

# Behaviour Policy

## 2020/21

Created: September 2020 (J.Ferrara)

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## CITY OF PETERBOROUGH ACADEMY

At the City of Peterborough Academy, we believe that all members of the school community should be able to learn and achieve their full potential in a safe, secure and orderly environment in which everyone is treated with respect.

### Values

Our values are fundamental to the life of the school and underpin our commitment to high expectations, inclusion and development of the whole child. We strive to build the character of students along with their academic abilities. We expect everyone to express these values for themselves, for others, for learning and the environment.

We ask all students to: **'Be Kind & Work Hard'**.



## Positive Discipline

We work with parents and carers to understand their children and their circumstances and believe this relationship is an important part in building a strong learning community. Parents and carers are asked to support this policy.

We recognise that good behaviour is best achieved through:

- Consistency
- High expectations
- A focus on learning
- Praise and rewards

To achieve consistency, we have clear classroom routines and practices and there is an agreed system of rewards and sanctions used by all staff: **Positive Discipline**.

Positive discipline is an ethos that ensures all students to be active in the process of praise, recognition and rewards. Positive discipline ensures that:

- Teachers can get on with teaching children who want to learn.
- Students can behave in a way that works towards creating a positive learning environment for everyone.
- Consistently together, teachers and students can ensure classrooms are calm and purposeful.

## Rewards and Recognition

Using Class Charts, students will be awarded regularly for their hard work, good behaviour, excellent conduct, progress, participation and engagement in learning. Also, for their engagement and development within the community or through extra-curricular links. Staff are encouraged to be passionate in their delivery and motivate students to achieve positive points.

Students at CoPA will be encouraged to have high expectations of themselves and strive to achieve in their endeavours.

Students will earn positive points which then contribute to a variety of rewards at increasing milestones. Students will also receive rewards or recognition for their hard work in a variety of other ways:

- Students will receive gold badges and recognition for achieving no negative points in a half term.
- Students can earn golden tickets each lesson they attend. 1 is available each lesson to a student who demonstrates exceptional work, positive contributions, resilience

or exceeds expectations. Each golden ticket earned is an entry to a weekly prize raffle.

- Principal lunches following nominations by pastoral teams for showing their commitment to the school's values of Be Kind & Work Hard, shown by achieving 'excellent work' and 'kindness' points on Class Charts.
- Weekly and termly assemblies where additional prizes, certificates or vouchers can be won through raffles.
- Consistently good attendance will be rewarded. Those with 100% attendance will be placed in additional raffles and have rewards trips available.
- Students of the week will be nominated by pastoral teams, and one student will be chosen as the whole school student of the week by the Principal.
- SEND students will be invited to celebration evenings to recognise their achievements and hard work.
- Activity Day will take place at the end of the year. Good behaviour and attendance will lead to more choice and availability of activities.



## POSITIVE POINTS

Great Effort  
Excellent Work  
Kindness  
Resilience  
Teamwork  
Leadership  
Community Work  
Enrichment Success  
Helpful



**50 POINTS**

Tutor Postcard

**100 POINTS**

HoY Postcard

**200 POINTS**

Principals Lunch

**400 POINTS**

Voucher

**600 POINTS**

Rewards Trip

**800 POINTS**

Family Lunch



## LOYALTY CARD



Queue Skip

Every 100 Points

8 Wristbands Available

# Positive Points @ CoPA

BE KIND. WORK HARD.



<b>POSITIVE POINTS</b>	<b>PRINCIPALS LUNCH</b>	<b>WEEKLY ASSEMBLY</b>	<b>CELEBRATION ASSEMBLY</b>	<b>ATTENDANCE AWARDS</b>	<b>STUDENT OF THE WEEK</b>	<b>SEND CELEBRATION</b>	<b>ACTIVITY DAY</b>
Milestone Rewards Golden Tickets No Negative Badges	Positive Points Kindness Excellent Work	Positive Celebration Form of the Week	HoY Awards Tutor Awards Raffles iPad, Apple Watch, Bike	100% Awards Amazon Fire Sticks Shopping/ Cinema Trip	Year Group Whole School	Achievement Hard Work Perseverance	Behaviour Attendance Various Trips

# Rewards @ CoPA

**BE KIND. WORK HARD.**

## Expectations

During the school day CoPA students are expected to show character within their lessons to facilitate teaching and therefore maximise learning for all students. Students are always also expected to be responsible citizens and act in a safe manner, showing respect for the school, each other and the environment.



