



CITY OF
PETERBOROUGH
ACADEMY

BE KIND. WORK HARD.

An expectation re-set for September 2021

BE KIND. WORK HARD.

Rationale for an expectation re-set

Dear all Parents, Carers & Students,

In January 2021 we published to you a Behaviour Re-Set document which displayed how we were going to further raise standards around behaviour, following the Spring Lockdown in March 2021. I would firstly like to thank you all for your support with the successful implementation of this re-set and the subsequent standards we set around behaviour.

Rather than another 'Behaviour Re-Set', this publication is an 'Expectation Re-Set', which is solely designed to embed the high standards we have worked towards. Our work since our inspection in March 2019 has been dedicated towards raising standards across the Academy - where I believe we have raised the standards of both behaviour and the quality of teaching, and therefore learning.

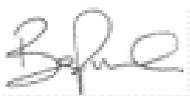
This Expectation Re-Set is what I consider to be the final piece of the jigsaw in terms of behaviour and embedding the standards of behaviour we all want, across the Academy. We have taken the time to consider views of all our stakeholders, including students, parents, and staff, and the vast majority of what you will see within this publication are suggestions from those stakeholders.

The structures that we have been working within for the last two academic years remain the same. What is included in this publication are adaptations and amendments to those structures to enhance their impact on standards. The goal also remains the same - to achieve the very highest standards of behaviour across the Academy community.

We are placing more emphasis on the students 'Working Hard' in every lesson and what this specifically means and looks like. One element of this, is a greater focus around homework and specifically what impact this has on a student's education and progress.

I maintain that there is absolutely no reason why a CoPA student cannot; Be Kind, Work Hard, have perfect uniform and be on time - all the time. Our job is to support every single member of our Academy community to strive to achieve this, which we are committed to doing so.

I am adamant that all these attributes, when combined, produce a school culture associated with a brilliant school, and one that people want to be part of.



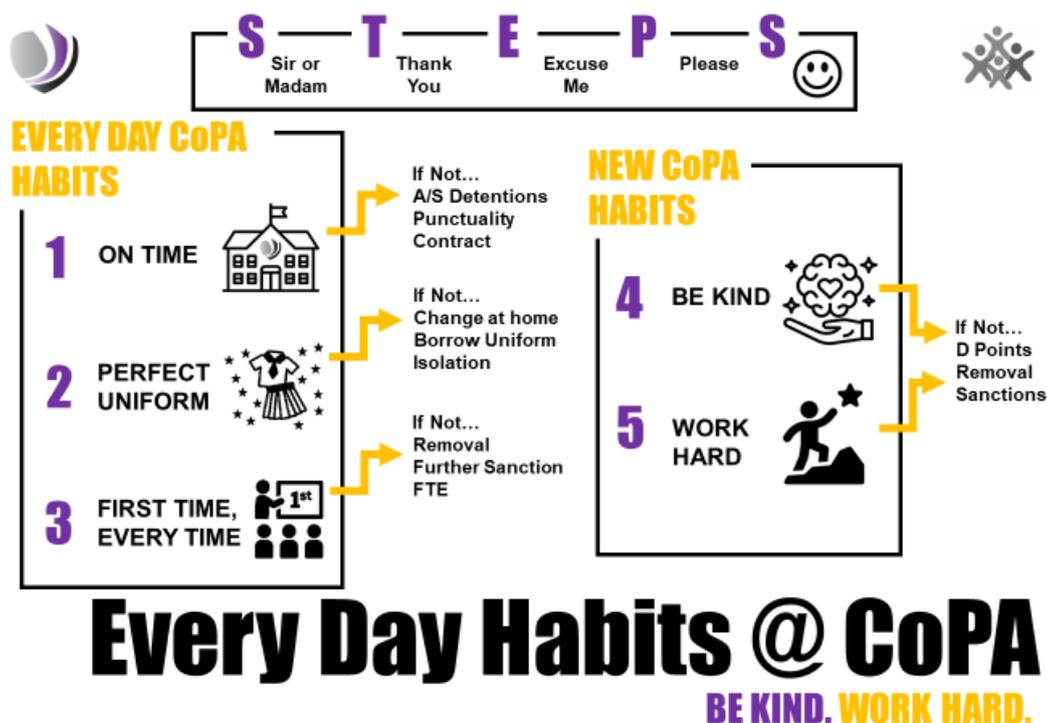
Mr B Pearce

Principal

What is the Expectation Re-set?

