CITY OF DERBY ACADEMY

Behaviour for Learning Procedures

2020-2021 (update)

Document Owner:	Alan Bane
Classification:	CODA
Review Date:	July 2021
Effective From :	Sept 2020

Rationale:

At the City of Derby Academy we aim to improve the life chances of all of our students by ensuring that they receive the best possible education. We will achieve this by creating and maintaining a positive climate for learning in a calm and purposeful environment. This will then support teachers being able to teach and students being able to learn. This climate is underpinned by the 3 R expectations. (**Appendix 1**)

- Respect
- Ready to Achieve
- Responsible

The City of Derby Academy follows the QEGSMAT Behaviour Policy. This document outlines our Behaviour for Learning Procedures which are followed to fully implement the Trust policy. Please follow the link to view the QEGSMAT Behaviour Policy:
https://www.qegsmat.com/documents/policies/

Paradigm Shift: The Process

At the City of Derby Academy, we believe in rewarding students and celebrating in their successes. To support this we will add 18 positive rewards points each day for every student, if they meet the 3R expectations. These points can be removed by the class/form teacher if a student fails to meet our minimum 3R's expectations. All students who achieve a 95% positive to negative class charts ratio will have the opportunity to take part in our termly rewards trips and activities. Those students who do not qualify will attend a normal day in school to catch up with their missed learning.

Form Tutors will frequently remind their tutees whether they are on track. Parents will be able to check this via our parent class charts app.
To achieve this we have:

- **High expectations** which are clearly communicated to students, parents and staff
- Effective **operational routines** that are applied **consistently and rigorously**.
- Organisational structures which support a **cohesive** and **community** approach.
- Effective systems which ensure **appropriate** responses to minor incidents and **immediate** response to serious incidents.
- **High quality data** to inform whole academy and individual interventions to achieve improved behaviour.
- **Effective and timely communication** between staff within the Academy and through building of mutually supportive relationships with parents

Classroom Teachers

All staff must take responsibility and be accountable for implementing the Academy's high expectations and ensuring that any rewards, sanctions and interventions are appropriate, timely and consistent. The **CoDA Classroom Code (appendix 12)** and the **Jason Bangbala Managing Misbehaviour (Appendix 11)** should be the basis for consistent behaviour management within your room. Staff can also refer to the **Teaching Strategies** (**Appendix 2**) and **Routines for Learning** (**Appendix 3**) to provide a **framework of support** which will support behaviour expectations being **consistently and rigorously** applied across the Academy. All staff can also follow the CODA behaviour flow chart (**Appendix 4**)

The Routines for Learning will be displayed in every classroom and student planners.

Teachers should **consistently** reward good behaviour for learning and highlight this through the use of:
- Appropriate praise (both verbal and written)
- Contact with home (as appropriate)
- Positive log on class charts behaviour module

If a student fails to meet the expectations in the classroom, the following are available to a classroom teacher:
- Private discussion with student to agree re-engagement in learning
- In-class warning and teachers procedures
- Removal of the 3R's positive points
- Negative log on class charts behaviour module
- Learning catch up sessions with the teacher (break, lunchtime, after school)

At the start of subsequent lessons, a 'fresh start' approach is vital to encourage the student's re-engagement in the learning process.

Low Level Disruptions

Once a teacher has used their professional skills and judgement and implemented a range of strategies from their personal 'Teacher Tool Kit' to manage low level persistent disruptions they may seek support.

It is the responsibility of the Head of Department to support a colleague where low level disruption becomes a concern. Teachers should discuss with the Head of Department (HoD) any concerns and possible strategies. This may involve speaking to the Head of Year (HoY) to establish if there are any specific issues at this time and any particular strategies which are known to work.

If the behaviour of a student **persistently** falls below our expectations the following can be applied:

- Teacher/HOD discuss concerns with student
- Teacher/HOD contact home for support
- removal to another lesson (locally managed within a department)
- departmental learning catch up
- Subject (HoD) report
- Departmental or Year isolation by prior agreement with HoD
- Head of Department detentions

Any tutor experiencing low level disruption should liaise with their HoY and/or SLT link.

On-Call

There will be situations where, in the professional judgement of the member of staff, an immediate further intervention is required. In these circumstances On-Call may be called. The teacher is expected to have used the On Call Behaviour Checklist (appendix 10)

If the lesson is being disrupted staff should use their routines for learning. Once these are exhausted the child should be warned that On Call will be called for. This should be done by following the Behaviour Strategy Script (**Appendix 5**).

Conversations between the member of staff, On-Call and the student must be managed in an appropriate way.

Where this is not appropriate or **for a serious incident** such as: -
- swearing at staff
- persistent defiance
- violent or aggressive behaviour
- any other behaviour which is deemed as serious

the student must be removed and On-Call must be requested immediately.

Removed students will either be escorted to a Buddy Room (another teacher's classroom) or the Referral Room. This will depend upon the seriousness of the incident. Once staff have requested On Call the incident is deemed to be passed on to the member of SLT On-Call. This also will incur a -10 negative points which will affect the student ratio.
The sanctions available are negotiated return to the room, Buddy Room for one period or Isolation in the Referral room until either 3pm, 3.30pm or 4pm.

Any student sent to a Buddy Room receives a Department sanction which will in most instances be learning catch up time. This will need to be completed after school.

The Referral and Student Services staff must record on class charts any student who enters their respective rooms. This data will allow us to identify hot spots and other patterns in student behaviour requiring further interventions.

All teachers must record on class charts any incident resulting in an On Call. This must be completed by the end of that school day.

Any staff aware of internal truancy should also inform the On-Call Team.

Departmental Learning Catch Up

Departments or clusters of subjects will run and manage their own sessions at break-time, lunchtime or after school. The session can be set by any member of staff and will be managed independently by departmental teams.

Departmental Learning Catch Up may be used to address persistent:
- Lateness to lessons
- Failure to complete homework
- Failure to complete work in class
- Persistent Low level disruption in lessons

Subject Report

Where a student is not focusing on learning in a particular subject the classroom teacher, in consultation with the Head of Department, may place the student on Subject Report. The purpose of this report is to provide the student with the opportunity to improve their behaviour and attitude to

learning by setting individual targets and strategies. It is the responsibility of the HOD to ensure that the relevant HoY is notified.