**BE KIND**

**WORK HARD**

CoPA STUDENTS ARE:



Community Minded  
Helpful  
Proud  
Resilient  
Respectful  
Team Players



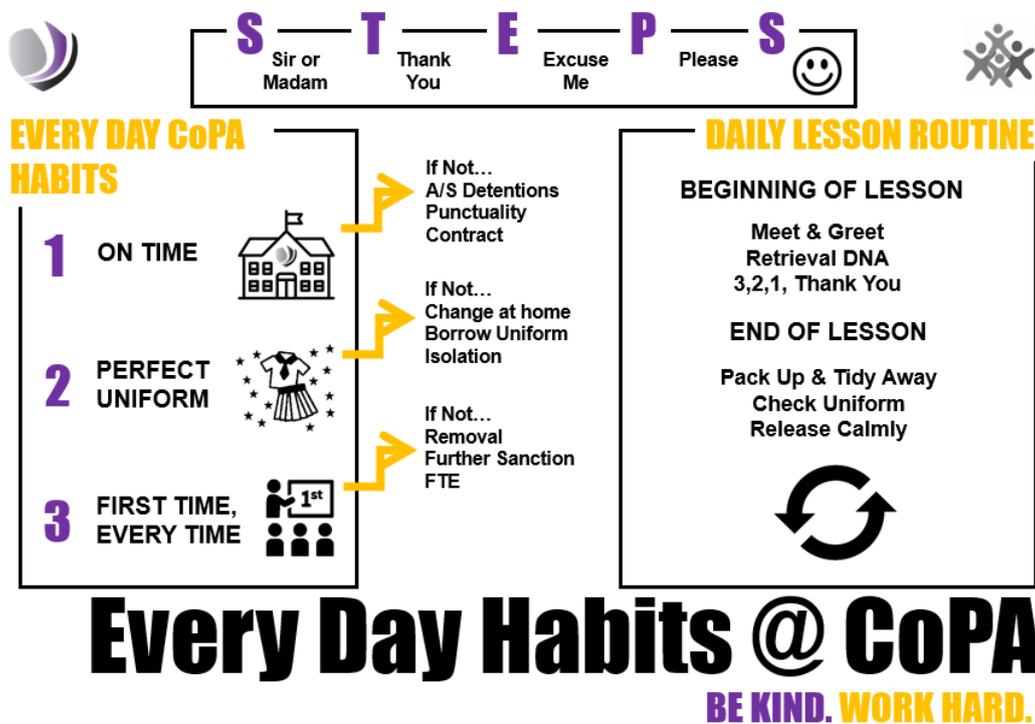
Ambitious  
Curious  
Focused  
Good Representatives  
Leaders  
Ready to Learn

# Character @ CoPA

**BE KIND. WORK HARD.**

## Everyday CoPA Habits

All students at CoPA will display these simple behaviours so that they become habit across the Academy. These habits will always be displayed in and out of lessons, all day every day.



### 1. On Time

We expect all students to be on time for school and for every lesson. By arriving at the correct time, students put themselves in a better position to academically achieve and start lessons purposefully.

All lessons at CoPA start with a DNA (Do Now Activity) which are recall based. This enhances student memory as you can recall more key information in order from previous learning to make accelerated progress.

Students are expected to behave in an orderly manner between lessons, walk on the left side and keep to low conversation whilst in the corridors.

Lateness to lesson contribute to overall attendance. Consistently arriving on time and being prepared for lessons will earn positive points which contribute to the Academy's rewards system. There will be consequences for students that are late to lesson.

