maintain high standards of behaviour.

4.1 Staff Induction, development and support

Senior Leaders have the responsibility to provide all staff with the appropriate and timely continued professional development on behaviour. This includes sharing key information from the Behaviour Policy, key updates on behaviour procedures and practical classroom behaviour management strategies.

5. Managing behaviour through rewards

5.1 Praise

At CODA, praise is the most immediate and effective form of reward. Simple acknowledgements, have a significant impact on a young person's confidence, motivation and engagement.

Developing strong relationships with students is central to effective practice. Staff should aim to ensure that positive interactions consistently outweigh negative ones, using praise to reinforce expectations and encourage success.

The simplest and most powerful reward we can offer our students is praise. To be most effective, praise should be:

- Specific and clearly linked to an achievement or action.
- Sincere and delivered with appropriate language and tone.
- Personalised, including the use of the student's name.
- Used consistently across all lessons as part of high-quality teaching.
- Delivered discreetly and privately where appropriate.

Within the established positive learning environment, students should expect to receive regular praise from the adults in school for notably good behaviour.

Strategies used include:

- Regular verbal praise and encouragement, specifically focusing on personal gains by individuals.
- Non-verbal praise - e.g. thumbs up, positive facial expressions.
- Acknowledgement of good work and instant recognition for good homework produced.
- Encouraging staff to praise identified individuals and sharing their work.
- Displaying students' work around the learning environment as positive exemplars.

Praise should also be addressed to parents/carers through a telephone call or an Arbor message home, which in turn will promote a positive working relationship with the family.

5.2 CODA Behaviour Points

Students will be rewarded with CODA points every lesson including Form Time.

- 30 points for a Positive on Call.
- 20 points for fully meeting expectations in the classroom.
- 10 points for mostly meeting expectations in the classroom.

CODA points are accumulated and tracked for each student. Students can then redeem their points in the school shop, selecting from a range of rewards. This system encourages sustained positive behaviour and allows students to work towards rewards over time. See 5.3 Rewards for more details.

5.3 Rewards

At CODA, we recognise and celebrate student achievement through a range of rewards that operate on a daily, weekly and half-termly basis. These rewards are designed to motivate students, reinforce positive behaviours and celebrate success across all aspects of school life.

Daily Rewards

- CODA points are awarded to students for consistently demonstrating positive behaviours and meeting school expectations throughout the day.

- Students can exchange their CODA points at the school shop, which offers a wide range of items including confectionery, equipment, clothing and gift vouchers for local businesses.
- Student voice plays a key role in shaping the rewards on offer. Students are consulted each half term on items they would like to see available in the shop, ensuring the system remains engaging and meaningful.
- Students may choose to spend their points regularly or save them over time to purchase higher-value items.

Weekly Rewards

- Students are encouraged to share high-quality work at the "Proud Parade".
- In recognition, students receive verbal praise from staff, a "Proud Certificate" and a small prize, along with an SLT postcard and praise conversation with the Headteacher.
- This provides an opportunity to celebrate effort, progress and achievement on a regular basis.

Half-Termly Rewards

- At the end of each half term, Year Group Awards Assemblies are held to celebrate a wide range of individual and group successes.
- Awards may include recognition for attendance (e.g. 100% attendance and most improved), academic achievement, sporting success and highest CODA points.
- These assemblies reinforce a culture of recognition and celebrate the achievements of our school community.

6. Classroom expectations

6.1 Rationale

1. Every student has the right to learn without disruption.
2. Teachers have the right to teach without disruption.
3. Students are either in lessons learning or they are not.
4. Students who require additional support to self-regulate receive support quickly.