Every Day CoPA Habits

As well as adopting and displaying the original habits in the behaviour re-set, being on time, having perfect uniform and following instructions first time, every time, all students are expected to **Be Kind** and **Work Hard** across the Academy in and out of lessons, all day every day. Following these simple behaviours will ensure they become habit across the Academy.



The information in this document provides context as to why students will adopt these behaviours and how we, as an Academy, will support this.

BE KIND. WORK HARD.

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. Students will be rewarded for their good attendance and punctuality. There will be consequences for students that are late to school and/or lesson.



2. Perfect Uniform

We expect students to have perfect uniform all the time. This includes always wearing the correct Academy uniform. Trainers will not be worn under any circumstances. If uniform is not correct, students will either be sent home to rectify the issue or provided with correct new spare uniform in the meantime. Students cannot refuse these requests.



3. First Time Every Time

We expect students to respond to staff instruction first time, every time. We 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.



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4. Be Kind

We expect students to be friendly, generous, and considerate of others and the World around them. This can be shown through empathy, acceptance, thoughtfulness, and helpfulness. This will mean doing things without being asked, and often not expecting anything in return. Kindness is not always easy.

Being polite is important. We greet visitors with "Hello Sir/Madam. How are you?". Saying 'thank you' and using STEPS goes a long way to showing kindness and respect.

Staff will support and encourage students to be kind and we expect students to work hard to practice being kind to create a purposeful, fair, and respectful working community at CoPA.

Staff will challenge derogatory language, discriminatory language and swearing and sanction if necessary.

CoPA COMMUNITY SUPPORTS DIVERSITY AND ACCEPTANCE.

REMEMBER YOUR STEPS

S
T
E
P
S

1. Saying 'Sir' or 'Madam' every time
2. Saying 'Thank you' every time
3. Saying 'Excuse me' every time
4. Saying 'Please' every time
5. Smile :-)) every time we greet a person

DO NOT USE OR ACCEPT...

DEROGATORY LANGUAGE

DISCRIMINATORY LANGUAGE

SWEARING

SLANG



**ALL UNIQUE.
ALL BRILLIANT.
ALL EQUAL.**

COMMUNITY @ CoPA
BE KIND. WORK HARD.

5. Work Hard

We expect students to work hard in every lesson, every day. To work hard we remember ACE: Attitude, Commitment, and Effort.

To achieve ACE and work hard, students need to do the following:

- **Start as you mean to go on.** Enter every classroom and start every lesson with the correct attitude expecting to work hard for the whole lesson. Have the correct equipment ready, write the date and title and start answering the DNA without being told.
- **Challenge yourself.** The only way we learn is by stretching ourselves and working out of your comfort zone. Learning should be hard!
- **Learn from your mistakes.** If you are challenging yourself or working on something new you are going to make mistakes, this is a key part of learning. Work on your confidence when answering questions, don't leave them blank or say, 'I don't know'. Try and link it prior learning and form a response.

BE KIND. WORK HARD.

- **Stay focused on your learning.** Not what other people in the class are doing. You are responsible for staying focused on your own learning.
- **Maximum Effort, for the whole lesson, every lesson.** Even if you don't like the subject or the topic, or if it's the last lesson of the day, you can still work to the best of your ability. This is what is always expected of you, it is not acceptable to work hard for part of the lesson and think you have done enough.
- **Repeat, repeat, repeat.** There are no shortcuts. Practice makes perfect.
- **Manage your time.** By planning what you are going to do and when, by being prepared, you can ensure that you don't rush towards deadlines for work, so that you can give work the maximum effort it deserves.
- **Own your grades.** You need to know what grade you are working at for each subject and what you need to do to consolidate that grade and start working towards the next level.
- **It's on you.** How hard you work when no one is watching will ultimately determine how successful you will be.



