



CODA BEHAVIOUR PROTOCOLS 2023-24

To be read in conjunction with the QEGSMAT [Behaviour Policy](#) and [Anti-Bullying Protocol](#)

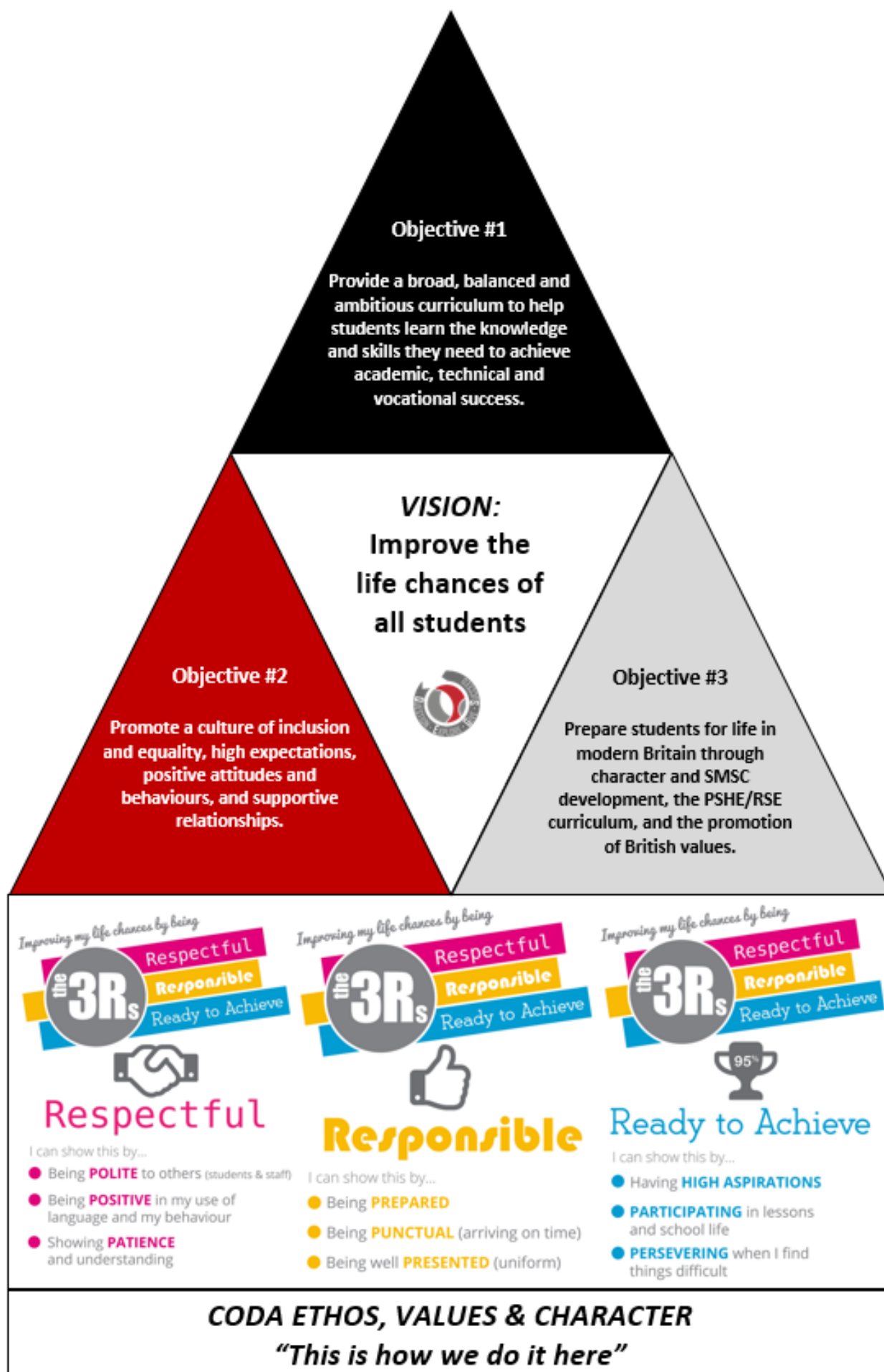
CODA BELIEFS

1. All students and staff deserve to learn and work in an environment that is calm, safe, supportive and where they are treated with dignity.
2. Behaviour is any action (positive or negative) demonstrated by any member of the academy community (students, staff and parents/carers).
3. Positive behaviours are vital in ensuring that teachers can deliver the curriculum so that students can learn.
4. A culture of positive behaviour is crucial to the wellbeing of students and staff.
5. Being taught how to behave well and appropriately is vital to improving the life chances of our students, especially those who struggle to adapt and adhere to school rules and routines due to factors (exacerbated by the disruption caused by the coronavirus pandemic) such as deprivation, adverse childhood experiences (ACEs), mobility, and (undiagnosed) special educational needs.
6. The role of parents is crucial in helping the academy to maintain a culture of positive behaviour by reinforcing positive behaviours and through their involvement and support in meetings following misbehaviour.
7. Positive behaviours are crucial to our vision and therefore will always remain a strategic priority.

CODA AIMS

By everyone consistently adhering to the academy's vision, values and beliefs, and the rules and guidance within these behaviour protocols, we believe we can achieve the following **aims**:

1. CODA is a calm, safe and supportive environment to learn and work.
2. Everyone is Respectful, Responsible and Ready to Achieve.
3. All students experience a culture of high expectations relating to behaviour and effort.
4. Positive behaviours are maximised by being taught, modelled and rewarded.
5. Children are supported to take responsibility for their behaviour.
6. Negative behaviour incidents, including bullying, discrimination, aggression, and derogatory language are dealt with quickly and effectively.
7. Responses to negative behaviours are calm and consistent, predictable and proportionate.
8. Sanctions relating to negative behaviour incidents (including lesson removal, detentions, and suspensions) are minimised.



At CODA, we recognise that behaviour can be positive *and* negative:



The positive behaviours we aim to maximise include:

- being Respectful, Responsible and Ready to Achieve
- upholding British Values, such as tolerance