### 2. Perfect Uniform

We expect students to have perfect uniform all the time. This includes wearing the correct Academy uniform, alongside removing jackets, coats and hoodies in classrooms.

The Academy has strict guidelines on dress and all students will be expected to wear the full Academy uniform. The wearing of our distinctive uniform gives students a sense of

'belonging', helps foster a pride in the Academy and stops students coming to the Academy in unsuitable clothes. Our purpose is to set students up for post-16 education and employment, where there will also be uniform compliance.

The Academy uniform comprises:

- Plain white school shirt (not polo shirts).
- Academy tie.
- Black trousers or skirt (jeans and cords are not allowed, skirts to be not shorter than knee length).
- Academy V-neck jumper with logo (KS3 – Purple; KS4 – Black).
- Black or white socks, neutral or black tights with skirts.
- Some students may wish to wear a salwar kameez, in either purple (KS3) or black (KS4). The kameez must be knee length.
- Girls trousers must have a high enough waistband to ensure they are modest enough to be worn on the Academy site and to allow shirts to be properly tucked in. They must not be tight-fitting. Wide belts are not allowed.

Students are expected to wear the Academy uniform when travelling to and from the Academy, at all Academy functions and on visits by parties or sports teams.

Jewellery is not allowed, except for one pair of small studs in the lobes of the ear. Ear rings, rings, nose studs or other facial jewellery are not allowed. A clear retainer can be used if necessary.

Shoes should be black and sensible for school use, flat soled or with very low heels, no more than half an inch at the front of the heel. High heeled shoes are quite unsuitable and are dangerous on our school sites. Boots or trainers are not to be worn.

Excessive hair styles are not permitted. This includes unnatural hair colours and haircuts of an extreme nature. Visible make-up, eyelash extensions, nail extensions and varnish are not permitted at the Academy.

If uniform is not correct, students will either be sent home to rectify the issue or be provided with correct new spare uniform in the meantime. Students cannot refuse these requests.

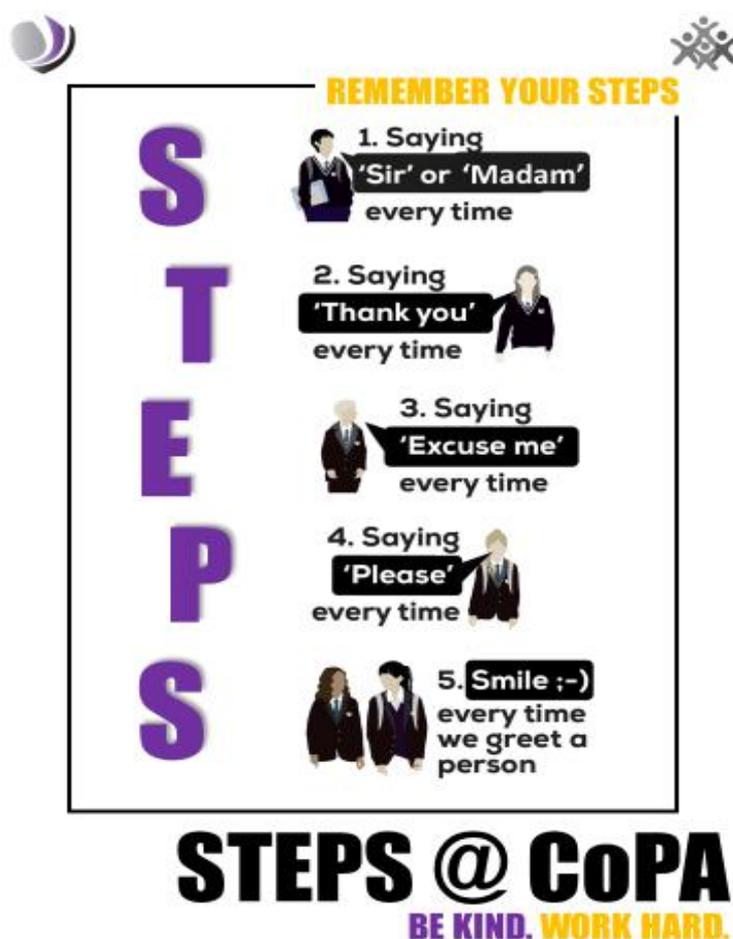
The Principal's decision on all items in the uniform section is final and binding.