WORKING HARD		KEY POINTS
A ATTITUDE	 <p>Positive Attitude Willingness To Learn Ask Questions</p>	Challenge Yourself Learn From Mistakes Complete Homework Stay Focused Manage Your Time Own Your Grades
C COMMITMENT	 <p>Commitment To Improve Respond to Feedback</p>	
E EFFORT	 <p>High Effort Complete Tasks On Time Produce A High Standard</p>	
		EQUIPMENT
		Students Are Expected To Bring The Following Equipment: 2 Pens (Black/Blue); Pencil; Rubber; Ruler; Calculator

Work Hard @ CoPA

BE KIND. WORK HARD.

If students are not kind and do not work hard in lessons, students will receive D points and can be removed and sanctioned.

Homework

Students are expected to complete homework set. They can be set one piece of meaningful homework each week by their teachers. Doing homework will help you develop essential learning skills such as independent learning and study skills, important for revision and consolidation of learning in the classroom.

Homework clubs are available to help support students to complete their homework.

If students do not complete homework, they can be given faculty after school detentions using Class Charts to enable homework to be completed.

BE KIND. WORK HARD.

Every Day CoPA Habits - Beginning and End of Lesson Routines

The following will be the beginning and end routine of every lesson, every day.

Beginning of Lesson Routine

Step 1 Meet & Greet students

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

Teacher says: "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

Teacher says: "3 equipment down and sit upright, 2 eyes forward, 1 no talking or hands up. 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 task **in silence:**

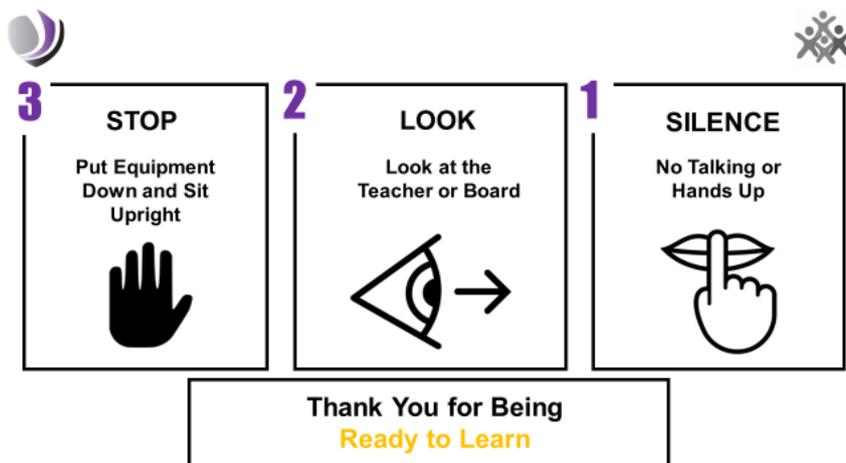
Teacher says: "Your DNA is on the board. You have minutes to complete the task in silence. You should be using your memory for this task. If you need help, remain in silence and put your hand up"

Take the register on SIMS. Check students have equipment.

Step 3 Getting whole class attention and wanting silence

Teacher says: "3 equipment down and sit upright, 2 eyes forward, 1 no talking or hands up. Thank you". Students should look at the teacher, listen, and stop talking.

Teacher explains the next task.



3, 2, 1, Thank You @ CoPA
BE KIND. WORK HARD.

BE KIND. WORK HARD.

End of Lesson Routine

Step 1 Packing away time

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

Teacher says: "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 equipment down and sit upright, 2 eyes forward, 1 no talking or hands up. Thank you".