- being calm and in control of emotions
- being kind and considerate
- cooperation, collaboration and problem-solving
- engaging fully in learning
- self-motivated learning e.g. homework
- going "above and beyond"
- contributing to the community

CODA staff encourage and positively reinforce these behaviours through established routines:

1. Positive meet & greets and calm exits
2. Teach, model and reward positive behaviours

Rewards include:

- Verbal praise (public or private) linked to the "3Rs" at the gates, on the corridors, in lessons, at break, during form time and assemblies, etc.
- Automatic "3Rs" G4S points every lesson
- Extra points for going "above and beyond"
- Passport Pledges linked to G4S points
- G4S 'shop' to spend points
- Recognition on the board for positive behaviours
- Home contact - **one positive postcard/certificate or phone call every week per teacher**
- Visual and written recognition on plasma screens, corridor displays, academy website and social media, in blogs and newsletters, etc.
- 'CODA credit cards' (front of queue passes, etc.)
- Rewards - Activity Days and non-uniform days, book tokens, vouchers, prize draw, etc.

The hard work of staff is also recognised through "Wispa Wednesday" certificates, Thank You postcards, Coffee and Cake mornings, recognition in staff briefings, etc.



The negative behaviours we aim to minimise include **ANY** actions that undermine the academy's vision and values by being:

- disrespectful
- irresponsible
- a barrier to achievement

This includes any behaviour that disrupts teaching and learning and is detrimental to the wellbeing, dignity and safety of students and staff.

CODA tackles negative behaviours through:

1. Clear rules and routines (e.g. Three Steps)
2. Parental contact
3. Consistent, proportionate consequences:
 - After-lesson/breaktime chat
 - Work to be completed at home monitored by parent
 - Logical consequences e.g. tidy up, apologise, etc.
 - Lesson removal (Buddy Room/3Rs Room)
 - Same-day after-school teacher/HOD detentions
 - SLT detentions
 - Report Cards
 - Loss of social time ("LOST Room")
 - Community service (e.g. litter picking)
 - Loss of privileges (e.g. Prom)
 - Internal suspensions (in school/partner school)
 - External suspensions
 - Restorative Conversations/Meetings
 - Managed moves (Fresh Start/Fresh Start+)
 - Permanent Exclusions
4. Targeted interventions e.g. TFTF

Our priority after negative behaviour incidents is to get students back to learning as soon as possible.