### **3. First Time Every Time**

We expect students to respond to staff instruction first time, every time. We have adopted a communication strategy called STEPS which we expect staff and students to use when communicating with each other. The Academy will not tolerate refusal of any kind. There are consequences which follow persistent refusal in and out of classrooms.

## STEPS

We expect all students and staff to communicate using STEPS:



S: Students will address staff by Sir, Madam or Mr/Mrs and their surname. Staff will address students by their first name. If staff don't know the student, they will ask for it.

T: Students and staff will thank each other when appropriate to show their appreciation for something.

E: If staff or students would like attention regards something, they will say 'excuse me' before addressing the person they would like to speak to.

P: Students and staff will always say 'please' when requesting something.

S: Staff and students will always smile when greeting each other, whether this is in passing or when students arrive at a lesson.

### Lesson Routines

By having a clear and consistent routine for the beginning and start of every lesson, a purposeful learning environment can be initiated. The dialogue between teachers and students during this time is based around our STEPS approach.

If students do not comply with the simple beginning and end routines, they will be asked to rectify their behaviour with a warning. Persistent failure to comply will be escalated through the disruption points on Class Charts.

### Beginning of Lesson Routine

#### Step 1 Meet & Greet students

When students arrive to their lessons, they wait outside for their teacher to arrive. **Teachers say:** "Good morning/afternoon" and smiles.

**Teachers say:** "Take your seats and show me you are ready to learn". **Students should enter quietly and take their seats and take out their equipment.**

Teachers get ready for the lesson.

#### Step 2 Set the retrieval task and take register

**Teachers say:** "3, 2, 1, Thank you" **Students should be in silence awaiting the start of the next instruction.**

DNA task should be on the board. All teachers ask students to complete the DNA **in silence:**

**Teachers say:** "Your DNA is on the board. You have .... minutes to complete the task in silence. You should be using your memory for this task. If you need help remain in silence and put your hand up"

Take the register on SIMS. Check students have equipment.

#### Step 3 Getting whole class attention and wanting silence

**Teachers say:** "3, 2, 1, Thank you". **Students should look at the teacher, listen, and stop talking.**

Teacher explains the next task.

### End of Lesson Routine

#### Step 1 Packing away time

Let the students know they have 5 minutes until the end of lesson:

**Teachers say:** "We have five minutes left before it is the end of the lesson. Can you please put your books and equipment away and tidy up - you have 3 minutes."

**Once all students have put their books and equipment away and every student is sat down in their seats ask them to listen by saying:** "3, 2, 1, Thank you".

#### Step 2 Get students ready to exit lesson

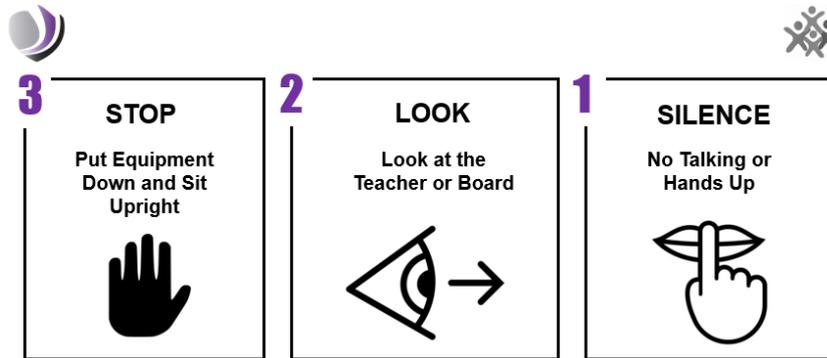
Two minutes before the end of lesson ask students to stand behind their chairs:

**Teachers say:** "In silence tuck your chairs under and stand behind your chairs please"

Check all students have perfect uniform.

