



# GREENWOOD ACADEMIES TRUST

## City of Peterborough Academy Behaviour and Inclusion Policy

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## 1. Values

At CoPA we are a true community school that enables us to be happy, healthy, positive citizens who strive for academic excellence.

- By being a true community school, we embrace all members of our community and celebrate diversity.
- All members of our community are valued and supported to be aspirational lifelong learners.
- The Academy expects its community to **Be Kind & Work Hard**.

## 2. Aims

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.

The aim is for all students to be active in the process of praise, recognition, and rewards to ensure 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.

## 3. 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.

### POSITIVE POINTS

**Attended Enrichment**  
Attending enrichment clubs or representing the Academy in fixtures

**Community Work**  
Work to support others inside or outside of school

**Excellent Work**  
Producing work to best of your ability

**Great Teamwork**  
Collaborating and showing patience with other students

**Kindness**  
Showing empathy and tolerance of other people

**Organisation**  
Bringing equipment and being prepared for lessons

**Golden Ticket**  
Being a STAR pupil for the lesson; being kind and working hard

**Attended Intervention**  
Attending intervention to support learning and/ or behaviour

**Enrichment Success**  
Working hard and achieving success in enrichment activities

**Great Effort**  
Putting in great effort to achieve and make progress

**Helpfulness**  
Offering to support others and make a difference to Academy life

**Leadership**  
Being a role model and influencing others

**Resilience**  
Recovering quickly from difficulties

**50 POINTS**  
Tutor Postcard

**100 POINTS**  
HoY Postcard

**200 POINTS**  
Principals Lunch

**400 POINTS**  
Activities Afternoon

**600 POINTS**  
Rewards Trip

**800 POINTS**  
Family Meal

**Weekly Raffle**  
Vouchers to be won in golden ticket raffles weekly

# Positive Points

BE KIND. WORK HARD.

Students will also receive rewards or recognition for their hard work in a variety of other ways:

- Students may receive "Be Kind" cards for displaying positive or helpful behaviours around school. These can be awarded by staff or fellow students.
- Consistently good attendance will be rewarded. Those with 100% attendance will be placed in additional raffles and have rewards trips available.
- Weekly and termly assemblies where additional prizes, certificates or vouchers can be won through raffles.
- Each year group and each Faculty team will select a student to be their star of the week for their hard work and for going above and beyond to reach their potential.
- Students can achieve additional positive points for working on their essential skills through skills builder in PSHE.
- 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**  
Milestone Rewards  
Golden Tickets  
Weekly Voucher Raffles  
'Be Kind' Cards

  
**ATTENDANCE AWARDS**  
Dessert Vouchers  
100% Attendance in 3-week Blocks

  
**WEEKLY ASSEMBLY**  
Positive Recognition  
Form of the Week  
Golden Ticket Voucher Raffles

  
**CELEBRATION ASSEMBLY**  
Year Team Awards  
Tutor Awards  
Positive Points Raffles  
Attendance Raffles

  
**STUDENT OF THE WEEK**  
Year Group Student of the Week  
Faculty Student of the Week

  
**SKILLS BUILDER**  
Communication  
Problem Solving  
Self-Management  
Collaboration

  
**REWARDS TRIPS**  
Termly trips  
Low Negatives  
Variety of Activities



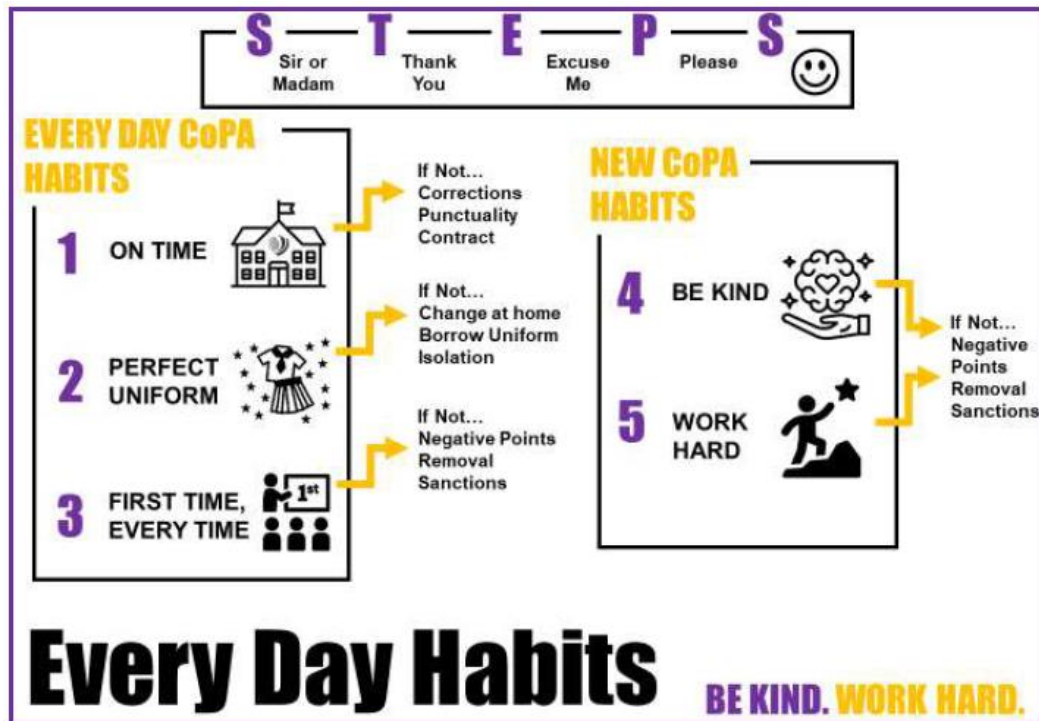
# CoPA Rewards

BE KIND. WORK HARD.

## 4. Expectations

### 4.1 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.



#### 4.1.1 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 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.

#### 4.1.2 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 the school building.

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. Purple (KS3) or black (KS4) polo shirts are allowed to be worn in the summer term only instead of shirt and tie.
- Academy tie.
- Black trousers or skirt. Leggings, jeans, and cords are not allowed. Skirts should be the standard Academy pleated skirt with school logo on (available from Academy uniform supplier) and must be worn at knee length or just above the knee in length.
- Academy V-neck jumper with logo (KS3 – Purple; KS4 – Black).
- Some students may wish to wear a salwar kameez, in either purple (KS3) or black (KS4). The kameez must be knee length.