We believe that praise and rewards, consistent and proportionate consequences, and **unconditional positive regard** help to build 'emotional currency' with students which facilitate the positive relationships required to maintain high standards and due regard for authority whilst maintaining/restoring teacher-student relationships after behaviour incidents.

A focus on restoration (not revenge) and individualised responses and support to help students learn how to self-regulate and improve their behaviour (or at least make sufficient amends) is also crucial to our approach.

The CODA Behaviour Code – This is how we do it here, every day

CODA Rules & Values

- 1. Be Respectful**
- 2. Be Responsible**
- 3. Be Ready to Achieve**

Relentless Routines

- 1. Positive meet & greets and calm exits**
- 2. Teach and model the positive behaviours we *DO* want**
- 3. Reward the positive behaviours we *DO* want**
- 4. Address the behaviours we *DON'T* want**
- 5. Consistent follow up & proportionate consequences**

Build & Maintain Relationships

Reparation not revenge: Reflect, Repair, Reset



**CITY OF DERBY
ACADEMY**

Improving the life chances of all students

CODA BEHAVIOUR STEPS



STUDENT BEHAVIOUR	STEP	CONSEQUENCES
<p>YOU <u>ARE</u> MEETING THE '3RS'.</p> <p>THANK YOU AND WELL DONE!</p> <p>PLEASE KEEP IT UP.</p>		<p>SHORT-TERM REWARDS, FOR EXAMPLE:</p> <ul style="list-style-type: none">• Class Charts points to 'spend'• Praise phone calls / postcards / certificates• SLT 'credit cards' e.g. queue jump passes• Activity Days / non-uniform days <p>LONG-TERM REWARDS OF A GOOD EDUCATION, FOR EXAMPLE:</p> <ul style="list-style-type: none">• Improved job opportunities• Higher wages• Increased independence• Better physical, emotional and mental health and wellbeing• Longer life expectancy

<p>YOU ARE <u>NOT</u> BEING</p> <ul style="list-style-type: none">- RESPECTFUL- RESPONSIBLE- READY TO ACHIEVE	1	REMINDER
	2	WARNING AND 3RS POINT(S) REMOVED
	3	FINAL WARNING + REPARATION

LESSON REMOVAL	<p>(A)</p> <p>YOU FAILED THE FINAL WARNING</p>	4	<p>DEPARTMENT BUDDY ROOM</p> <p><i>or</i></p> <p>SLT BUDDY ROOM</p> <p><i>or</i></p> <p>3RS ROOM</p> <p><u>PLUS</u></p> <p>SAME DAY AFTER-SCHOOL DETENTION</p> <p>(Failure to attend detentions will lead to longer detentions/suspensions)</p>
	<p>(B)</p> <p>YOU FAILED TO ATTEND/COMPLETE REPARATION</p>		
	<p>(C)</p> <p>YOUR BEHAVIOUR IS MORE SERIOUS</p> <p>For example:</p> <ul style="list-style-type: none">• Defiance/refusal (inc. detentions)• Truancy• Swearing directly at a teacher• Bullying (verbal, physical, etc.)• Persistent taunting/teasing• Abuse relating to gender, race, sexual orientation or disability• Threatening language/behaviour• Fighting/assault/physical harm• Intentional damage to property• Theft• Possession of a prohibited item• Surging on corridors	5	<p>The consequences of more serious behaviour will be decided on a case-by-case basis after an investigation, for example:</p> <p>SLT DETENTION (1 hour)</p> <p>SLT BUDDY ROOM / TRUANCY ROOM</p> <p>LOSS OF SOCIAL TIME</p> <p>INTERNAL SUSPENSION</p> <p>EXTERNAL SUSPENSION</p> <p>PARENT PHONECALLS / MEETINGS</p> <p>MANAGED MOVES</p> <p>PERMANENT EXCLUSION</p>

APPENDIX 1 – TEACHER GUIDANCE ON COMMON BEHAVIOUR ISSUES

LATE TO SCHOOL

If, without a legitimate reason, a student arrives...