Subject Reports will be issued over a fixed period of not normally more than two weeks. The subject teacher must inform the parent (by a note in the planner, log on class charts or phone call) of the subject report and the timeframe for review. A child can be on a maximum of two subject reports at any one time. Once a child exceeds that number they automatically go on an all subject report.

Where a student is placed on more than one subject report the HoY will consider further actions and interventions.

Head of Year Interventions

Heads of Department must exercise their professional judgement in determining when they need to involve HoY in supporting them with student interventions.

Where students **persistently** do not meet the high expectations of standards and behaviour the Year team may operate a range of sanctions and interventions. HoY's will identify students of concern through the regular analysis of high quality data and in discussions with their SLT link.

The operation of Year interventions will be the responsibility of the HoY and the SLT link.
They may consider meeting the student and using a Student Behaviour Intervention Plan (SBIP).

Student Behaviour Intervention Plan

A Student Intervention Plan (SBIP) is a tool which will support improvements in behaviour by identifying the specific individual needs of the student and by jointly agreeing specific targets with clear actions, interventions and review points. The aim of the SBIP is to ensure that the Academy is providing appropriate, effective and targeted interventions for students.

An outcome of the SBIP could be:
- Structured contact with parents
- Mentoring and support
- Achievement Log
- Individualised timetables
- Referral to outside agencies
- HoY report
- SLT report
- Removal from some lessons
- Morning or Afternoon Internal Referral
- Full day Referral

These sanctions can be used to **encourage and support** improvements in the follow areas:

- Attendance and punctuality
- Truancy
- Non-compliance with basic standards (uniform, hair, make-up, mobile phones etc.)
- Lack of equipment
- Poor behaviour outside of lessons

- Any other reason that Year Teams decide is appropriate.

In SLT Year Link meetings, all students who have a SBIP will be discussed along with other data on student behaviour.

The On-Call Team

The On-Call Team can be contacted via Class charts. If Class Charts is off line or unavailable then staff will contact Student Services at Reception. Contact can be by telephone or sending a reliable student with a note stating the need for On-Call to go to a specified teacher in a given location (do not give details of the incident). There will be a timetable of SLT staffing On-Call.

Time in a 'Buddy'Room

Any student who has been removed by the On-Call team will be isolated for **at least** the remainder of that lesson and any subsequent lesson with the same teacher that same day.

On-Call will warn students of the very serious consequences should the student get a second 'On Call' that day.

Where a student receives a second On-Call in the same day, the Year Team will be contacted to arrange appropriate interventions which may include a Student Behaviour Intervention Plan and parental contact. Students will automatically receive an isolation in the Referral room.

Any student with a SBIP will automatically receive a phone call home which must be logged.

For a serious On-Call for a 'one-off' incident, the student will initially be removed to the Referral Room in the same manner. On-Call will contact the relevant Year Team/SLT link as appropriate. The Year Team will ensure that statements are taken and that suitable contact with home takes place. In these cases, the Year Team/SLT will notify the class teacher and HOD of any outcome, either by a conversation or email. The Year Team must ensure that contact has been made with home prior to the student leaving the Academy for the day.

Working in a Buddy Room

Students:
- Must not leave the Buddy Room unless given permission to do so by the member of staff in charge.
- Must complete work whilst in the Buddy Room, this will normally be brought by the student from the lesson but may include academic, social skills and behaviour modification tasks.
- Must not be sent to collect work from other staff.

If a student refuses to comply with the expectations of a Buddy Room the student may be placed in isolation in the Referral Room.

The class room teacher will issue a sanction.

On -Call Data

Class Charts Behaviour Module will be used to provide data for SLT/HoD/HoY

Historical On-Call data will be used to inform SLT, HoY's and HoD's where 'hot-spots' may arise. The high visibility of these key staff around the academy site may then be better focussed in order to support classroom teachers. This data will be updated each week, so that the information is as current as possible.

Referral Centre

Principle

The aim of Referral Centre is to provide a serious sanction but also to provide an opportunity to build a relationship with the student and the family in determining strategies to avoid further incidents occurring. The Referral Centre can also be used to isolate students whilst an investigation is undertaken of an incident which may lead to a Fixed Term Exclusion (FTE).
The decision to refer a student to Referral Centre is taken by a member of the SLT. This decision will take into consideration the overall context of the individual student in respect of previous behaviour together with the support and intervention strategies already implemented.

Having been placed in Referral by a member of the SLT, a phone call will be made to the parents, notifying them of the arrangements and the standards expected.
The initial length of time in Referral will be a **minimum of one full day** and **up to two full days.**

Students who do not meet the academies expectations of uniform may also be placed in the Referral Centre. (**Appendix 7**)

There may be instances where the behaviour of the student may be of such a serious nature that an immediate Fixed Term Exclusion may be instigated.

Working in Referral
- Students in Referral will typically arrive at the Academy at 8.40am and leave at 3.00pm/3.30 or 4pm.
- Students must report to the Referral Room in full Academy uniform.
- Students in Referral will have their lunch under supervision.
- Students will not leave Referral unless given permission to do so by the member of staff in charge.
- Work in Referral will include academic, social skills and behaviour modification tasks.
- The work will match the student's age and ability. Staff may contribute specific work if appropriate.
- If a student refuses to comply with the expectations of Referral the student will be excluded for a fixed term. Parents will be informed of this by the Head Teacher/Deputy Head Teacher.
- On their return from a Fixed Term Exclusion, the student will still be expected to complete their time in Referral.
- The DHoY will contact parents.
- The expectations whist a student is in the Referral Centre are displayed and explained to the student (**Appendix 6**)

Re-integration

The student will be placed **on report** to the SLT link/Head Teacher/Deputy Head, the targets for which will be agreed in the re-integration meeting as part of the re-admission contract between the Academy, the student and the parent.

Out of lesson behaviour

All students will have a positive comments sheet in their planner. Each sheet has 10 lines on it. If you catch a child doing something positive then sign their sheet. Each positive sheet filled in is worth 50 positive points. Examples could be:- Picking up litter without being asked, going above and beyond, being especially helpful and kind, supporting another student in need.