Step 2 Get students ready to exit lesson

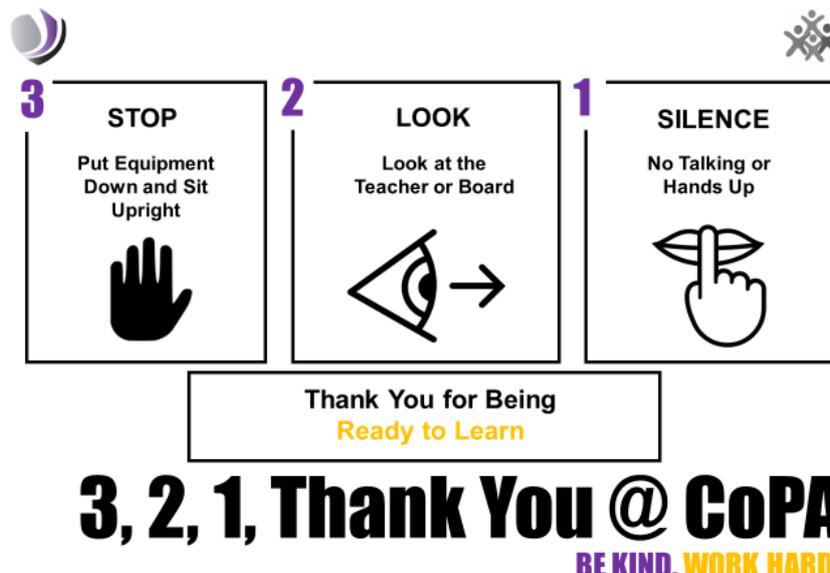
Two minutes before the end of lesson ask students to stand behind their chairs:

Teacher says: "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.



3 STOP
Put Equipment Down and Sit Upright

2 LOOK
Look at the Teacher or Board

1 SILENCE
No Talking or Hands Up

Thank You for Being Ready to Learn

3, 2, 1, Thank You @ CoPA
BE KIND. WORK HARD.

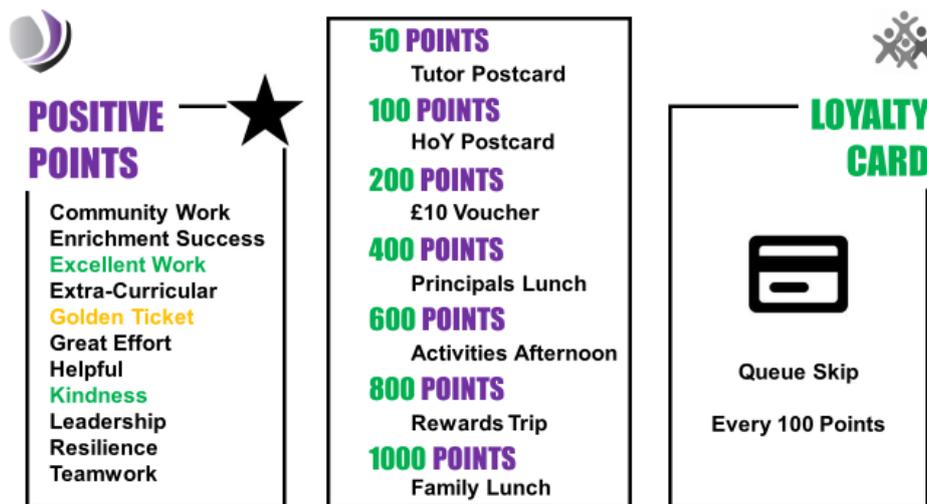
By having a clear and consistent routine for the beginning and start of every lesson, a purposeful learning environment can be initiated. The dialogue between teachers and students during this time is based around our STEPS approach, which is shown on the next page.

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.