6.2 Creating a positive climate of learning

- Teachers and support staff will circulate around the room as often as is practical to assertively monitor students' work and be in proximity to higher needs students at key points during the lesson.
- The highest expectations are plainly communicated through positive "What to Do" directions and corrections that are specific, concrete, observable and sequential. There is no ambiguity. Classroom routines are rigorous, well-rehearsed and habitual for all.
- Staff must make eye contact, use privately understood signals – a shake of the head, finger to mouth and other "Least Invasive Corrections" to avoid disruption. Staff will let the student know that the behaviour has been observed and narrate the expectations.
- Directive questions should be used regularly to involve as many students as possible. For example, sometimes simply directing a question at a particular student is enough to get them back on task. Activity or pace of the lesson should be regularly changed.
- Off-task behaviour is corrected swiftly and privately to reduce the disruption to the learning environment. As a guiding principle, teachers should aim to 'Praise in Public' and 'Reprimand in Private'.

6.3 Expectations of teachers

- Teachers check that equipment is ready at the start of the lesson. Precious learning time should not be lost organising basic equipment.
- Teachers are outside classrooms, on time, greeting students as they enter the classroom.
- Good order must be established straightaway. There are clear routines for putting bags, coats etc. away, having books out ready to start. There is an established routine where there is a retrieval task

for the students to complete in silence on entry.
- Teachers embed routines and procedures to secure an excellent classroom culture by spending time teaching the routines explicitly.
- There are class seating plans to maximise student progress during the lesson.
- All teachers take pride in their classroom. They ensure the environment is litter free, tidy and organised.
- Teachers are expected to display and model behaviour and achievement expectations every lesson.
- Teachers ensure students' work is presented in line with the CODA Pupil Commitments expectations.
- Pupils are praised and commended through the rewards system.
- At the end of the lesson, teachers ensure students place their chairs under their desks. They dismiss the class in an orderly fashion.

7. Disruptive behaviours

Students who display disruptive behaviours are to be given an R1 first chance to rectify their behaviour.

If they fail a second time they are issued with an R2. If they persist and disrupt learning on a third occasion - they are given an R3 sanction and "On Call" will remove the student from the lesson. If a student exhibits more serious behaviour that means the lesson cannot continue, then the member of staff should issue an immediate "On Call". (see Section 10 – Sanctions).

Examples of disruptive/unacceptable classroom behaviours requiring teacher intervention.

Please note that this list is not exhaustive and colleagues will use their professional judgement if required:

- Talking over a member staff.
- Failing to get on with work promptly.
- Talking during a 'Do Now'.
- Calling out.
- Disrespectful language towards student or staff.
- Disrupting learning.
- Moving around the classroom without reason.
- Poor attitude or effort towards work.

7.1 Dealing with disruptive behaviours

- Non-verbal signals are used that do not interrupt the flow of the lesson.
- A strategy of private, rather than public reprimands are used. It is less disruptive to the lesson and less likely to provoke an aggressive response.
- The teacher uses statements to correct misbehaviour: 'We don't talk when other members of the class are speaking'.
- Threats of reprimands are followed through. The inevitability of a sanction is crucial.
- Whole-class punishment is not used for the misdemeanours of individuals.
- Reprimands are clear and firm in a neutral tone. Teachers avoid bargaining with students.
- Teachers and leaders make reasonable adjustments, where necessary, to support learners to meet our expectations.
- Staff will guide and support students to enable them to meet the high standards of behaviour.

8. Additional behaviour guidance

8.1 Mobile Phones

In line with DfE guidance, CODA does not permit mobile phones. Mobile phones can be used to seriously undermine school standards and the safety and welfare interests of our students. As a result of this the school has a responsibility to regulate the use of phones on the school site.

Mobile phones can be brought into school but must remain turned off in student's bag for the duration of the school day, including break time, lunch time and after school until out of the school building.

If phones are seen school will take the following action:

- The member of staff will ask the student to hand over the phone immediately.
- The phone will be taken to main reception, placed in an envelope and locked in a safe and logged.
- Parents or carers will be contacted to arrange for the phone to be collected at the end of the day.
- Any student refusing to hand over a phone will be taken to Reflection and parents contacted.

8.2 Out of classroom behaviour

If a student displays any disruptive behaviour in and around the school at social or unstructured times, the member of staff on duty or member of staff that observed the behaviour will issue an R3 'Out of Lesson Conduct' with an associated 60-minute detention. If the behaviour is of a serious nature, they will be removed from social time and placed into Reflection whilst the incident is investigated by their Pastoral lead.