Ask the child for their planner and write the positive comment on the sheet and sign it. Any student who does not have their planner cannot receive the comment and therefore cannot collect their points; this in turn will affect their ratio. The member of staff who signs the 10th box should ask the student to go to the office, where the full sheet will be logged on class charts and 50 points will be awarded. This system will continue throughout the year.

Smoking

The legal position:

- It is against the law for under-18's to purchase or be supplied with tobacco products, cigarettes, cigars, electronic cigarettes/vapes, rolling tobacco etc.
- It is against the law for anyone to smoke on publicly owned property e.g. schools, hospitals, shopping centres.
- The law applies to anyone regardless of their age or whether they are a student or an adult.
- Employers have a duty of care to protect their employees from the detrimental effects of others smoking on the premises.
- Employees who are found smoking on the school site may be disciplined (this could include dismissal).(**See Appendix 9)**

Our Approach:

- Some students do not appreciate the legal aspects of smoking and continue to try to smoke on the school site.
- Addiction is not a reason for the school to allow smoking.
- The school will offer any support to an individual who seeks help for their addiction. Nicotine patches are available free of charge and the school will approve of their use to combat addiction.
- Any student smoking on the school site will be punished. If the smoking takes place during lesson time the student will also be punished for lateness or truancy.
- On the first two occasions a student is caught smoking she/he will be required to attend an after school detention arranged by the relevant HoY and start smoking cessation courses.
- On the third occasion that a student is caught smoking on school premises he/she will be isolated and exclusion considered.
- Students normally attempt to smoke in difficult to access places and away from the sight of staff and students. Students who make no attempt to be discreet and openly smoke in general view of the school population will be placed in the referral centre.
- Continued defiance of school policy in relation to smoking may result in exclusion on a fixed term basis in the first instance.

Monitoring Procedures

Procedures arising from this policy will be monitored by the Headteacher in consultation with other appropriate staff.   Monitoring will aim to ensure that procedures are consistently and fairly applied and that every member of the school has a responsibility towards the whole community.

Involvement with Outside Agencies

The school works positively with external agencies within the school's available resources. It seeks appropriate support to ensure that the needs of all students are met. Students needing support from external agencies are identified through the guidance process and multi-agency meetings.

Review

The Governing Body will review this policy and its associated procedures annually to ensure its continuing appropriateness and effectiveness.

The outcome of the review and any changes to policy and/or procedures will be communicated to all those involved and incorporated into an amended Behaviour for Learning Policy.

Relationships with other School Policies

In order to be effective, the Behaviour for Learning Policy has a clear relationship with the following school policies:

- Safeguarding
- Equal Opportunities
- SEN
- Anti-Bullying

Appendices:

I.	The Three 'R's poster
II.	Teaching Strategies and Classroom Management
III.	Routines for Learning
IV.	Behaviour for Learning Policy Chart
V.	Behaviour Strategy Script
VI.	Buddy Room and Referral Centre expectations
VII.	Uniform flow chart
VIII.	Mobile devices flow chart
IX.	Smoking flow chart
X.	The On Call behaviour check list for teachers
XI.	Jason Bangbala managing misbehaviour
XII.	CoDA Classroom Code

Improving my life chances by being

the **3R**s

Respectful

Responsible

Ready to Achieve

Respectful

Responsible

95%

Ready to Achieve

CITY OF DERBY ACADEMY

Improving my life chances by being

the 3Rs

Respectful

Responsible

Ready to Achieve

Respectful

I can show this by...

- Being **POLITE** to others (students & staff)

- Being **POSITIVE** in my use of language and my behaviour

- Showing **PATIENCE** and understanding

CITY OF DERBY ACADEMY

Improving my life chances by being

the **3R**s

Respectful

Responsible

Ready to Achieve

Responsible

I can show this by...

- Being **PREPARED**
- Being **PUNCTUAL** (arriving on time)
- Being well **PRESENTED** (uniform)

CITY OF DERBY ACADEMY

Improving my life chances by being

the **3R**s

Respectful

Responsible

Ready to Achieve

95%

Ready to Achieve

I can show this by...

- Having **HIGH ASPIRATIONS**

- **PARTICIPATING** in lessons and school life

- **PERSEVERING** when I find things difficult

CITY OF DERBY ACADEMY

Appendix 2

Teaching strategies and classroom management

Classroom Expectations

Create and sustain a positive, supportive and secure environment. Well prepared, stimulating lessons generate good behaviour and earn respect. When children are bored they will become disruptive and they have no respect for teachers they consider having weak discipline.

1. You should:
    a. arrive before the class and begin on time;
    b. be prepared for the lesson;
    c. be strict and consistent; use 'Consequences' and 'On Call' exactly as described;
    d. Use the term Quality Audience to insist on attentive listening;
    e. keep everyone occupied and interested;
    f. know every student's name and something about them;
    g. mark work promptly and constructively;
    h. set appropriate homework regularly to schedule;
    i. encourage creative dialogue – confidence in discussion is important;
    j. keep an attractive, clean and tidy room;
    k. use first names, never nicknames which are derogatory;
    l. Encourage everyone to have their own equipment.
    m. Do not allow borrowing from other students, but lend equipment as appropriate;
    n. praise strengths; don't dwell on weaknesses;
    o. refer to School Rules – 'The 3 R's'; (Appendix 1)
    p. give and receive respect;
    q. establish discipline clearly and effectively at the start of the lesson; then state the objectives of the lesson;
    r. spend time establishing a routine with each class so that students know your expectations;
    s. be aware of all students with special needs;
    t. complete class monitoring report and individual reports;
    u. give out rewards each lesson.

2. Students should:
    a. enter rooms sensibly and go straight to their workplace (teach students specific practical routines that put you in control; possibly standing behind chairs in silence or sitting in silence);

    b. take off and put away any outdoor wear (not on desks);

    c. take out books, pens and equipment, (torn or graffiti damaged books and folders must be replaced at the student's expense);

    d. put bags away (not on desks);

    e. remain silent during the register (except when their name is called).

3. You should make the following clear:

15

a. you dictate the seating arrangements;
b. when you talk to the whole class students remain silent;
c. if the class is asked a question, students should not call out (unless asked for quick ideas). Putting a hand up is the acceptable way of offering an answer;
d. if a student arrives late without justifiable cause they must expect to make up the time;
e. homework must be recorded in their planner;
f. eating and chewing are not allowed;
g. Electronic equipment or other distractions should not be used in class;
h. students must not leave their seat without permission.