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.

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 are permitted to wear one gold or silver nose stud, which will need to be removed for practical activities. Nose rings are not allowed.

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).

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 or excessive make-up, eyelash extensions, false nails or nail extensions are not permitted at the Academy. Nails must be a sensible length and a natural colour.

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.**

#### **4.1.3 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.

#### 4.1.4 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. We have a zero-tolerance approach to discriminatory language and sanctions will be applied accordingly.



#### 4.1.5 Work Hard

Students are expected to work hard within their lessons to facilitate teaching and therefore maximise the learning for all students.

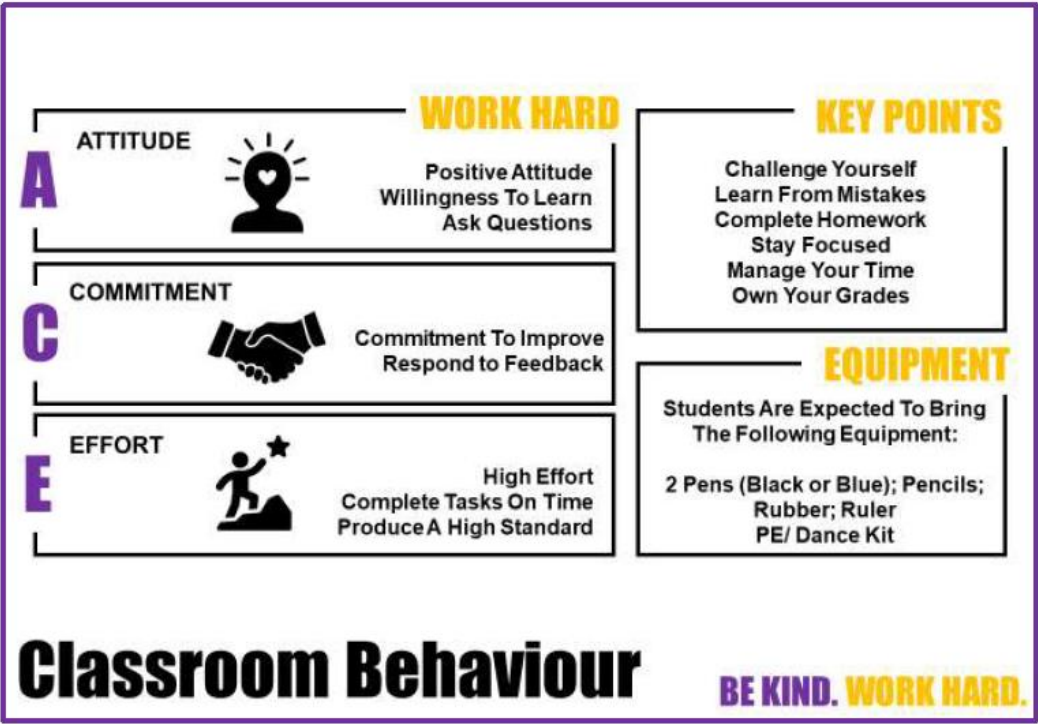
We expect students to work hard in every lesson, every day. To work hard we remember ACE: Attitude, Commitment, and Effort.

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.

- **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.

If students do not work hard in lessons, they can receive D1 or D2 negative points and will be sanctioned with after-school corrections.



4.2 Homework

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

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

4.2 Lesson Routines

There is a clear and consistent routine for the entrance to and exit from every lesson, enabling a purposeful learning environment to 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 entrance and exit routines, they will be asked to rectify their behaviour with a reminder. Persistent failure to comply will be escalated through the negative points on Class Charts.



Entrance Routine


Greet Teacher at Door

Go Straight to My Seat

Start DNA

Wait to Answer Register

Listen and Work Hard

  
CITY OF PETERBOROUGH  
ACADEMY  
BE KIND. WORK HARD.

Exit Routine


Listen - 3,2,1 Thank You

Ensure Correct Uniform

Stand Behind Chairs

Leave Classroom Tidy

Walk on Left in Corridor


  
CITY OF PETERBOROUGH  
ACADEMY  
BE KIND. WORK HARD.

As a part of lessons, teachers will use the command ‘3, 2, 1 thank you’ to re-focus students and ensure they are listening to the next instruction. Students are expected to show they are ready to learn by putting their equipment down, sitting upright, look at the teacher or the board, and remain silent.