#### Step 3 Releasing students

Maintaining silence, dismiss students row by row ensuring a calm and orderly exit from the lesson.



Thank You for Being  
Ready to Learn

## 3, 2, 1, Thank You @ CoPA

BE KIND. WORK HARD.

### Equipment

Students should have a bag with them large enough to hold an A4 folder. Tutors will check equipment in tutorials and ensure all students are ready to learn. Please speak to your pastoral teams if you require support in gathering equipment together.

All students should bring the following to school:

- Planner
- Reading book
- Pencil case including: Pen (black/ blue ink); pencils; ruler; rubber; sharpener; calculator.

### PE Kit

Students are expected to bring appropriate PE kit on the days of their PE lessons comprising:

- Black short-sleeved sports polo shirt with purple panels and Academy logo.
- Black long-sleeved reversible sports shirt with purple panels and Academy logo.
- Black track suit bottoms, black leggings or black shorts.
- Suitable trainers or other PE footwear.

### Mobile Phones

The use of mobile phones is banned at the Academy. Should a student wish to bring their mobile phone to school they may do so, but must be handed in to the year team member on duty when they arrive who will collect and store phones safely and securely during the school day. If phones are seen or heard during the school day, the phone will be confiscated and lunch detentions given. Escalated sanctions will apply for repeat offenders.

## Attendance

Students are expected to have a minimum attendance of 95% in order to stand the best chance of academic success and personal growth. The Academy's attendance policy details further information regarding student absences.



### MAKE IT COUNT FOR YOU!

Attendance Matters Because **Every Lesson Counts**



Good Attendance = More Learning Opportunities = More Qualifications = More Choice.

<b>80%</b> 152 days <b>Serious Concern</b>	<b>85-90%</b> 161 - 171 days <b>Chances of Getting Grades 9-5 Halved</b>	<b>95%</b> 180 days <b>CoPA Minimum Expectation</b>	<b>100%</b> 190 days <b>Your Best Chance of Success</b>
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# Attendance @ CoPA

**BE KIND. WORK HARD.**

## Negative Behaviour

Sanctions will be given for several different reasons within the classroom and around the Academy if a student displays poor behaviour of any kind or fails to adhere to the Academy's expectations detailed within this policy. Sanctions and interventions are designed to allow students to take responsibility for their actions and make changes to their conduct prior to being given further or additional sanctions.

### Disruptive Behaviour

We believe students learn best in a calm and positive learning environment. For clarity, low-level behaviours which disrupt the learning of others include:

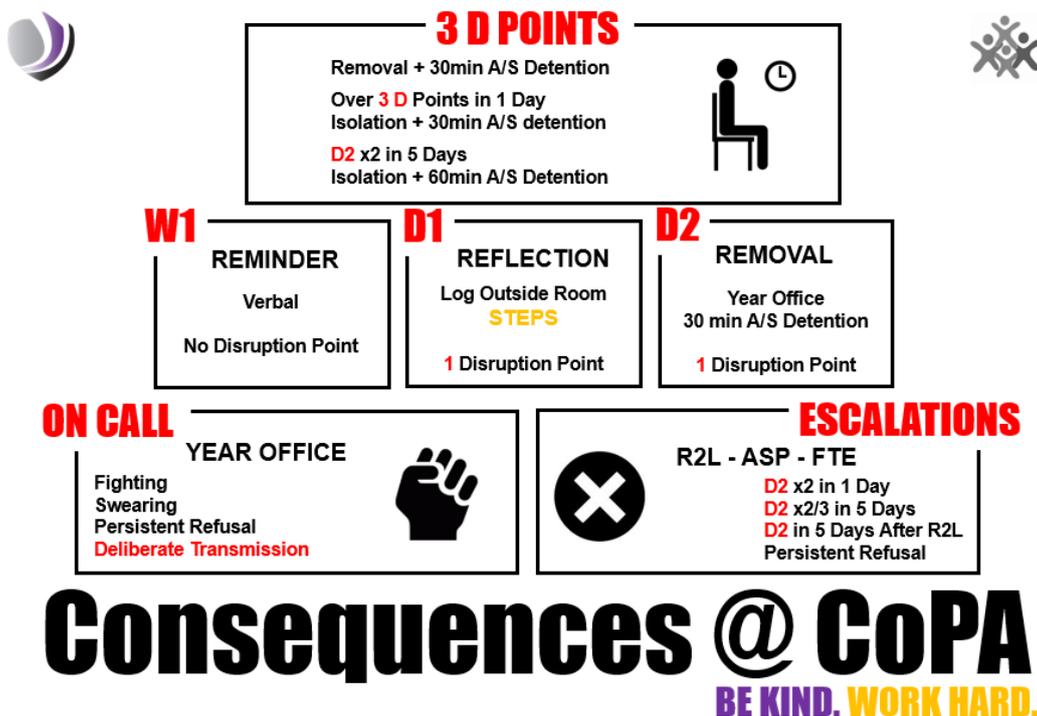
- Actions which disrupt the learning of others.
- Refusal to engage in learning or work set.
- Talking/ chatting or communicating in a way that disrupts learning.
- Casual swearing that can be overheard by others.
- Talking/ calling out across the classroom.
- Shouting out.
- Leaving seat or task.
- Distracting behaviour (tapping/ making noises/ laughing at an inappropriate time).