After 08:40, students will be directed to line up in the gym and will miss form time. The Form Tutor should set a proportionate amount of time owed to ensure it is manageable for them. “You owe X minutes. I’ll see you at Break A/B/end of the day”.

After 08:50 the office will mark them late, give them a late slip and deduct -10.

After 09:30 the office will log an unauthorised A.M. absence, give them a late slip and deduct -10

Students arriving after **08:50** will attend L.O.S.T. during either Break A or B. Parents/Carers will also get a text/phone call home. As the student has already received -10 and L.O.S.T. no further action is required from the Form Tutor or Teacher as long as the student presents the late slip.

LATE TO FORM/LESSON

Use a script e.g. “Good to see you, take a seat.” “Please be Responsible by being on time. Thank you”.

Follow up privately at a time that doesn’t interrupt lesson flow, maybe outside the room.

IF NO LEGITIMATE REASON /NOTE / LATE SLIP: “You owe X minutes. I’ll see you at Break A/B/end of the day”.

The teacher has the discretion to set a proportionate amount of time owed to ensure it is manageable for them.

MOBILE PHONES

Mobile phones are NOT to be used on-site during school hours (unless, in exceptional circumstances, permission is asked for and given).

If a student is seen checking or using their phone staff will confiscate it until the end of lesson/break. Students could place their phone face down on their desk until the end of lesson.

If the student refuses to comply, staff will first remind students of the next step then, if necessary, request SLT support who will confiscate the device until the end of that school day.

Mobile phone confiscations will be monitored. Three confiscations will result in a SLT detention and parents/carers being contacted. Students who persistently misuse their phones will be required to hand them in to the Year Team every morning.

UNIFORM

Students are expected to wear:

- Smart black trousers or skirt
- White shirt and tie
- Appropriate black footwear
- Plain black 'tailored' shorts
- Plain black Abaya

Optional items:

- CODA blazer
- A plain black v-neck jumper/sweatshirt or a branded CODA jumper

We will **NOT** accept students wearing:

- Tracksuit bottoms, cargo trousers or jeans or trousers hanging below the waist to reveal underwear, shorts or tracksuit bottoms
- Multi-coloured footwear
- Hoodies
- Black jumpers/sweatshirts with large logos or images (other than CODA branded jumpers)
- Any form of headwear (beanies, caps, etc.) except for religious/cultural reasons
- More than one pair of trousers at a time

In exceptional circumstances, uniform expectations will be tailored to a student's needs. The SEND/pastoral team will notify staff if this is the case.

Staff will be vigilant and challenge uniform infringements.

Where available, students may borrow uniform daily on an unlimited basis from Student Services or Year Team offices. This includes blazers, plain black jumpers and PE kit. **There will be no sanctions for students who borrow uniform.**

When students arrive at school improperly dressed there are a range of possible responses:

- The Year Team / Student Services will provide alternatives for a student to borrow where available e.g. a tie, blazer or jumper
- A note from the Year Team to give the student "one day's grace" e.g. when new shoes need to be purchased
- If a student refuses to wear the correct uniform or borrow an alternative one of the following will apply:
 - Student placed in Referral Room until parents/carers bring the correct uniform
 - Student sent home to change if they live close enough and it is safe to do so
 - Student completes an after-school detention
 - Student placed on uniform report
 - Student hands over the item before being allowed into school e.g. hoodie
 - SLT Detention/suspension for repeatedly ignoring/refusal to follow uniform rules

If a student is breaking the uniform rules in a lesson, staff will ask them to remove it and, if necessary, confiscate the item (e.g. hoodie, cap) until the end of the lesson.

If the student refuses to remove or hand over the item, staff will request SLT support who will confiscate the item until the end of that school day.

Uniform confiscations will be monitored. Three confiscations in a term will result in a detention and parents/carers being contacted.

Students who persistently fail to meet uniform expectations will be required to hand items in to the Year Team every morning.

REPARATION & DETENTIONS

When a student reaches the Final Warning stage, even if they re-engage with the remainder of the lesson successfully, they need to complete some form of reparation that is **logical and proportionate** (certainty not severity), for example:

- 2 minute 'payback' (sufficiently irritating for the student but resets the boundaries)
- Tidy up the mess they made
- Finish the work at break / at home (with a note to parents that has to be signed and returned)

The reparation ***could*** involve attending a same-day after-school detention if that is more convenient for the teacher.