3

STOP

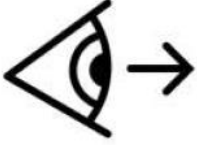
Put Equipment  
Down and Sit  
Upright



2

LOOK


Look at the  
Teacher or Board



1

SILENCE

No Talking or  
Hands Up



Thank You for Being  
Ready to Learn

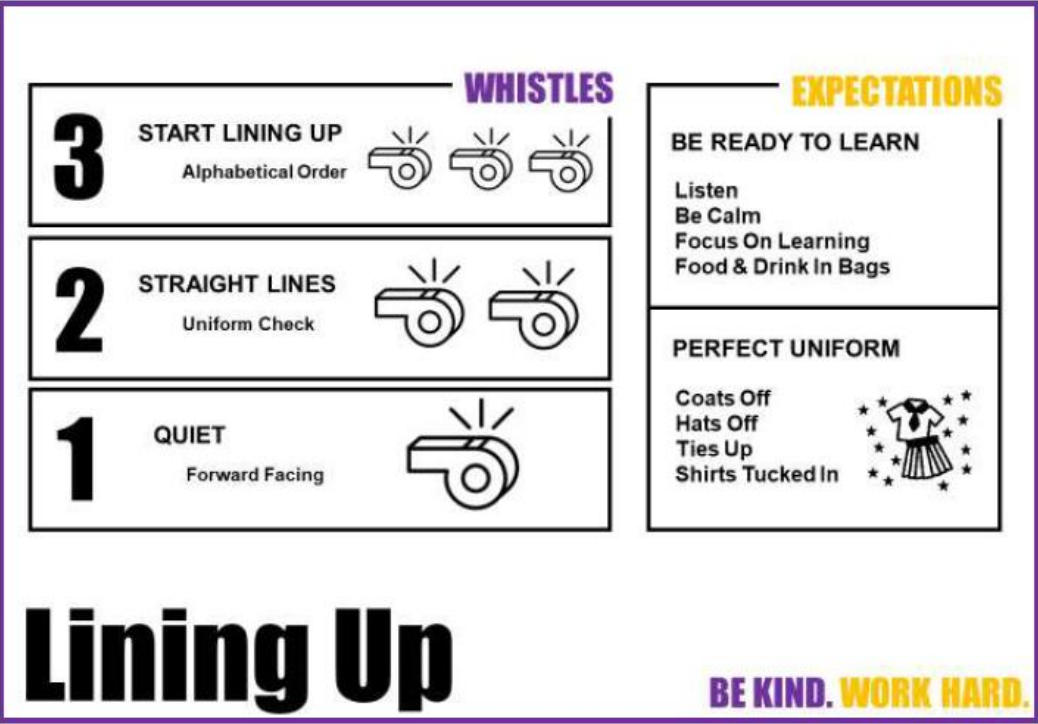
3, 2, 1, Thank You

BE KIND. WORK HARD.

4.3 Out of Classroom Behaviour

Students are always expected to meet Academy expectations, not just within the structure of a lesson.

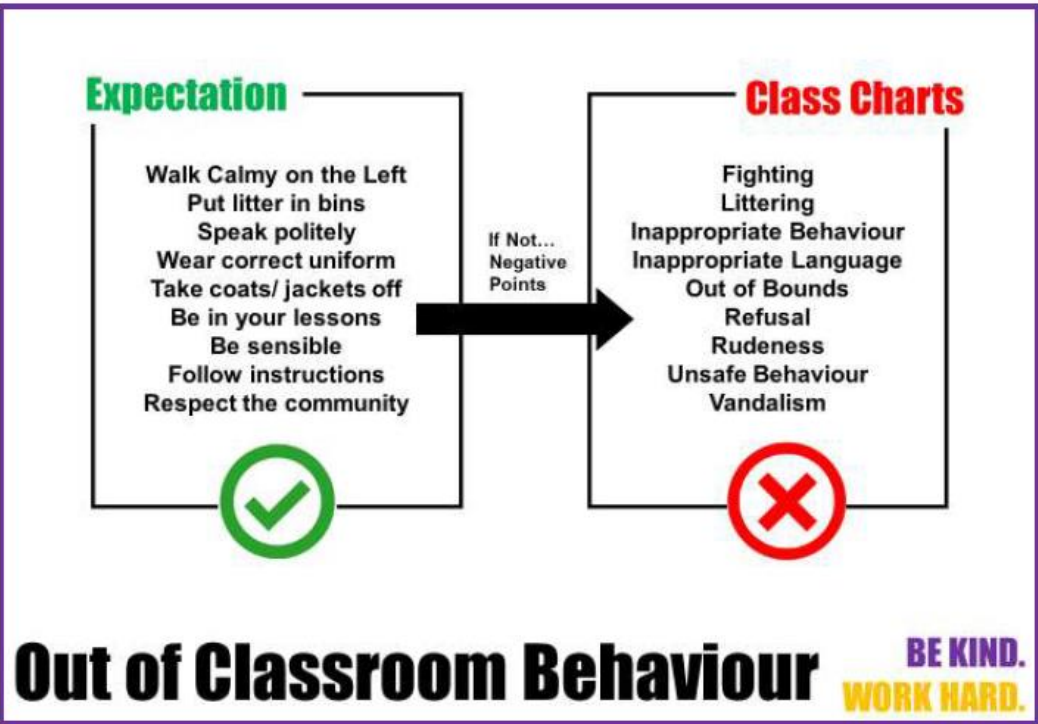
Before lessons start, years 7 and 8 are expected to line up on their courtyards once signalled by duty staff. 3 clear whistles initiate the lining up procedure. This procedure is enforced by year teams and driven by tutors or teaching staff for their classes at the respective period of the day. Students are expected to demonstrate they are ready to learn and the correct uniform before entering tutorial or lessons.



During lesson transition and social times, students are expected to be respectful, calm, and orderly. When out of the classroom, students are expected to:

- Walk on the left on corridors
- Put litter in bins
- Speak politely to each other
- Wear the correct uniform
- Take coats/ jackets off indoors
- Stay in lessons
- Behave sensibly
- Follow staff instructions
- Show respect for each other and the community

Staff will challenge behaviour which does not meet expectations and negative behaviour outside of lessons will be recorded on Class Charts.



#### 4.4 Toilets

Students are expected to remain in their lessons for the duration of the 60-minute lesson. If a student has a medical concern requiring a toilet pass, this should be communicated with the first aid and/or pastoral team where the student can be issued a toilet pass to use during lessons.

In the event a student needs to use the toilet during a lesson without a toilet pass, this will be at the teacher's discretion. The teacher would issue the student a 'permission to leave' lanyard in this instance. The blue toilets next to the study area are the only toilets in use during this time.

During social times, students are expected to use their year groups allocated toilet block. This will be shared with students in school and clearly labelled around the building. Students not adhering to this expectation or who misbehave in toilet areas will be sanctioned. This may be loss of social time, after school corrections, or more serious sanctions for repeat offences.

#### 4.5 Equipment

Students must 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
- Pencil case including Pen (black/ blue ink), pencil, ruler, and rubber.

Tutors and pastoral teams will be notified every 3 times a student does not have their correct equipment. This will be followed by communication with home to correct equipment mistakes. The Academy will support where necessary, but students are accountable for their equipment. Meetings with parents can be arranged for repeated failures to have correct equipment.

A student who fails to bring their bag and/or planner may be asked to collect from home or for parents to bring them in. Students deliberately not bringing in equipment may be sanctioned until the issues are corrected.

#### 4.6 PE Kit

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

- Black short-sleeved sports shirt with 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 appropriate PE footwear.

Class teachers will mark on Class Charts if students fail to bring PE kit, or PE kit is not the correct 'CoPA' kit. Repeated offences will be followed up with communication home to support the student bringing appropriate PE kit regularly. Students who fail to bring PE kit will be given PE to wear for the lesson. Refusal to borrow PE kit can lead to D1 and D2, and subsequently a 30 minute after school correction.

#### 4.7 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 the following sanctions applied:

- First offence – 30 minutes afterschool correction
- Second offence – 60 minutes afterschool correction
- Third offence – Reflection room and 60 minutes afterschool correction
- Further offences – Parental meeting and other appropriate escalations will apply

If students use their mobile phones to take photos or videos at school, escalated sanctions will apply including (but not limited to) reflection room or suspension.