- Wearing uniform incorrectly.
- Not having equipment ready.
- Chewing gum/ eating in class.
- Answering back or questioning an instruction.

If a student disrupts the learning of others, they will follow the consequences procedure which will be logged on Class Charts.

- W1 – Verbal warning issued.
- D1 – 1 disruption point logged on Class Charts. Reflection time given outside of the classroom and conversation with the teacher using STEPS.
- D2 – 1 disruption point logged on Class Charts. Student removed by pastoral or SLT to the year office to complete their work. Student will go back to their next lesson but serve a 30 minute after school detention.

3 disruption points in 1-day results in a disruption detention, served in the year office after school. Should low-level disruption persist beyond 3 disruption points in 1 day, students will be isolated for one full day from that point and receive a 60 minute after school detention. Further lesson removals or disruption detentions will result in students accessing behaviour intervention through the Academy’s Return to Learn programme.



## Punctuality

If a student arrives late to a lesson, this disrupts the learning of other students. Escalated sanctions apply for students who are persistently late to lesson. 2 D1 late points in one day results in an afterschool detention in the year office, held on the same school day.

If a student intentionally truants a lesson during the school day a 60 minute after school detention will be given the same day, again held in the year office. Escalated sanctions may apply if this persists.

<b>D1 LATE</b>		<b>TRANSITION</b>
<b>5 MINUTES LATE TO LESSON</b>		<b>BETWEEN LESSONS AND FROM SOCIAL TIME</b>
<b>DAILY</b>	<b>TERMLY</b>	No Running in Corridors No Shouting in Corridors No Litter in Courtyards or Corridors
<b>X2 D1 LATES</b> 30 Minute After School Detention	<b>10 D1 LATES</b> Punctuality Contract	
<b>ESCALATIONS</b> 60 Minute After School Detention 2 Day ASP	<b>15 D1 LATES</b> Contract Review	<b>TRUANCY</b>
	<b>20 D1 LATES</b> Penalty Notice Agreement	<b>INTENTIONALLY MISSING A LESSON</b> 60 Minute After School Detention
		

# Punctuality @ CoPA

**BE KIND. WORK HARD.**

## Reports

Students may be placed on reports of various levels to help support them, and help all stakeholders monitor behaviour or attendance. Effort or attendance reports, tutor reports, faulty reports, Head of Year reports and SLT reports can be given to students with support of parents to help students in the short term. Reports can be used when concerns are initially raised with behaviour or attendance, or in response to more serious concerns.