READY FOR LEARNING

The following advice and guidance is for teachers (and cover supervisors as appropriate).
Base your overall strategy for the management of classroom discipline on the following:

1. Encourage pride in the school by *your* persistent actions and attitudes:
a) leave desks in place and the board clean after lessons;
b) clear graffiti immediately from desks;
c) do not allow graffiti of any kind on books or folders;
d) remove/repair all damage, if you cannot, inform the Site Manager;
e) enforce the ban on chewing gum;
f) keep displays fresh and attractive;
g) keep *your* desk, shelves and cupboards tidy;

2. Relationships are vital. Take the initiative:
a) enjoy relating to students;
b) greet and be greeted;
c) speak and be spoken to;
d) smile and relate;
e) set high standards of speech, manner and dress for yourself and students.

3. Do all you can to avoid:
a) confrontation ………………………. it can quickly escalate minor problems;
b) humiliation …………………………. it breeds resentment;
c) shouting ……………………………… it diminishes you;
d) over-reacting ………………………. the problems will grow;
e) blanket punishments …………… the innocent will resent them;
f) over-punishment ………………… never punish what you can't prove;
g) sarcasm ……………………………… it damages you!

4. And do all you can to:
a) use humour ………………………… it builds bridges;
b) keep calm …………………………… it reduces tension;
c) listen ………………………………….. it earns respect;
d) be positive and build relationships;
e) carry out any threats you have to make;
f) judge only when certain;
g) use 'Consequences' sparingly.

You should have an established routine for orderly dismissal:

      a.   summarise briefly what has been achieved in the lesson and confirm homework;
      b.   the clock is a signal for you;
      c.   students should not begin to pack away or put on outdoor wear until told to do so;
      d.   when told, students stand and push in or put up chairs; pick up litter;
      e.   students move to the exit when you say.

Finally, and most importantly:

Work hard to establish good relationships with students. They will appreciate being treated with fairness, dignity and a sense of humour. Most will respond positively.

However:

There is no excuse for rudeness, disrespect or insolence towards teachers. Any reasonable request from a teacher should be carried out at once and without argument. Students with specific learning, emotional, behavioural or medical needs should be treated with care, understanding and tolerance. Nevertheless when the efficient education of others is in jeopardy or there are health and safety concerns sanctions will be applied.

For all students, breaking basic rules will be treated as a serious matter. Once teacher strategies are exhausted then we will use On Call, the Buddy Room, the Referral Room and other strategies up to and including permanent exclusion.

Routines for Learning

Our Academy's routines for learning apply to everyone all of the time. They make it easier for our students to learn and our teachers to teach. Every teacher has a responsibility to promote the routines for learning to make classroom practice consistent across the school and every student has a responsibility to follow the Academy's routines for learning so that they and their peers can be as successful as possible.

Our aim is for all lessons throughout the school to be 'good' or better. In this way we will ensure good progress and attainment for all our students.

Student Routines for Learning	Teacher Routines for Learning
Before the lesson	**Before the lesson**
Make sure you are wearing your uniform correctly.	Be at your classroom door ready to 'meet and greet' your students.
Ensure your phone is switched off and in your bag.	Establish your high expectations and clear routines.
Arrive at school and lessons in plenty of time.	Be well prepared with all your resources to deliver the lesson.
Line up quietly outside the classroom.	Arrange a thoughtful seating plan.
Enter the classroom quietly and quickly when invited to do so.	Share the lesson objectives and success criteria: what will be learned, what will be assessed and what progress you expect.
Sit in the seat allotted to you by your teacher.	
Have the correct equipment and put it out on the desk.	Plan a range of differentiated activities to meet individual student's needs.
Keep issues outside the classroom and do not get distracted.	Have previous work marked with feedback and targets to progress learning.
During the lesson	**During the lesson**
Always follow adult instructions immediately.	Provide pace, challenge and support for your students in their learning.
Use good manners and show respect to everyone.	Remind students of the 'Routines for Learning' as appropriate.
Put your learning first and aim to achieve your targets.	Take an accurate register at the start of the lesson.
Have a positive attitude and take a pride in your work.	Introduce work at the right levels for students and for a variety of learning styles.
Be silent and listen carefully if someone is talking to the group.	Be positive towards students, treat them with respect, do not tolerate poor behaviour.
Respond positively and politely to questions from others.	
Consider the needs of others in the class.	Encourage active and independent learning.
Be prepared to participate actively in the lesson.	Praise and reward positive contributions.
Be prepared to ask for help or clarification.	Give feedback and refer to student target grades and assessment criteria to progress learning.
Do not disrupt the learning of others.	
At the end of the lesson	**At the end of the lesson**
Look at what you have learned and know the best way to make improvements.	Finish the lesson in an orderly and timely manner.
Finish your work and pack away when asked.	Review learning and progress made and identify the next steps in learning.
Write any homework in your planner.	Praise and reward students as appropriate.
Help tidy the room and listen carefully for instructions.	Dismiss the students in an orderly manner and promptly for their next lesson.
When told to; leave quickly, quietly and calmly and walk briskly and sensibly to your next lesson.	Leave the room in a tidy state.
	Be an active presence on the hub encouraging a prompt start to the next lesson.