5 Attendance and Punctuality

Students are expected to have a minimum attendance of 97% to stand the best chance of academic success and personal growth. The Academy’s attendance policy details further information regarding student absences.

If attendance to school is above 97% pupils will receive regular positive recognition, a range of rewards and above all the best opportunity to achieve academic success. If attendance is below 97% there is a layered approach to support students and their families to improve attendance to school, and therefore their academic outcomes.

If a student arrives to school 3 or minutes late, this will be logged on Class Charts and they will receive a 30-minute afterschool correction, held on the same school day.

If a student arrives late to a lesson this disrupts the learning of other students, and they will receive a D1 late logged on Class Charts. 2 D1 late points in one day results in a 30-minute afterschool correction in the canteen, held on the same school day. Students will be allowed 3 minutes movement time when moving between lessons, but not after break or lunch.

Truancy is when a child is absent from school or deliberately misses a lesson without any valid reason. If a student intentionally truants a lesson during the school day a 60-minute afterschool correction will be given the same day, again held in the canteen. Escalated sanctions may apply if this persists.

During lesson transition students should walk on the left, remain calm and quiet, adhere to the uniform expectations, and use bins provided if they have any litter. Students are expected to be kind to each other and consider the safety of others when moving through corridors or the outer building.

### WHAT IS D1 LATE

TO SCHOOL - 3 MINUTES AFTER START


TO LESSON - ARRIVING AFTER LESSON START TIME  
(3 Minutes Movement Allowed Between Lesson)

### CONSEQUENCES

LATE TO SCHOOL

X2 D1 LATES TO LESSON

30 Minute After School Correction



ESCALATIONS

60 Minute After School Correction


Reflection Room

### TRANSITION

BETWEEN LESSONS AND FROM SOCIAL TIME

Walk on the Left in Corridors  
No Running in Corridors  
No Shouting in Corridors  
No Litter in Courtyards or Corridors  
Jackets/ Coats off in Corridors

BE KIND



### TRUANCY

INTENTIONALLY MISSING A LESSON

60 Minute After School Correction

# Punctuality

BE KIND. WORK HARD.

## 6 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 learn how to make changes to their conduct to improve their chances of academic success and personal development, and prior to being given further or additional sanctions.

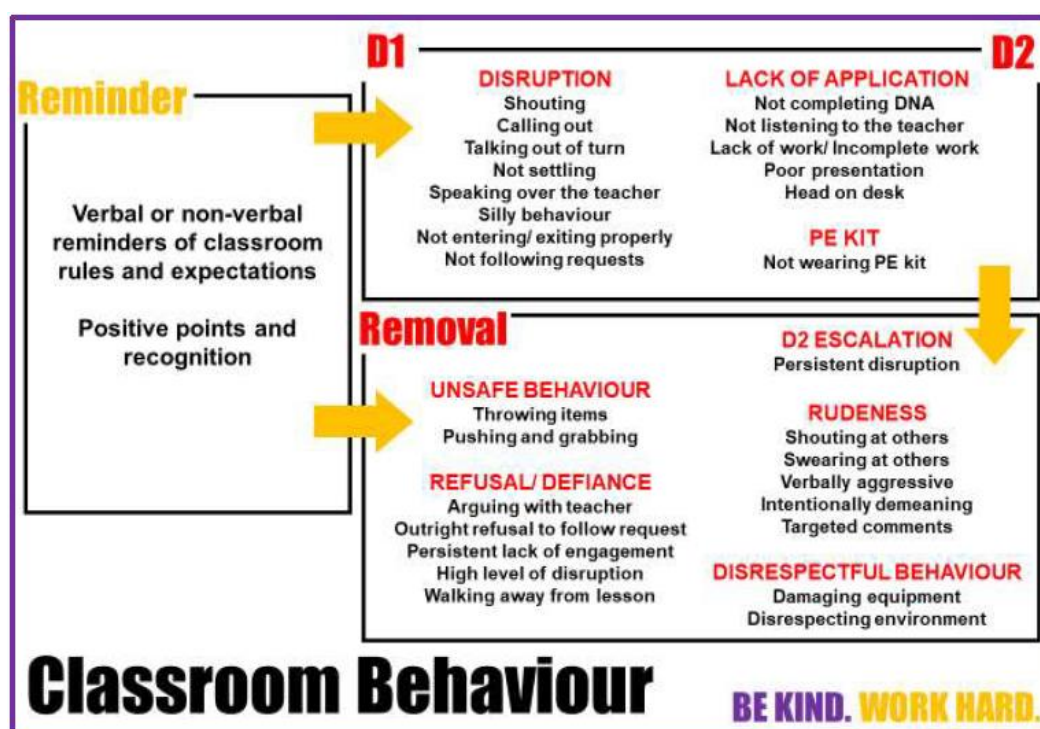
### 6.1 Disruptive Classroom Behaviour

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

Disruption	Lack of Application	PE Kit
<ul style="list-style-type: none"> <li>- Shouting</li> <li>- Calling out</li> <li>- Talking out of turn</li> <li>- Not settling</li> <li>- Speaking over the teacher</li> <li>- Silly behaviour</li> <li>- Not following entrance/ exit routines</li> <li>- Not following simple requests</li> </ul>	<ul style="list-style-type: none"> <li>- Not completing DNA</li> <li>- Not listening to teacher</li> <li>- Lack of work/ Incomplete work</li> <li>- Poor presentation</li> <li>- Head on desk</li> </ul>	<ul style="list-style-type: none"> <li>- Not wearing PE kit (either bringing own kit or refusing to borrow PE kit)</li> </ul>

More serious behaviours are also actions which disrupt the learning of others, but are disrespectful to others or unsafe, and will require the student to be removed instantly from the classroom. These behaviours include:

Unsafe Behaviour	Refusal/ Defiance	Rudeness	Disrespectful Behaviour
<ul style="list-style-type: none"> <li>- Throwing items</li> <li>- Pushing and shoving</li> </ul>	<ul style="list-style-type: none"> <li>- Arguing with teacher</li> <li>- Refusal to follow requests</li> <li>- Persistent lack of engagement</li> <li>- High level of disruption</li> <li>- Walking away from lesson</li> </ul>	<ul style="list-style-type: none"> <li>- Shouting at others</li> <li>- Swearing at others</li> <li>- Verbally aggressive</li> <li>- Intentionally demeaning</li> <li>- Targeted comments</li> </ul>	<ul style="list-style-type: none"> <li>- Damaging equipment</li> <li>- Disrespecting environment</li> </ul>