## Detentions

Teachers may issue detentions for issues in the classroom which doesn't constitute serious poor behaviour, or that requires disruption points on Class Charts. A lack of work, not handing in homework, failing to bring required equipment are examples of incidences where a student may be given a detention. This may be given at break or lunchtime. Failure to attend a teacher detention will be escalated to the Faculty Leader who will work with the teacher and can escalate the detention. Parents will be informed of this scenario to support student behaviour and attitude in school.

## Lunch Detention

Lunch detentions will be given primarily by pastoral or senior leaders for situations where students do not hand their phone in or misdemeanours during social times. These will be recorded and communicated via Class Charts.

## PE Kit

Repeated failure to bring PE kit to lessons involving physical activity (PE & Dance) will result in after school detentions the same day. Refusal to engage in physical activities will follow the disruptive behaviour procedure and students may be removed from the lessons and receive disruption detentions.

The infographic is divided into three main sections. The top left section, titled 'EXPECTATIONS' in purple, contains a box with the heading 'PE KIT' and text: 'Required for ALL Physical Activities', 'If Unable to Take Part, Kit is Still Expected to be Worn', and 'Note from Pastoral or Parents for Medical Issues'. The top right section, titled 'CONSEQUENCES' in yellow, contains a box with the heading 'X2 KIT MARKS PER TERM', '30 Minute After School Detention Call to Parents', and 'ESCALATIONS' with '60 Minute After School Detention'. The bottom section is a wide box with a heart and cross icon on the left, text in the center: 'Full Participation in PE and Physical Activities =', and a checklist icon on the right with text: 'IMPROVED PHYSICAL HEALTH', 'IMPROVED MENTAL HEALTH', and 'BETTER EXAM RESULTS'. At the bottom is the logo 'PE Kit @ CoPA' with the tagline 'BE KIND. WORK HARD.' in yellow.

EXPECTATIONS	CONSEQUENCES
<b>PE KIT</b> Required for <b>ALL</b> Physical Activities If Unable to Take Part, Kit is Still Expected to be Worn Note from Pastoral or Parents for Medical Issues	<b>X2 KIT MARKS PER TERM</b> 30 Minute After School Detention Call to Parents <b>ESCALATIONS</b> 60 Minute After School Detention

Full Participation in PE and Physical Activities =

IMPROVED PHYSICAL HEALTH  
IMPROVED MENTAL HEALTH  
BETTER EXAM RESULTS

**PE Kit @ CoPA**  
BE KIND. WORK HARD.

## Higher Level Sanctions

Instances of serious poor behaviour of any kind are not tolerated at the Academy. If and when they occur, they will be managed by pastoral leaders and the senior leadership team to effectively sanction, educate and apply intervention where necessary.

What is serious poor behaviour?

- Repeated refusal to follow instructions
- Refusal to be removed from a classroom
- Repeated breach of Academy expectations
- Fighting, physical intimidation or inappropriate physical contact
- Verbal abuse towards students or a member of staff
- Arguing with a member of staff

- Bullying of any kind
- Racist, sexist, homophobic or discriminatory behaviour
- Dangerous or anti-social behaviour that presents a health and safety risk or causes widespread disruption
- Swearing directly at anyone
- Aggressive or threatening behaviour
- Refusal to hand phone in or other items staff confiscates
- Abusive or intimidating language or behaviour used verbally, in writing or online
- Possession of prohibited items including: smoking paraphernalia, alcohol, illegal substances, stolen items and knives
- Any other behaviour that seriously undermines the Academy values and expectations

Incidences of serious poor behaviour will be communicated to parents via Class Charts, phone or email where appropriate.

### **Isolation (A84)**

Students will be given detentions or full isolation days in A84 (or year offices) due to low-level disruption as detailed previously. Isolation may also be given for incidences of serious poor behaviour and may last for longer than one school day where applicable.

- Student' start and finish times remain the same.
- Students wear the correct uniform when in isolation and hand their phone in to pastoral staff at the start of the day.
- Students are expected to work hard, and complete learning activities given.
- Appropriate dialogue between students and pastoral or senior leaders will be required to ensure successful re-integration to Academy life.