8.3 Behaviour on the corridors

Students are expected to remain quiet, using inside voices and behave calmly as they move around the school.

Students walk on the left-hand side of the corridor and will make their way without delay to their next lesson or social time. Any student not meeting these expectations will be issued an R3 'Out of Lesson Conduct' or late sanction with an associated same day 60-minute detention.

Staff will support behaviour on corridors by being a visible presence during lesson changeover moving out of their classroom. Staff not teaching will be on the corridor during changeover.

9. Recording rewards and sanctions

- All achievement points must be recorded on Arbor.
- The member of staff who awards the achievement point, is responsible for recording it on Arbor.
- The reason for the achievement point should be shown, selecting the appropriate category from the list on Arbor.
- The member of staff who issues an R3 to the student will be responsible for writing the appropriate description of the disruptive behaviour. Where a student has been issued with an R3 On Call, the associated member of staff will call the students' parents/carers that day.

10. Sanctions

10.1 R3 on call – Lesson Removal

- When a student has been issued an R3 they will be withdrawn and taken to a faculty parking room or their pastoral team office.
- Students will be issued with a same day 60-minute detention.
- Staff will use lesson support on Arbor to alert on call staff that an R3 has been issued, even if this happens at the end of a lesson. The member of staff must record this immediately, to alert the member of staff on call that a student requires collecting.
- On call staff will collect the student and will facilitate the next steps for the student being removed and support the student to reintegrate them back into mainstream lessons where this is appropriate.
- Pastoral staff will play a proactive role in "resetting" the student for the remainder of the day and help them to reflect on their behaviours, helping to prevent any repeat of poor conduct.
- Depending on the nature of the incident a student's behaviour may not be deemed appropriate to return to lessons. The student will remain in Reflection for the rest of the day and further escalation

along the behaviour pathway will be agreed by their pastoral lead and SLT.

10.2 The Inclusion Centre

If a student demonstrates poor behaviour choices, they will spend time in the Inclusion Centre. Bespoke support will be provided for students presenting with Social, Emotional and Mental Health (SEMH) needs, alongside other barriers to learning through a clear graduated response. While students attend the Inclusion Centre, they will complete tailored reintegration packages alongside their normal curriculum in one of the following settings:

10.2.1 Reflection

- Reflection will be issued for students who have displayed behaviours that breach the school's Behaviour Policy where, in the judgement of the school, this behaviour cannot be dealt with through the issuing of an R3.
- Reflection can be issued for one day. Where the severity of the incident is deemed to be "serious" after a thorough investigation, it may be more appropriate to use a Suspension or Permanent Exclusion.
- Students will attend the Reflection room from 8.45am until 3.05pm with parents informed of the sanction.
- Students who do not behave in line with normal classroom behaviour expectations will receive three 'chances' (R1, R2, R3) throughout the day. Students whose behaviour doesn't improve after three 'chances' will be removed from Reflection, suspended and must resit the full day of Reflection following a reintegration meeting.

10.2.2 The Student Development Centre (SDC)

A short-term intervention of one to five days, used as an alternative to suspension or an opportunity for a young person to have a reset. The provision will aim to allow the students to reflect on what went wrong and provide them with a toolkit of strategies to avoid similar scenarios in the future through:

- Supported reflection.
- Emotion coaching.
- Identify and understand their own feelings.
- The development of self-regulation.

At the discretion of CODA, this sanction may be completed as an Off-Site Direction at a partner school within the Local Authority, Trust or within a reasonable travelling distance.

10.2.3 The Student Development Centre (SDC) - Extended Pathways

A 6-12 week intervention which aims to support students, for whom behaviour presents as extremely challenging or disruptive, to be able to emotionally regulate through providing them the skills to:

- Identify and understand their own feelings.
- Accurately read and comprehend emotional states in others.
- Manage strong emotions and their expression in a constructive manner.
- Regulate their own behaviour.
- Establish and sustain relationships.