BEHAVIOUR FOR LEARNING POLICY

T & L
CLASSROOM

SERIOUS INCIDENT ANYWHERE

OUT OF LESSON

DEPT DETENTION

NOT WORKING HARD ENOUGH LATE TO LESSON

TEACHER PROCEDURES

NEGOTIATE RETURN

EXAMPLES:
LATE, PHONE OUT,

NOT ATTENDED

POOR BEHAVIOUR PREVENTING LEARNING

RPT DEPT DET

HOY DETENTION

NOT ATTENDED

CALL OUT

1 PER DAY MAX

NOT ATTENDED

CL DET

SLT DETENTION 1 HOUR

2ND BUDDY ROOM

RPT HOY DETENTION

NOT ATTENDED

NOT ATTENDED

ML REFFERAL

ISOLATION
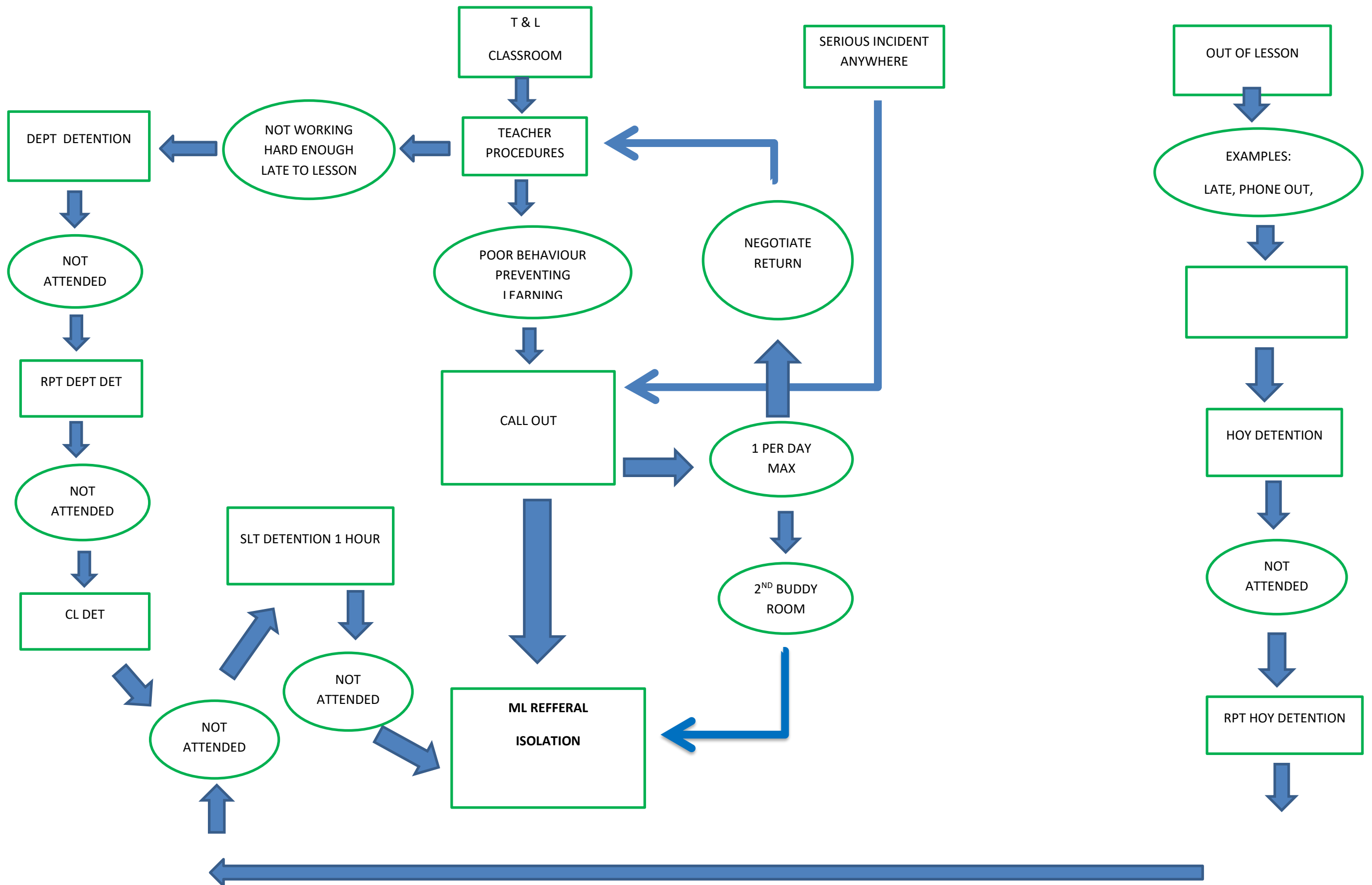
Behaviour Strategy Script

Once you have exhausted your teacher procedures

This is your first warning, (pause to let that sink in).

Your current behaviour does not meet the 3 Rs expectations and this is stopping you and others learning. I will not tolerate it, stop it right now.

Change your usual sunny manner and tone to one which emphasises the seriousness of what is about to happen but do not convey anger. It may help you to keep track and also reinforce the system to the class, if you write the student's name on the board.

If the behaviour persists or reappears at some time in the lesson, say, again in the same slow, clear, calm, forceful manner.

This is your second warning, (pause to let that sink in). **Your current behaviour STILL does not meet the 3 Rs expectations and this is stopping you and others learning. I will not tolerate it, stop it right now. If your current behaviour continues I may have to use the 'On Call' system next.**

If the behaviour persists or reappears at some time in the lesson, say, again in the same slow, clear, calm, forceful manner.

I have now warned you twice, are you refusing to follow my reasonable request?

In a case of non-compliance to your last words 'Are you going to .... etc' you will simply say **I am now contacting On Call**. Allow absolutely **no** back pedalling from the student; once you have said this you **must** follow it through and send for 'On Call'.

The warnings would not be offered to a serious incident. In the case of a serious incident request On Call immediately.

Appendix 6

The Referral Centre System

On-Call or Serious Incident

HT/DHT/AHT to meet student and reiterate RR expectations and escorted to the RR

Communication to parents (HOY/DHOY)and logged (RC Manager)

Repeat day in RR

Students to complete 'Self Reflection' form and work diligently

Form discussed with RR staff and Restorative process with teacher.

Unwanted behaviour in RR

Students who are placed in the RR many times

Student completes work properly and punishment is served

END of PROCESS

Further unwanted behaviour

Exclusion and parental meeting

Referral Room Staff will:

- Request work for students

- Discuss the reparation pack with students

- Work with HoD's to ensure work is appropriate and relevant

Appendix 7

Uniform Behaviour Flow Chart

Student has incorrect uniform

(without a note)

Form Tutor – Day 1

Signs card in planner and issues student/parent with a letter to prevent multiple challenges throughout the day. If the reason is not straightforward the form tutor will send the students to the HOY/DHOY (maybe a note issued)

Form Tutor – Day 2

Checks students uniform the next day

Form Tutor/HOY – Day 2

If the student has not corrected uniform this will lead to isolation. Form tutor to register the student and log a 'uniform isolation' on the MIS. Form tutor to send student to HOY/DHOY.