### **Return to Learn**

The aim of Return to Learn is to support students who are finding the full-time mainstream curriculum difficult to manage, due to a need within behaviour and/or communication and interaction. Return to Learn also supports a successful return to mainstream provision if and when appropriate.

A Return to Learn Pathway is accessed when it becomes apparent that a student is:

- Persistently disrupting learning in lessons
- Failing mainstream behaviour interventions
- Finding elements of mainstream school difficult

Return to Learn pathways include:

- Full-Time - Students access the provisions full-time, with agreed conditions on their access to mainstream lessons and/or social times. This would be no longer than 16 weeks and may incorporate periods of time at ACE.
- Placements, commonly 2 weeks - Students access provisions with agreed conditions on their access to mainstream lessons and/or social times.
- Reintegration from FTE if a student is being regularly excluded for a specific breach of the Academy Behaviour Policy – an agreed block of interventions could be accessed to support the reintegration.
- Personalised Timetable - A student could access one-off interventions that supports their own personal development e.g. Boxercise.
- Three D2s/ Disruption Detentions in 5 days – A pathway of intervention between 1 and 6 weeks that focusses on the students' persistent disruptive behaviour.

Any of the R2L provisions could support a 16 week PSP if the student becomes at risk of permanent exclusion.

### **Alternative School Provision (ASP)**

ASP is an intervention programme which allows the student to complete work in a separate area with a small teacher-student ratio outside the normal hours of the school day. Students are expected to complete the allotted number lessons during ASP, starting the day at period 3, ending after a lesson after-school. Full timings and details will be included in a parent letter at the start of ASP. Students should arrive at reception in full uniform and with the relevant equipment.

ASP will be given for:

- 2 days as an escalation to the lesson punctuality procedure for repeated D1 late points.
- Up to a week prior to starting a Return to Learn placement for persistent disruptive behaviour.
- As an escalated consequence instead of alternative site placements where necessary.

### **Internal Exclusion/ Alternative Site Placements**

Students displaying serious poor behaviour above that requiring isolation or for repeated offences may be given an internal exclusion or an alternative site placement where appropriate. These may last between 1-5 days or longer if necessary for safeguarding reasons.

These sanctions will be communicated via phone or through parental meetings and agreed with all stakeholders. Students will have the same expectations as during isolation. Students

will be transported safely and in good time by Academy staff if accessing an alternative site placement.

### **Pastoral Support Programme (PSP)**

A PSP may be initiated by Heads of Year or SLT for students struggling to follow the Academy's code of conduct. Regular meetings and communication will take place with parents/carers and targets and support mechanisms will be implemented in an effort to effect positive change across a 16-week period. Students may enter Return to Learn as part of this provision.

### **Exclusion**

Exclusion is the most serious sanction which can be imposed. Exclusions can be fixed-term (for a fixed period of time) or permanent. Exclusions can be given for a serious breach of Academy expectations or persistent breaches.

Students are expected to complete work at home during the period of exclusion. Work will be supplied by teachers and may also involve completing work online through Teams, Class Charts or GCSE Pod.

After a fixed-term exclusion, the Academy must have contact with parents/ carers before the student returns.

## **Bullying**

All forms of bullying are unacceptable and are not tolerated at CoPA.

Bullying is:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Students must report incidents of bullying so they can be dealt with quickly and effectively by Academy staff, by:

- Informing their pastoral team
- Informing an adult within the Academy
- Using the SHARP system, confidentially emailing senior leaders by using [copa.thesharpsystem.com](mailto:copa.thesharpsystem.com)



## STOP



### BULLYING?

Several	Start
Times	Telling
On	Other
Purpose	People

## CoPA



- Ask Them to Stop
- Remove Yourself
- Talk to Staff
- Use **SHARP**

"Bullying is Repeated Behaviour Towards Another that is Intended to Hurt Someone Either Physically or Emotionally."

# Be Kind @ CoPA

**BE KIND. WORK HARD.**

Thank you for your support. We wish everyone a successful year at City of Peterborough Academy.



## CITY OF PETERBOROUGH ACADEMY

# BE KIND. WORK HARD.