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Rewards

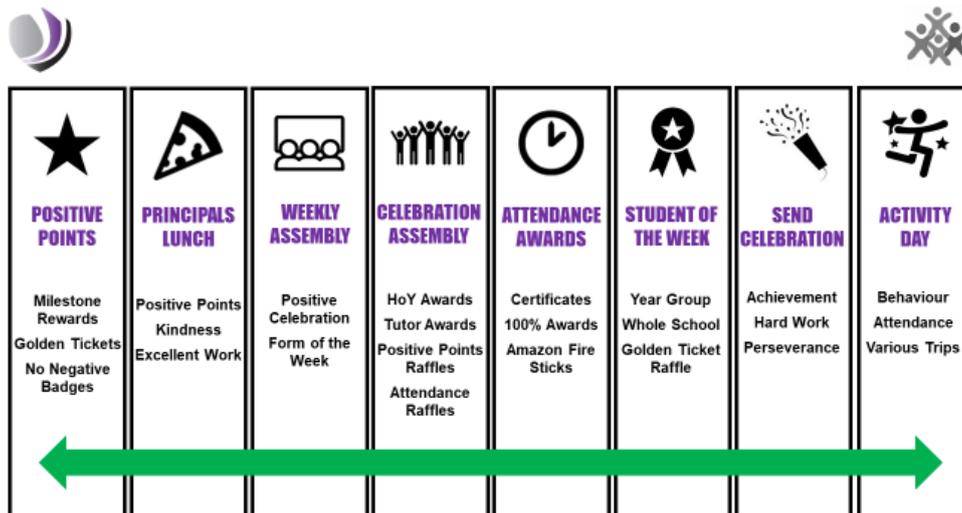
Students can receive positive points for the behaviours shown on the left of the graphic below. They will then receive the rewards for achieving the milestones in the middle of the graphic.



Positive Points @ CoPA

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Students will receive the following rewards when they achieve specific milestones or are nominated for certain awards:



Rewards @ CoPA

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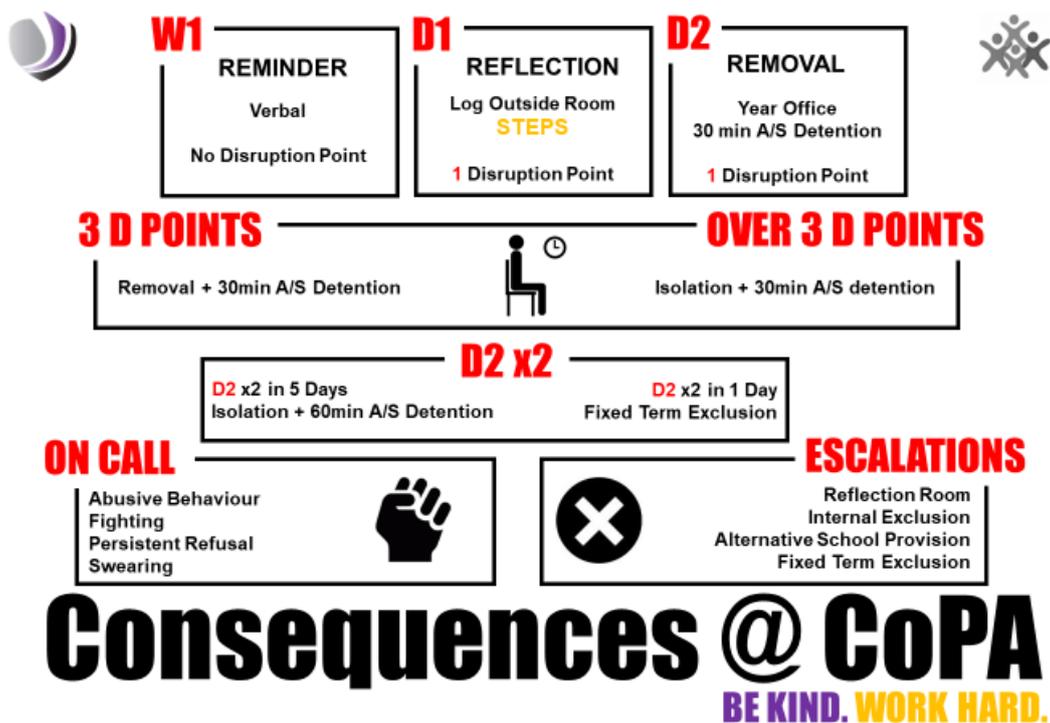
Students should strive to demonstrate positive points all the time. The Academy is dedicated to ensuring that students are rewarded for this on a regular basis.

A live representation of how many positive points students have obtained can be accessed via Class Charts. This is accessible either via the Class Charts website or app.