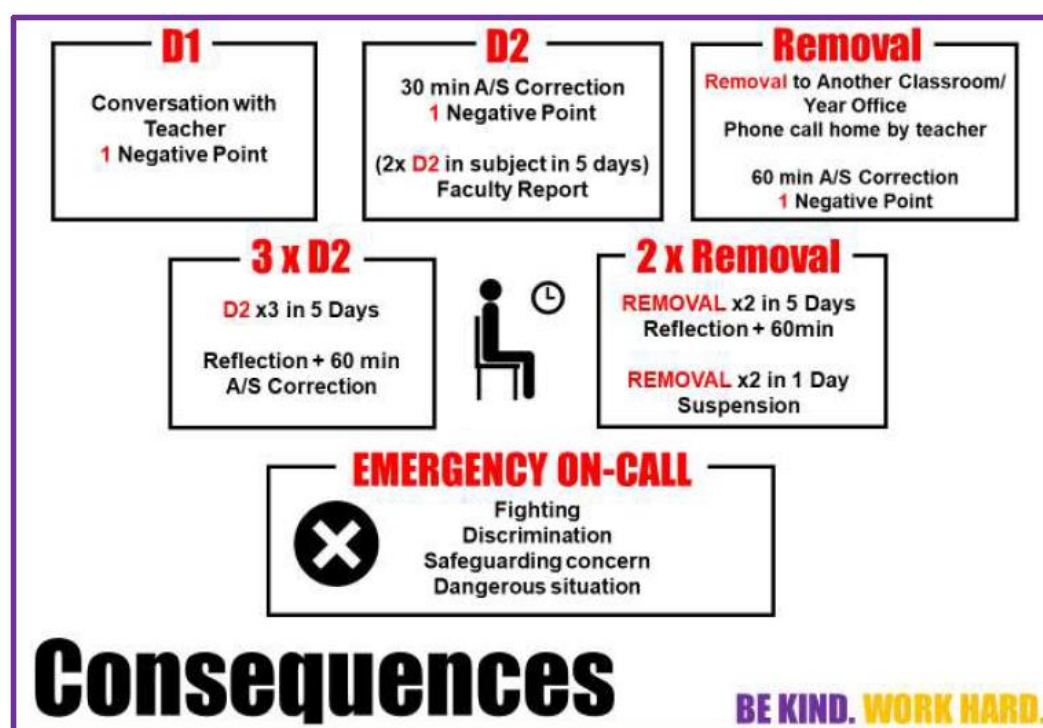


If a student disrupts the learning of others, does not apply themselves in the classroom or behaves in a way in which they need to be removed, they will follow the consequences procedure which will be logged on Class Charts.

- **Reminder** – Teachers will promote positive behaviours in the classroom and recognise students demonstrating the school's values and award positive points for good behaviours. Teachers will remind students of the expectations and remind them of appropriate classroom behaviours. Verbal warnings may be issued where necessary.
- **D1** – 1 disruption point logged on Class Charts for disruptive behaviour, a lack of application to their work or within PE, for not wearing the appropriate PE kit. Reflection time will be given to the student (inside or outside of the room at the teachers' discretion). The teacher will have a quiet conversation with the student at the earliest convenience.
- **D2** – 1 disruption point logged on Class Charts for repeated low-level disruptive behaviour. The student will be expected to continue their work in the classroom and correct their behaviours. Student will complete a 30-minute after school correction.
- **Removal** – 1 disruption point logged on Class Charts for displaying behaviour, which is unsafe, defiant, rude, or disrespectful. The student will be removed by SLT, faculty leader or pastoral staff to another classroom in the faculty or to their year office. The student will go back to their next lesson but serve a 30 minute after school correction.

Further D2s or lesson removals will result in students accessing other escalated sanctions including repeated corrections, reflection, or suspension.

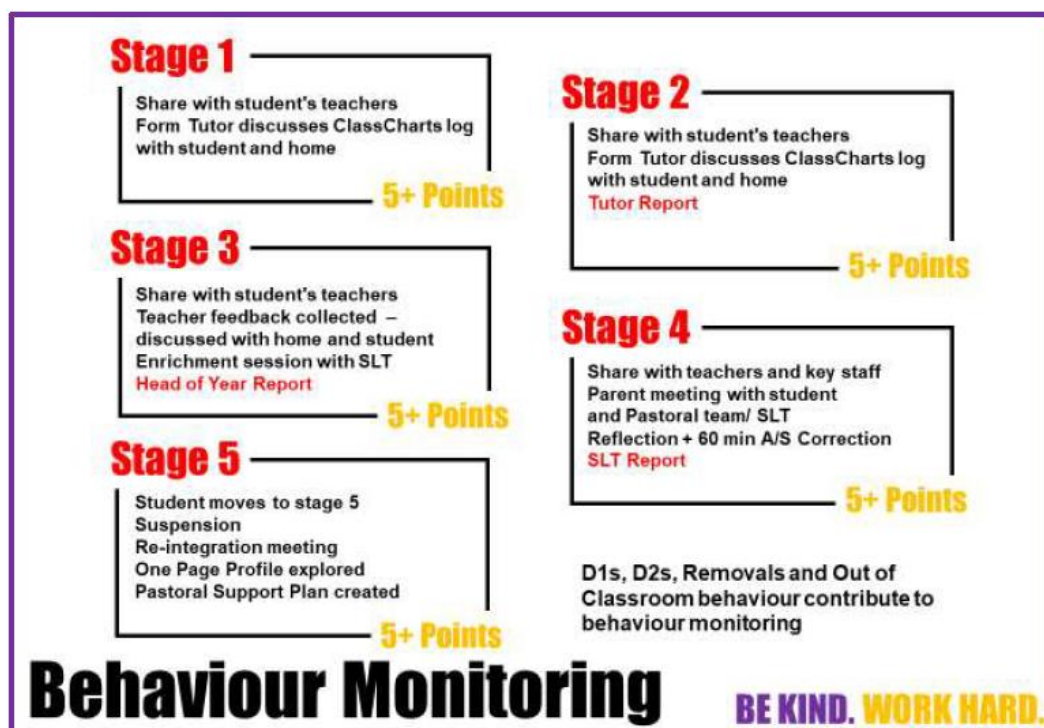
Students will be emergency on-called from lessons for fighting, for instances of child-on-child abuse/ discrimination, safeguarding concerns or dangerous situations of any kind. The consequences of these incidents will be decided by senior leaders and pastoral teams (see child on child behaviour consequences in Child-on-Child abuse section).