HOY/DHOY to take the student to the RC and contact home.

During this phone call the options will be explained, including the opportunity to buy uniform from the school suppliers.

Student is in correct uniform and returns to 'normal' procedures in an agreed time period

Refusal to go to the Referral Centre will lead to exclusion

Persistent Repeat Offenders will be excluded.

Personal Electronic Devices Policy

PERSONAL ELECTRONIC DEVICES POLICY – GUIDANCE FOR STAFF

Students are not permitted to use personal electronic devices at any time while on the school site.

If you witness any transgression of this rule due to seeing or hearing a device go off then you must;

1. Stop the student
2. Ask for their name and Year
3. Confiscate their device and give it to their HOY/DHOY who will log it and store the device
4. Remind the student where and when they can collect it (after school at the KS3 or KS4 office)

If you are in a lesson call On-Call stating that an electronic device needs collecting.

The On-Call teacher will come and collect it from you.

If an electronic device is confiscated out of lesson drop it into the KS3/4 office.

If a student repeatedly refuses to cooperate then call On-Call.

If an electronic device is seen out in lesson time and a student refuses to and it over then please contact On-Call.

HoY/DHOY contact home to inform parent.

The only exception is Period 5 where the teacher should confiscate the electronic device and hand the device back at the end of the lesson as long as they feel confident to do so. Teacher must lock phone in drawer or cupboard

Student to be placed in the RC

HOY briefing and meetings with tutors will be used to identify patterns in behaviour of individual students and action plans put in place to address issues.

Persistent offenders will be discussed with SLT link and plans developed to address issues.
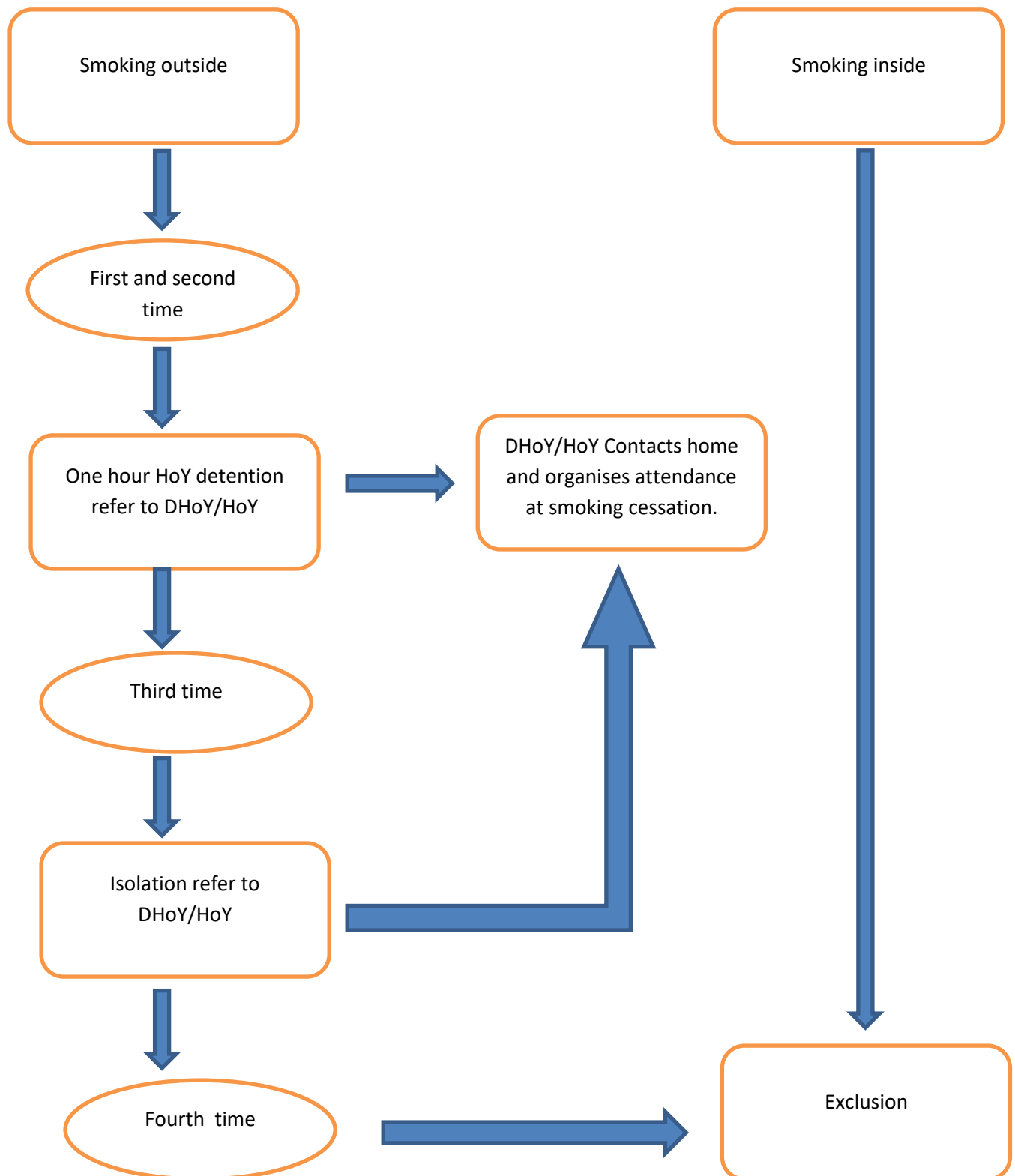
Appendix 9