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Consequences

The following consequences will be implemented for when incidences of non-compliance and/or disruption in the lesson occur:



Key Points:

- All D2 removals from any lesson will result in an after-school detention
- All detentions leading from disruption points, will now be after-school
- Any after-school detention awarded will be completed on the same day
- After-school detentions will be automatically allocated on Class Charts and supported via a text home
- Isolations and internal exclusions will take place within the reflection room
- Alternative school provision (ASP) will run from 11:15 – 15:30
- If detentions are missed without a valid reason, there will be an escalated consequence the following day

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Attendance/ Punctuality

Students are expected to attend school over 95% of the time. If attendance to school is above 95% pupils will receive regular positive recognition, a range of rewards and above all the best opportunity to achieve academic success.

If attendance is below 95% there is a layered approach to support students and their families to improve attendance to school, and therefore their academic outcomes.

Acceptable	95% or Above	<p>Band 1</p> <p>If attendance to school is above 95% pupils will receive regular positive recognition, a range of rewards and above all the best opportunity to achieve academic success.</p>
Unacceptable	95% to 92.5%	<p>Band 2 – Form Tutor</p> <p>Form Tutor will contact home to discuss any barriers to good attendance and offer support to improve attendance. This will be done via phone call/email and logged.</p>
Unacceptable	92.5% to 90%	<p>Band 3 – Year Team</p> <p>An Attendance Concern Meeting will be arranged with the Year Team where barriers to good attendance will again be discussed, improvement actions agreed, and attendance targets set in the form of an action plan. Minutes will be recorded, and action plans sent home.</p>
Unacceptable	90% to 88%	<p>Band 4 - SLT</p> <p>An Academy Attendance Panel meeting will be arranged with a member of the Senior Leadership Team and the Academy attendance officer. This is a final opportunity to demonstrate an ability to improve attendance before moving towards the prosecution stage.</p>
Unacceptable	Below 88%	<p>Band 5 – Local Authority</p> <p>If there are no improvements within the timescale agreed at the Academy Attendance Panel Meeting, a pre-prosecution panel meeting with the Authority Attendance Service will be conducted. Final targets for improvement.</p>



MAKE IT COUNT FOR YOU



Attendance Matters Because **Every Lesson Counts**

100% Attendance = 190 days

Your Best Chance Of Success

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

Below 88%	88-90%	90-92.5%	92-95%	95-100%
Local Authority Involvement	SLT Support	Year Team Support	Form Tutor Support	Recognition Rewards

Attendance @ CoPA

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Students are expected to be on time for school and for every lesson. The following consequences occur if students are persistently late.



D1 LATE

5 MINUTES LATE TO SCHOOL OR LESSON

DAILY

LATE TO SCHOOL
X2 D1 LATES

30 Minute After School Detention

ESCALATIONS

60 Minute After School Detention

Reflection Room/ ASP



TERMLY

10 D1 LATES
Punctuality Contract

15 D1 LATES
Contract Review

20 D1 LATES
Penalty Notice Agreement



TRANSITION

BETWEEN LESSONS AND FROM SOCIAL TIME

No Running in Corridors
No Shouting in Corridors
No Litter in Courtyards or Corridors



TRUANCY

INTENTIONALLY MISSING A LESSON

60 Minute After School Detention

Punctuality @ CoPA

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Uniform

To support with the earlier detail on uniform expectations please see below for the information that is on our website

Years 7 and 8

Uniform for Years 7, 8 and 9



Years 9, 10 and 11

Uniform for Years 10 and 11



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 cuts of an extreme nature.

The Academy uniform comprises:

- Plain white school shirt (not polo shirts)
- Academy tie
- Black trousers or skirt (jeans and cords are not allowed). Skirts must be the standard Academy skirt with school logo on (available from Academy uniform supplier).
- Academy V-necked jumper with logo
- Some students may wish to wear a Salwar Kameez in either purple (KS3) or Black (KS4). The Kameez must be knee length.

PE Kit

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

A standard, commonly understood approach to uniform supports our common purpose of setting students up for post-16 education and employment, where there will also be uniform compliance.