## 6.2 Behaviour Monitoring

Any D1, D2 or removal in the classroom, and any inappropriate out of classroom behaviours (as detailed in the out of classroom behaviour section) will contribute to the behaviour monitoring system. 5 negative behaviour points in a calendar week on Class Charts will move students through stages of intervention, support, education, and sanctions to reduce incidences of poor behaviour through an escalation system.





### 6.3 Reports

Students may be placed on reports of various levels to help support them, and help all stakeholders monitor behaviour or attendance. Reports are available and transparent to all through Class Charts or most likely through paper reports which students will be responsible for. Tutor reports, Faculty reports, Head of Year reports and SLT reports can be given to students with support of parents to help students in the short term. Other forms of report are Effort, Positive or Attendance reports. Reports will be used as part of the behaviour monitoring system but can also be used when concerns are initially raised with behaviour or attendance, or in response to more serious concerns.

### 6.4 Corrections

Afterschool corrections are used in conjunction with the consequence procedure for disruptive behaviour or as part of the punctuality procedure. Failure to attend or complete corrections appropriately will cause sanctions to escalate for longer, more correction time, or time in the reflection room.

Students are expected to meet behaviour expectations during correction time. Reflection activities and work will be provided during corrections. Staff will attend corrections to have restorative conversations with students who have been removed from their lessons. Students are expected to engage in restorative conversations and improve their behaviour in consequent lessons.

### 6.5 Lunch Correction

Lunch corrections will be given primarily by pastoral or senior leaders for situations where students do not meet the Academy's expectations during transition or social times. These will be recorded and communicated via Class Charts.


## 7 Bullying


All forms of bullying are unacceptable and are not tolerated at CoPA. The Academy is a member of the Anti-Bullying Alliance (ABA), and they define bullying as 'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face-to-face or online'.


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

- Informing an adult within the Academy.
- Informing their pastoral team.
- Using the SHARP system by typing [copa.thesharpsystem.com](http://copa.thesharpsystem.com) on any device with internet. Select make a report and complete the form which confidentially emails senior leaders.

The SHARP system is used to confidentially report incidents both inside and outside of school.

**ANTI-BULLYING ALLIANCE**  
School & College Member

**WHAT DOES IT LOOK LIKE?**


**WHAT SHOULD I DO/SAY?**

**RUDE**

Behaviour is unintentionally hurtful.

- Bad looks
- Answering back

- "Stop, thank you"
- "You are being rude"
- "That is not kind, it has hurt my feelings"
- Speak to a friend or trusted adult




**MEAN**

Behaviour is intentionally hurtful but only happens **once**.

- Name calling
- Teasing
- Pushing/Hitting/Kicking
- Threatening
- Spreading rumours
- Starting arguments
- Leaving people out on purpose

- Speak to a friend or trusted adult
- Speak to tutor or year team
- Report through SHARP




**BULLYING**

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face-to-face or online

- Name calling
- Teasing
- Pushing/Hitting/Kicking
- Threatening
- Spreading rumours
- Starting arguments
- Leaving people out on purpose

- You **NEED** to tell an adult
- Report through SHARP
- Speak to tutor or year team



An adult will report the incident using the school's reporting system

Children, parents and staff will work together to mend the friendship


We will continue to check up on you to make sure you feel happy and safe

**Bullying**

[copa.thesharpsystem.com](http://copa.thesharpsystem.com)  
**BE KIND. WORK HARD.**

The reporting process should be followed and is outlined here:

copa.thesharpsystem.com


**ANTI-BULLYING ALLIANCE**  
School & College Member

**TALK** - To an adult

**SHARP** - Report using SHARP system

**PASTORAL** - Speak to tutor or year team

**SAFEGUARDING** - Speak to safeguarding team

1. You will be asked to write a statement.
2. All witnesses will be asked to write a statement.
3. The alleged perpetrator will be asked to write a statement.
4. Sanctions will be agreed and carried out in liaison with SLT. Balance of probability discussed.
5. Parents will be contacted.
6. Staff will feedback to you as the victim.
7. Referrals to social care or the police may be made if necessary.

## **Reporting Protocol**

**BE KIND. WORK HARD.**

### 7.1 Child on Child Abuse

Child-on-child abuse can happen inside and outside of school and online. Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence
- Sexual harassment such as sexual comments, remarks, jokes, and online sexual harassment
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission
- Initiation/hazing type violence and rituals

Child-on-child abuse is not tolerated. Any harmful behaviour against protected characteristics will not be tolerated and will be dealt with using appropriate sanctions and applicable support if necessary.