If a student's behaviour doesn't improve, following use of these interventions then the following options may be considered based on individual assessment:

- Suspensions.
- Permanent Exclusion.
- Supported Transfer.

- External Alternative Provision.

10.3 Supported Transfer

- A supported transfer will be considered for a student at risk of Permanent Exclusion, where appropriate.
- A supported transfer involves the transfer of a student who may be at risk of Permanent Exclusion to another school.
- This is voluntary and can only be triggered if there is agreement from both schools and the parent/carer.

10.4 External Alternative Provision

- In exceptional circumstances, leaders, in consultation with parents/carers, may decide it is in the best interests of the student to access Alternative Provision. Often, this may be seen as the final preventative measure to avoid a Permanent Exclusion. The school is able to direct a child to Alternative Provision.
- Leaders will ensure students receive a positive experience when accessing Alternative Provision. They will:

  - Check the external provider is registered.
  - Check safeguarding arrangements to ensure students are safe and feel safe.
  - Monitor students' attendance each day.
  - Speak with staff and students regularly to check the provision is making a positive difference pastorally and academically. Leaders will intervene swiftly when this is not the case.
  - Monitor students' academic performance and take immediate action if a student is falling behind.
  - Consider if reintegration back into the mainstream is appropriate. If so, leaders will put in place a robust reintegration package.
- If a student fails their placement at Alternative Provision as a result of poor behaviour, they will attend a meeting with the Headteacher to discuss the next steps. This is organised by the Senior Leader responsible for Inclusion. In this instance, the next steps may include:

  - An alternative placement
  - Permanent exclusion.

10.5 Assessing the severity of behaviour in determining sanctions

Examples of types of behaviour that might result in Reflection, Inclusion Centre support, or, depending on severity, a Suspension or Permanent Exclusion:

- Failure to attend a detention.
- Walking away from a member of staff.
- Rude or defiant behaviour.
- 2 x R3 in a day.
- Persistent lateness.
- Breach of Uniform Policy.
- Banned item.
- Failing 1-day Reflection.
- Swearing at staff.
- Physical altercation with a student.
- Misuse of social media.
- Smoking/vaping on site.
- Bringing the school into disrepute.
- Bullying.

- Truancy.

Following investigation, the school may judge that an incident is more severe. In making judgements about the severity of an offence, the school will consider incidents which:

- Bring danger, threat or intimidation to self or others.
- Are judged to seriously undermine the standards upon which the school ethos is based or to bring the reputation of the school into disrepute.
- Involve repeated disruption, defiance or rudeness.
- Cause serious deliberate damage.

Where an incident is judged to be more severe or serious, the school will apply a Suspension or, as a last resort, Permanent Exclusion. Before issuing any serious sanction, the school will determine whether reasonable adjustments need to be made to the type, severity and length of the sanction depending on the individual needs of the student.

11. Permanent Exclusions and Suspensions

Please refer to the Trust's Suspension and Exclusion Policy

12. Restrictive interventions, including use of reasonable force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Headteacher and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Restrictive intervention can be applied if needed as a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. Restrictive interventions is an umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Restrictive interventions will only be used when:

- There is an immediate risk of harm.
- They are lawful, necessary and proportionate.
- They are the least restrictive option.
- Never used as punishment, for convenience, or to force compliance.

13. Powers of search and confiscation

The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The school also holds the power to search without consent for "prohibited items" including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Vapes, tobacco and cigarette papers
- Fireworks

- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for
- Weapons and knives and extreme pornography or child pornography will be handed over to the police, otherwise it is for the SLT to decide if and when to return a confiscated item.

14. Use of CCTV

CCTV is in operation in school for purposes of safeguarding. It may be used as evidence during investigations and other processes to ensure that all those who can give evidence of a particular issue can be identified and to consider the allegations made before the application of an appropriate sanction.

For linked documents please refer to;
Tapestry Learning Partnership - Policies & Procedures
Department for Education - Suspension and permanent exclusion guidance
Department for Education - Use of reasonable force and other restrictive interventions guidance