Uniform Changes and Reminders

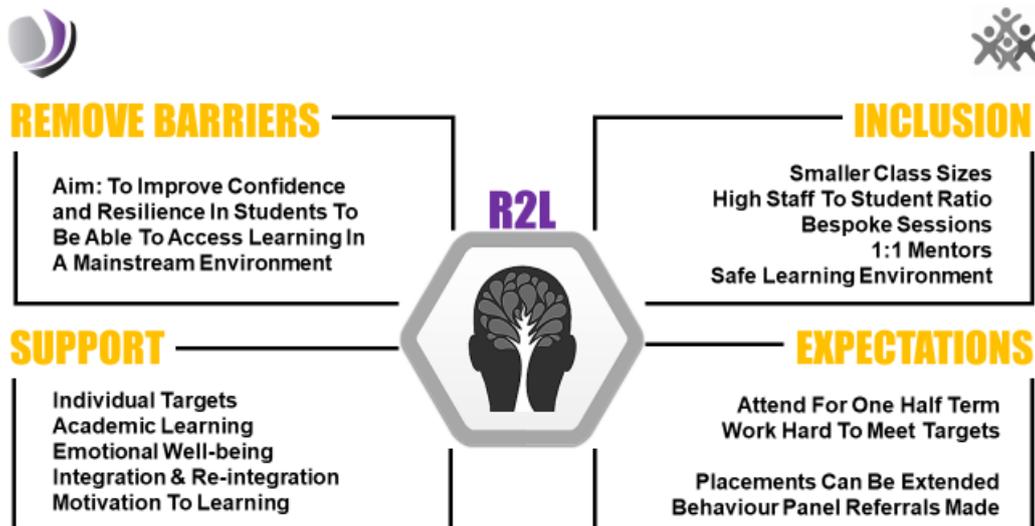
The Academy is committed to reviewing and updating the uniform policy if necessary, and alongside the current procedures in place, we want to share some updates and reminders as part of this reset.

- Students may wear one earring in any part of the outer ear, not just the lobes, on each ear.
- Students may wear a stud or hoop earring. The hoop must not be more than 1cm in diameter.
- Students may wear one banded ring on one hand.
- Students must not wear coats, jackets or hoodies in the Academy building at any time. Outer clothing must be taken off when lining up or when entering the building. (Considerations will be made in bad weather).
- Students must not wear nose jewellery. Clear retainers may be worn instead.
- Skirts when worn must be the new Academy skirt with school logo (available from Academy uniform supplier).



Return to Learn

Students are expected to adhere to the Academy's behaviour policy and incorporate the Academy's values to Be Kind and Work Hard. If students are unable to follow this they will be referred to our inclusion programme, Return to Learn (R2L).



Return To Learn @ CoPA

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R2L is an inclusive intervention within CoPA with the purpose of removing barriers to learning within the main school.

It offers students smaller class sizes, higher staff to student ratio, intense bespoke sessions to explore barriers to learning and success in school, 1:1 sessions with mentors and ultimately a period of time in a safe learning environment for pupils to become more reflective on their prior choices and approach to learning.

Students will be directed to attend R2L normally for a period of one half-term, with students returning to the main school if targets have been met. If students are not successful after one half term, an extension may be made, or it might be decided that a referral to Peterborough Behaviour Partnership is the more suitable.

Students within R2L are set daily targets which will help measure progress made in relation to impact on areas which may include self-esteem, motivation to learning, emotions, conduct, behaviour, and self-awareness.

Whilst in R2L students will also receive support with academic learning, support with emotional wellbeing, support with integration and reintegration into school, support with improving student morale, resilience and confidence.

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Reflection Room

The reflection room replaces the previously existing isolation room, A10. The reflection room is used for students working in isolation for one day or more, or for those internally excluded.

Students in the reflection room are there to reflect upon their behaviour and work with the Behaviour Support Manager to make better behaviour choices in the future. Students are expected to be kind and respectful whilst in the reflection room and work hard. Students will have access to relevant curriculum content for their age and ability to complete. Students will also get a chance to complete a piece of work to establish previous poor behaviour choices and understand how behaviour can be improved.

Parents will be able to see if students have triggered the reflection room using the Class Charts App and will be contacted by the year team regarding students accessing the reflection room.



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