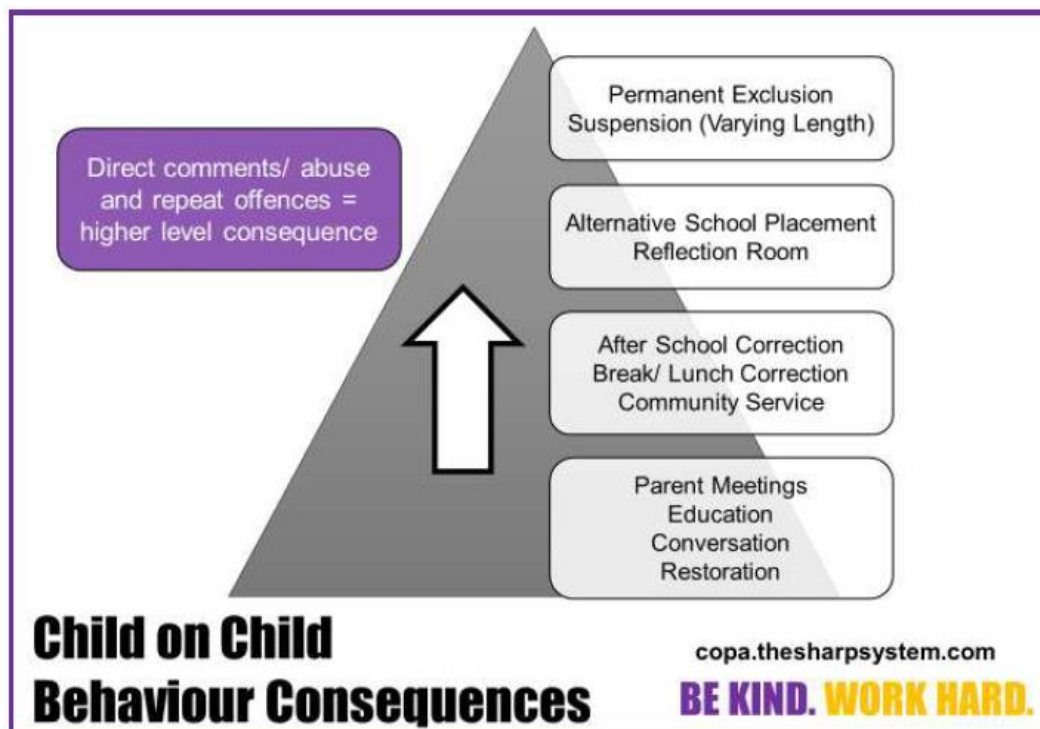
Students will be educated through PSHE curriculums, assemblies, tutorial, and interventions around issues surrounding child-on-child abuse. Students will be challenged if seen to either directly or indirectly abuse other students at the Academy.

Escalated sanctions will apply, including suspension if necessary for incidences of child-on-child abuse, harmful behaviour against protected characteristics or for repeated offences. This policy references the Equality Act 2010 and shows our commitment to preventing and responding effectively to the bullying of protected and vulnerable groups of children, including:

- Disabled children
- Children with SEN

- Children who are or perceived to be LGBT
- Race and religion targeted
- Young carers
- Looked after children
- Appearance targeted

The Academy will follow procedures outlined from the DfE (Keeping Children Safe in Education September 2023 part 5) if incidents of sexual violence or sexual harassment occur.



## 8 High Level Sanctions

Instances of serious poor behaviour of any kind are not tolerated at the Academy. If they occur, they will be managed by pastoral leaders and the senior leadership team to effectively sanction, educate, and apply intervention where necessary. Poor behaviour by students in school, on the way to or from school and online can and will be sanctioned appropriately.

Examples of serious poor behaviour includes:

- 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 prohibited items
- 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.

### **8.1 Reflection Room**

Students will be given after school corrections or full days in reflection due to low-level disruption as detailed previously. Reflection may also be given for incidences of serious poor behaviour and may last for longer than one school day where applicable. The period of reflection will be supported by the Behaviour Manager.

- Student start time will remain the same (8:35). Students will attend tutorial and start their learning in the reflection room at 9am. The finish time is 4pm, after completing an afterschool correction.
- Students wear the correct uniform when in reflection and hand their phone in to pastoral staff at the start of the day.
- Students are expected to work hard, and complete learning activities in line with the curriculum.
- Appropriate restorative dialogue between students and involved staff, supported by pastoral/senior leaders who are trained in restorative approaches, will be encouraged to ensure successful re-integration to Academy life.

### **8.2 Alternative Site Placements**

Students displaying serious poor behaviour above that requiring reflection or for repeated offences may be given 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 reflection. Students will be transported safely and in good time by Academy staff if accessing an alternative site placement, or via other agreed and documented methods as appropriate. Attendance and well-being checks are completed by the Academy each day and the start and end of each day. Key contacts for the placement school are communicated to all stakeholders prior to a placement starting.

### **8.3 Suspension**

Suspension is the most serious sanction which can be imposed. Suspensions are for a fixed period. Suspensions can be given for a serious breach of Academy expectations or persistent breaches. Repeated suspensions can lead to permanent exclusion from the Academy.

Students are expected to complete work at home during the period of suspension. Work will be supplied by teachers through Microsoft Teams channels. This will be communicated by pastoral teams to students and parents. If there are issues accessing the online work, staff at the Academy will support access or prepare paper-based work as an alternative.

After a suspension, the Academy must have contact with parents/ carers before the student returns, usually via a re-integration meeting in school. The Head of Year will be in contact with the family, organising and leading re-integration meetings with the support from senior leaders. Senior leaders will lead meetings if students re-offend or have repeated suspensions during the Academic year. Inclusion or SEND lead staff will be present in meetings where necessary to best support the student and their family. A re-integration form will be completed during the meeting which will be signed by parents and will detail agreed strategies in place to support the child.

The list below provides a full set of the descriptors of reasons for suspensions. This is a guide and is not intended to be used as a tick list for suspensions.



- Use or threat of use of an offensive weapon or prohibited item
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protective measures in place to protect public health
- Physical assault against pupil
- Physical assault against adult
- Verbal abuse / threatening behaviour against pupil
- Verbal abuse / threatening behaviour against adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related
- Damage to property
- Theft
- Persistent or general disruptive behaviour

#### **8.4 Permanent Exclusion**

In the unfortunate event a student has repeated suspensions or commits a serious breach of the Academy code of conduct, the Principal reserves the right to permanently exclude the student from the Academy. This is usually as a last resort when all other approaches have been unsuccessful and after senior staff tried all possible strategies to engage a student in their education.

When a decision to permanently exclude a student is made, the local authority and the Academy's Advisory Council (AAC) are kept in constant dialogue and support the process. All stakeholders will be invited into the Academy to decide whether to uphold the decision to permanently exclude or not.

#### **8.5 Use of Reasonable Force**

The Academy uses the DfE guidance for the use of reasonable force. The use of reasonable force by staff is an absolute last resort and will only ever be used to prevent a student from:

- Causing injury, harm or damage to themselves, another student, an adult, or school property
- Prejudicing the maintenance of good order and discipline in the Academy

Alternative strategies will be exhausted wherever possible before resorting to the use of reasonable force, for example, contacting the parent or the police for support. Reasonable force will never be used as a sanction and the degree of force used will be the minimum needed to achieve the necessary result.

The Academy will communicate with parents where serious incidents involving the use of reasonable force has been used. It will be the Principal's discretion to decide on the need to report, depending on the severity of the incident.

#### **8.6 Prohibited Items**

The Principal and authorised staff have a statutory power to search students or their possessions, where they suspect the student has a prohibited item.

"Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe". (Searching, Screening and Confiscation, Advice for Schools – July 2022).

Prohibited items include:



- Knives and weapons
- Alcohol
- Drugs
- Stolen items
- Tobacco and other smoking related items
- Vapes and other nicotine related items
- Fireworks
- Pornographic images
- Any article that staff reasonably suspects has been, or is likely to be used:
  - To commit an offence
  - To cause personal injury to, or damage to property of, any person (including the student)

## 9 Inclusion

A small number of students require targeted support with managing their behaviours, so they can be reintegrated and included in the school community. This often involves students accessing a phased or blended package of a traditional school timetable, with additional provision or intervention.

The type of provision on offer will vary from student to student, depending on their individual needs and barriers, however, all provisions will be agreed with the student, parents/carers, school staff and any external professionals and the impact monitored and reviewed regularly.

Examples of provision offered within Inclusion are:

- Coaching and Mentoring with a Key Adult
- Academic learning and catch-up sessions with a HLTA
- Additional opportunities to gain awards and certificates in learning
- Additional enrichment opportunities
- Social, Emotional and Mental Health interventions such as ELSA
- Safe space and movement breaks
- Nurturing approaches through assessment
- Targeted and personalised curriculum intervention through Century Tech platform

The school are fortunate enough to have strong relationships with external agencies who are based within our building and can support students to meet their learning goals. These include:

- YMCA Trinity
- CROPS mentoring
- Therapeutic Arts
- Youth Dreams Project
- Oak Activities

Supporting all students to be included is everyone's responsibility, which can be a challenge. Therefore, strategies and important information will be shared with all staff, so they can support with regulation and emotional management. These may be published via:

- Weekly Bulletin
- One Page Profile
- Steps analysis/plan
- Pastoral Support Plan

### 9.1 Pastoral Support Plan (PSP)

A PSP may be initiated for students struggling to follow the Academy's code of conduct. Regular meetings and communication will take place with the student, parents/carers, relevant school staff and external agencies. Targets and provision will be implemented and monitored to effect positive change across an agreed time. This process could be used to support a student prior to becoming at risk of permanent exclusion.

## **9.2 Special Educational Needs and Disabilities**

The Equality Act 2010 and the SEN Code of Practice 2015 requires schools to make reasonable adjustments for disabled pupils. This duty can, in principle, apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed. Under the Children and Families Act 2014, governing boards of relevant settings must use their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN, which will include any support in relation to behaviour management that they need because of their SEN.

## **9.3 Alternative Provision or Off-site Direction**

In addition to the strategies set out in initial intervention, Behaviour in Schools guidance advises that headteachers should also consider the following: a) an off-site direction (temporary measure that maintained schools and academies for similar purposes can use) or b) managed moves (permanent measure) as preventative measures to exclusion.

Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at an Alternative Provision (AP) or another mainstream school. During the off-site direction to another school, pupils will be dual registered.

Depending on the individual needs and circumstances of the student, off-site direction into AP can be full-time or a combination of part-time support in AP and continued mainstream education. A proposed maximum period should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is in a mainstream school) upon review of the time-limited placement.

The Academy uses online alternative providers Academy 21 for students who need a bespoke alternative pathway. The provision offers live lessons with subject specialists to students not able to access the mainstream curriculum. The Academy can direct a student's education offer towards this pathway with support from the local authority.

The Academy also work with Century Tech who offer personalised learning journeys through relevant curriculums to support the mainstream curriculum offer. This can be completed as part of a bespoke timetable in school or out of school as part of a local authority agreed reduced timetable.

## **9.4 Managed Moves**

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves are voluntary, in the student's best interests and agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a student's behaviour, then off site direction can be used.

# **10 Academy Staff**

City of Peterborough Academy staff will receive regular training throughout the academic year on the behaviour expectations and procedures by senior staff responsible for this policy, or through other outside training available as appropriate.

All staff will receive induction training when they start at the Academy. All staff will receive training on the behaviour policy during staff training days at the start of the academic year, and regularly throughout the year as new updates take place.

Staff (and students) will have opportunities through surveys to feedback their understanding of the behaviour policy and assess its application throughout the academic year. Through quality assurance processes conducted by school leaders, the consistency of application of this policy and its systems and processes will be reviewed.

All staff have a responsibility to nurture and develop the personal development of all students through their educational journeys, but key staff play an important role:

- Teaching and support staff are responsible for ensuring classroom environments are safe and disruption free, and using the processes set out in this policy consistently.
- Form tutors will play a key role in communication with parents and will be responsible for tutor reports and the delivery of PSHE within tutorial.
- Heads and Deputy Heads of Year will be responsible for the behaviour and attendance of students across the year group. They will support their form tutors and communicate clearly and regularly with other leaders to ensure students have access to their education in line with the expectations set out in this policy.
- Faculty leaders (Triads) will be responsible for meeting providing an inclusive curriculum, and the implementation of the behaviour procedures in their subjects, including initiating first instances of sanction and behaviour support for students and their families.
- The SEND and Inclusion leaders will ensure reasonable adjustments are in place for students where necessary and ensure this is communicated with staff. Leaders will oversee the alternative provision of students within inclusion, and ensure all students have access to appropriate curriculums.
- Safeguarding leaders will ensure expectations are upheld, and reasonable adjustments are made for those who are more vulnerable, in cooperation with pastoral teams and leaders.
- Senior leaders will oversee the application of this policy, ensuring consistency and application of the education, support, intervention, rewards, and sanctions of students.
- The AAC will play an active role in the permanent exclusion of students if this occurs, and for reviewing the impact of this policy.

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

## **Appendix 1: Guidance that has informed this Policy**

1. Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement, May 2023
2. Behaviour in schools: advice for headteachers and school staff, September 2022
3. Keeping Children Safe in Education, September 2023
4. Working together to improve school attendance, September 2022
5. City of Peterborough Academy Attendance Policy 2023-24
6. Mental health and behaviour in schools, November 2018
7. SEN Code of Practice, 2015
8. Equality Act, 2010
9. Children and Families Act, 2014
10. SEND Review: Right support, right place, right time, 2022
11. PCC Fair Access Protocol, 2021-22
12. City of Peterborough Academy SEN Information Report, September 2022
13. Use of Reasonable Force, July 2013