Smoking Flow Chart

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┌─────────────────────┐                          ┌─────────────────────┐
│   Smoking outside   │                          │   Smoking inside    │
└─────────────────────┘                          └─────────────────────┘
           │                                                 │
           ▼                                                 │
    ╭──────────────╮                                         │
   │ First and second │                                      │
   │      time        │                                      │
    ╰──────────────╯                                         │
           │                                                 │
           ▼                                                 │
┌─────────────────────┐      ┌──────────────────────────┐    │
│ One hour HoY detention │──▶│ DHoY/HoY Contacts home    │    │
│  refer to DHoY/HoY    │    │ and organises attendance   │    │
└─────────────────────┘     │ at smoking cessation.      │    │
           │                └──────────────────────────┘    │
           ▼                              ▲                  │
    ╭──────────────╮                      │                  │
   │   Third time     │                   │                  │
    ╰──────────────╯                      │                  │
           │                              │                  │
           ▼                              │                  │
┌─────────────────────┐                   │                  │
│  Isolation refer to  │──────────────────┘                  │
│     DHoY/HoY        │                                       ▼
└─────────────────────┘                          ┌─────────────────────┐
           │                                      │                     │
           ▼                                      │      Exclusion      │
    ╭──────────────╮                              │                     │
   │   Fourth time    │────────────────────────▶ └─────────────────────┘
    ╰──────────────╯
```

RESTORATIVE PROCESS AFTER SERIOUS INCIDENT

(ANY INCIDENT WHICH HAS RESULTED IN REFERRAL OR EXCLUSION)