If a student genuinely forgets/is unable to attend or complete reparation, is apologetic, is perfectly behaved during the next lesson and completes the reparation as originally agreed – no further action required.

If a student fails to comply after a Final Warning **OR** fails/refuses to attend or complete reparation **OR** the behaviour is extreme then there will be:

1. Some form of Lesson Removal
2. A formal detention

N.B. Daily Detentions are in the Hall every day at 3:10. Teacher and HOD detentions can be at other times.

Two "On Call Remove" OR "Department Buddy" in one day will result in consequences decided on a case-by-case basis.

If a student fails a Teacher Detention / Daily Detention this can be escalated to HOD detention then an SLT detention.

Students that refuse to attend SLT detentions will internally suspended in the Referral Room.

DETENTION EXPECTATIONS

1. Staff log detention details on ClassCharts and ensure the student is aware of the details: what for, when, where, how long.
2. Ensure detentions are proportionate (certainty not severity), for example:
 - time to catch up on any work missed
 - re-teaching to fill gaps in learning
 - a longer Restorative Conversation about the student's behaviour
3. Whenever possible, try to arrange for detentions to be completed on the same day (Break A / Break B / after school).
4. Students that are legitimately unable to complete detentions (e.g. medical appointment can complete them another time).

Before escalating detentions to the next stage, check absence and other possible reasons for non-attendance with the student/colleagues. **If a student is suspended and has had a restorative readmission meeting all detentions are rescinded.**

TRUANCY

If a student is caught truanting they will be delivered to their lesson and the pastoral team will be notified. The student will spend period 5 in the Referral Room and stay until 4pm at the next available opportunity, usually the same day. Parents will be notified.

APPENDIX 2: 'THREE STEPS' CRIB SHEET FOR STAFF

TEACHER BEHAVIOURS/ROUTINES		EXEMPLAR STAFF SCRIPTS
1 REMINDER	<ul style="list-style-type: none"> Reminder could be a non-verbal 'nudge' Make sure the student is able to do as asked Walk away and provide some take up time Try to be discreet (quietly, close proximity) so as to not draw attention to the student or their behaviour 	<p>Be calm but assertive, predictable and proportionate. Focus on the primary behaviour and the outcome you want. Ignore the power plays and the secondary behaviours.</p> <p>"X, Are you OK?" "X, Do you need help?" "Please remember to be...by..."</p>
2 WARNING AND 3RS POINT(S) REMOVED	<ul style="list-style-type: none"> Again try to be discreet to minimise disruption to others; think about body positioning, language and tone. Remove 3R point(s) as necessary Walk away and provide some take up time 	<p>"X, remind me what you should be doing...Think carefully about your next steps. Thank you."</p>
3 FINAL WARNING AND 3RS POINT(S) REMOVED + REPARATION	<ul style="list-style-type: none"> Ask the student to step outside and give them one last chance to make the right choices using your pre-prepared script Remind the student that 3Rs point(s) will be removed and specify what the (proportionate) reparation will be: what, where and when Remove remaining 3R point(s) as necessary Make reasonable adjustments/provide choice ON YOUR TERMS if that helps the student to make the right choice and return to the lesson <p>N.B. Staff <i>could</i> request ON Call SUPPORT at this stage to support them with the Final Warning and re-entry into the lesson (e.g. to watch the class or simply provide moral support).</p>	<p>"X, please step outside*.</p> <p>You've had a reminder and a warning about... You've now lost 3Rs point(s) and I expect to see you at... (specify Follow Up – where, when and for how long) Remember, this is your last chance or you will go to a Buddy Room/3Rs Room and there will be a longer Follow Up. I know/hope you will make the right choice. Do you remember when...? That's who I need to see today. If you need a quick 'time out' you can wait here. Thank you for listening."</p> <p>When students are not cooperating or engaging:</p> <p>I recognise that you're angry/frustrated so I am stopping this conversation now. You need to... I am going to... (for example speak to/request support from HOD, HOY, SLT). I will catch up with you again when things are calmer."</p>

APPENDIX 3: TIPS ON RESTORATIVE CONVERSATIONS/MEETINGS

1) Reflect on the incident itself

- What happened? What did you say/do? Who else was involved? What were you thinking/doing/feeling at the time? What have you thought since?

2) Reflect on reasons why it may have happened (take ownership of responsibility)

- Why do you think things went wrong? What caused you to say/do what you did? What was unusual about today's lesson?

3) Reflect on the impact on others (empathy for others)

- How did this make people feel? Who has been affected? How have they been affected? What should we do to put things right?

4) Reflect on how similar incidents can be avoided in future (both parties take ownership to resolve and reset)

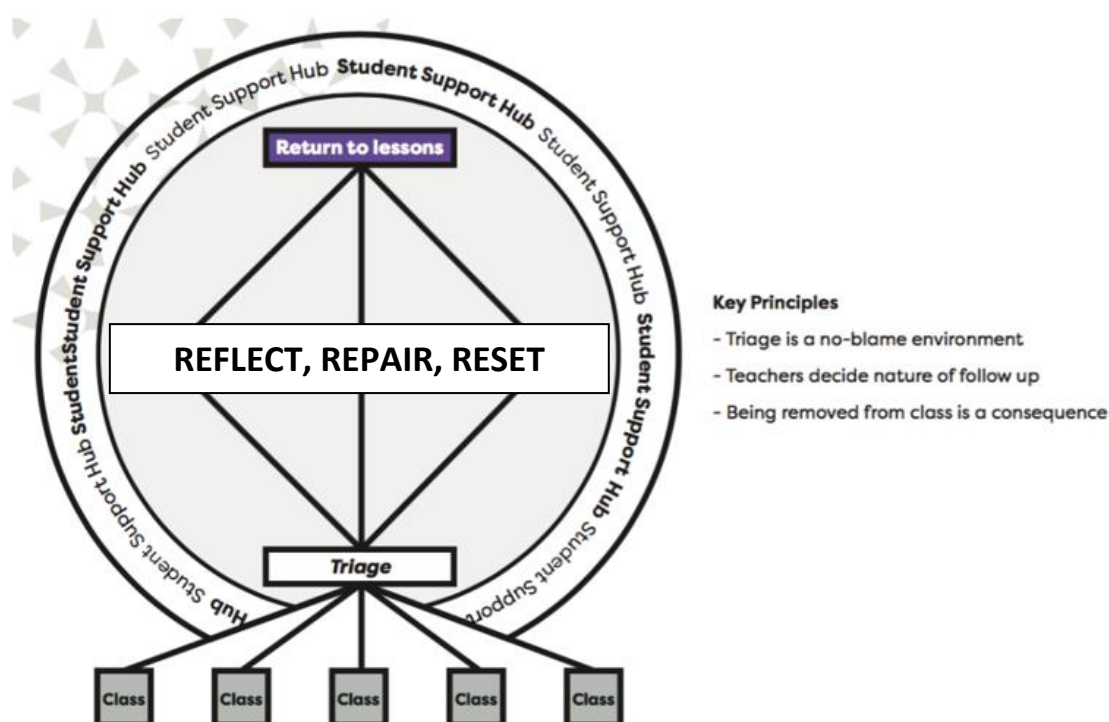
- How can we do things differently in future? What would make it easier for us to work together? What would make the next lesson go really well? Where do we go from here? If we tried X what do you think might happen? What is important about that to you? Who could help us with the next steps? Who could we ask for help?
- If you had the lesson again what would you change?

If the child isn't ready offer a postponement and some support – 'I can see you're not ready to talk just yet. Do you need a few minutes or shall we do this later/tomorrow? Would you like X to join us in the meeting?

APPENDIX 4: The "Referral Room"

Our priority after negative behaviour incidents is to get students back to learning as soon as possible. Sometimes lesson removal is required before students can be fully integrated back into normal lessons. The Referral Room is multi-purpose support / 'triage' room that can be used:

- As a 'buddy' room
- For students under investigation after a serious incident
- For 'time out' to reflect after an incident
- As a space where staff and students can discuss an incident
- For internal isolation after a more serious incident



Whilst in the Referral Room, students have digital access to the curriculum via Teams and MathsWatch and/or will be provided with paper-based work to complete.