```
┌────────────────────────┐          ┌────────────────────────┐
│ DHOY & HOY TO          │          │ CHILD TO WRITE A LETTER │
│ ORGANISE MEETING       │ ───────▶ │ OF APOLOGY OR READY TO  │
│ WITH TEACHER           │          │ GIVE VERBAL APOLOGY     │
└────────────────────────┘          └────────────────────────┘
                                                │
                                                ▼
                                     ┌────────────────────────┐
                                     │ CLASS TEACHER TO DISCUSS│
                                     │ FUTURE BEHAVIOUR WITH   │
                                     │ STUDENT IN PRESENCE OF  │
                                     │ HOY/DHOY                │
                                     └────────────────────────┘
                                                │
                                                ▼
                                     ┌────────────────────────┐
                                     │ STUDENT RETURNS TO      │
                                     │ LESSON                  │
                                     └────────────────────────┘
                                                │
                                                ▼
                                     ┌────────────────────────┐
                                     │ DHOY RECORD ON CC AND   │
                                     │ UPDATE SBIP             │
                                     └────────────────────────┘
```
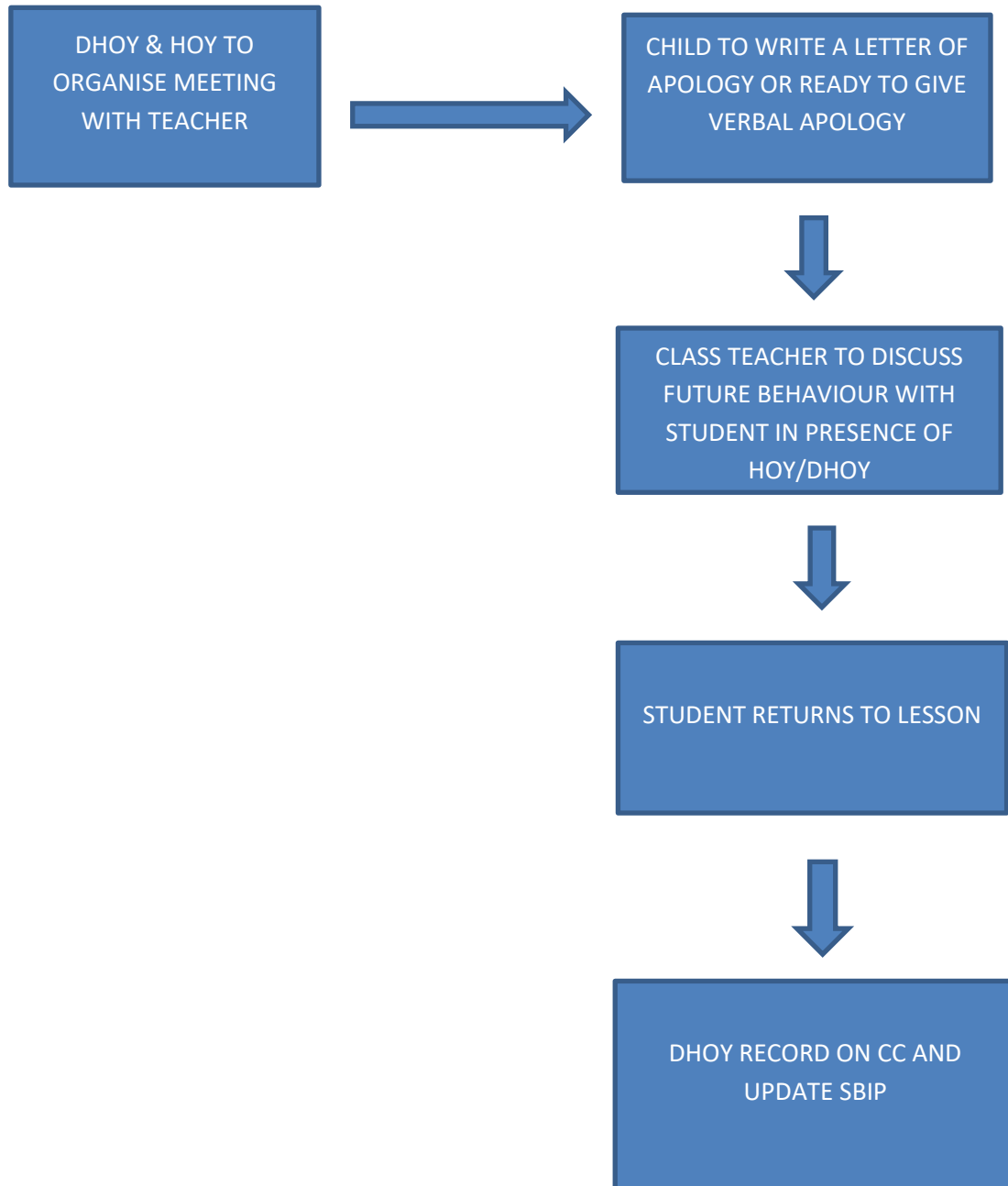
HOY to organize the reparation time with the teacher/student. The student does not return to the lesson until this is complete.

*Low level restorative process to be led by HOD and organised at Department level. Can request help from HOY if needed.

BEHAVIOUR
Make the right choice!

Student behaviour	Stage	Teacher actions
You are meeting expectations. Well done!	**0**	• Praise and rewards • Award Class Charts points
You refuse to follow a reasonable request.	**1**	• First verbal warning
Your behaviour means that you are not learning.	**2**	• Second verbal warning • Remove 3R point(s)
Your behaviour is disrupting teaching and learning.	**3**	• Third verbal warning • Request SLT 'On Call' • Remove 3R point(s) • **Issue detention** *SLT will either:* 1. Return you to lesson 2. Remove you to a buddy room 3. Escort you to Referral Room
You are involved in a serious incident.	**4**	• Request SLT 'On Call' *SLT will:* 1. Escort you to Referral Room 2. Arrange a detention or exclusion

Appendix 12

CODA Classroom Code

Confident start	• Be **DYNAMIC AT THE DOOR – "CONNECT AND CORRECT"** • Have a **"DO IT NOW"** starter activity ready • Take the **REGISTER** within 10 minutes • Share and clarify achievable and measurable **LEARNING OUTCOMES**
Order	• Pre-empt negative behaviour with a **SEATING PLAN** • Emphasise high expectations – **3Rs** and **"QUALITY AUDIENCE"** • **BE VIGILANT** - challenge off-task behaviour and low-level disruption when it arises • Use **"BANGBALA STRATEGIES"** to reward/discourage behaviours e.g. "PIP and RIP" • **USE SANCTIONS CONSISTENTLY** e.g. remove 3 Rs points, issue detentions
Delivery	• Ensure **EXPLANATIONS AND INSTRUCTIONS ARE CLEAR AND CONCISE** and supported by visuals • Ensure **RESOURCES AND TASKS ARE APPROPRIATE** e.g. age-appropriate text resources • **MODEL & DEMONSTRATE** to facilitate progress e.g. use "WAGOLLs" • Maintain an **APPROPRIATE PACE** to maximise progress • Provide sufficient time for **CHALLENGING TASKS** that make students think e.g. ranking and justification
Assess	• Embed frequent **LOW STAKES TESTING & QUIZZES** skills to support recall • **CHECK FOR LEARNING** regularly – **"PLAYERS NOT SPECTATORS"** e.g. Q&A, mini whiteboards, RAG cards, etc. • Provide regular **FEEDBACK AND "FIX IT TIME"** and ensure students use it productively • **REVIEW & REFLECT ON LEARNING** with a plenary linked to the learning outcomes • **UPDATE TARGET STICKERS** on books/folders to track progress over time

CITY OF DERBY ACADEMY

Appendix 13 - Public Health Restrictions due to Corona Virus

It is important that all parents read the Head Teachers communications regarding changes in practice which will always contain the most up to date information regarding Health and safety of all at the Academy. There are also translations and Loom videos which parents may find more accessible.

During the pandemic we would encourage all parents to contact school with any concerns.

Behaviour Policy Amendment

The following will remain in place for the protection of staff and students until the need for social distancing and enhanced Health and Safety is removed by the Government. This will be added as an appendix to the school behaviour policy.

1) All students will receive a 30-minute session on the first day where all of the new Health and Safety expectations will be explained. This will be a Loom video from the Headteacher and will be supported by the senior and middle leader teams. They will be in their hubs and supporting their assigned year groups.

2) Students are not allowed to share any personal items. This includes food and drink. On Call must be requested if this rule is broken.

3) Students must keep their distance as much as possible. There must not be any purposeful contact. On Call must be requested if this rule is broken.

4) Class Charts buttons have been added. Negative buttons have been added for using the toilet (it's a nominal -1 you cannot have 0 points assigned), failure to social distance, Covid symptoms. All of these will alert On Call automatically and they will arrive at your classroom. The standard On Call button can be used for any other urgent situation.

5)   There will be an extended On Call duty team made up of the SLT, Middle Leader Team, Pastoral Team and Learning Mentor Team. They will be available to support teachers during lessons. There will also be an assigned duty team to each hub for every lesson change over. This will be critical as teachers are moving classrooms.

6)   Students requiring the toilet will be escorted there and back by a member of the extended On Call duty team. Students will not return until hands have been washed or sanitised as per the Government guidelines.

- Failure to follow the school corona virus H&S procedure will result in isolation in the Referral Centre. The child's parents will be contacted to assess whether the isolation period can be served at home or in the RC.
- Parents will be contacted by the Year Team and meetings with parents will be arranged as is deemed necessary depending upon the level of anti-social behaviour.

7)   Deliberate coughing, spitting or any other behaviour which endangers student and staff health will be dealt with by exclusion.

- At the end of the exclusion they will remain at home until parent and child have met with a member of the senior team and give undertakings that they will follow all health safety and social distancing rules.
- Depending on the seriousness they may remain in isolation or be asked to only access remote learning from home.

8)   Deliberate shouting or continued shouting will be dealt with by immediate referral. The same process as in item '6' above will be followed.

9)   Refusal to go to the referral room will result in an immediate exclusion. If we cannot contact the parents the following procedure will be used.

- The child will be escorted to lockdown.
- The child will be sat in meeting room 1.
- The Family Liaison Officer or EWO will visit the family home.
- The child will be excluded until a meeting with parents has taken place and contact details have been obtained.

- Once the child has been picked up, the office staff will contact the caretaker and meeting room 1 will be fogged.

10)   There are some school systems which will need to have their own set of procedures for instance late arrivals to school. The SLT and Pastoral team will ensure that safe systems are in place and are continually monitored. Teachers will be informed of any changes that effect their practice.

11)   Staff can and are expected to call On Call if any behaviour in the classroom makes them feel unsafe. The student will be removed and a discussion at the end of the session between the staff member and a member of the senior team will determine what further action is necessary.

12)   Parents are encouraged to ensure that their child wears a T-Shirt underneath their shirt and a black jumper if they have one. This is because the building must be ventilated and this may mean that rooms are colder.

13)   Teachers may allow students to keep their coats on if they believe the room is to cold. Coats are not a replacement for blazers. The coats on rule will be decided by the teacher as room temperatures do change during the day.

14)   On days when students have PE on their timetable they will be allowed to wear PE kit or sporting wear suitable for PE. We would encourage all students to wear Coda PE kit however a black hoodie with a small logo is allowed.