GREENWOOD ACADEMIES TRUST

# City of Peterborough Academy

# Behaviour and Inclusion Policy

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## 1 Values

At City of Peterborough Academy, we believe in the power of **Community** to uplift, inspire, and unite. Our vision is to create a nurturing environment where every student feels happy, valued, supported, and empowered to thrive. Through meaningful **Opportunities** both inside and outside the classroom, we cultivate curiosity, creativity, and resilience.

We are committed to **Preparing** our students for the world beyond school, equipping them with the knowledge, skills, and character to navigate an ever-changing global landscape. **Academic success** is not just a goal but a foundation for lifelong learning, personal growth, and responsible citizenship.

We expect our students to "REACH for excellence" and follow our values of Respect and Kindness, Excellence, Ambition, Character and Honesty.

Together, we build a school where excellence is expected, diversity is celebrated, and every learner is prepared to lead with confidence and compassion.

## 2 Aims

Our mission is to secure successful pupil and organisational outcomes so that all children leave a GAT academy equipped with the capability and potential to lead a fulfilled and successful life.

The City of Peterborough Academy encourages all students to REACH for excellence in everything they do and is committed to delivering high quality education for all, allowing students to thrive within a multicultural community. Opportunities for leadership and development of cultural capital are offered to all. Students are encouraged to take part in experiences that will prepare them for life and work hard towards academic success.

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

- 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 embrace the values of REACH for Excellence.

We recognise that good behaviour is best achieved through:

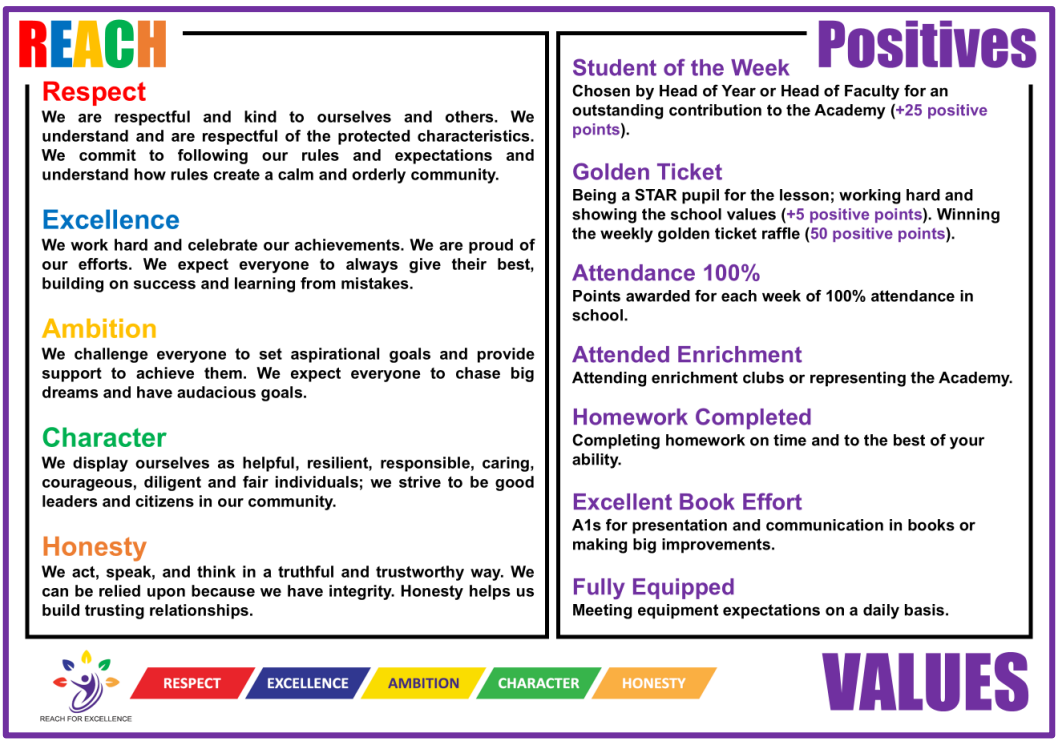
- Consistency
- High expectations
- A focus on learning
- Praise and rewards

To achieve consistency and high expectations, 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 teaching is conducive to learning and students can behave in a way that works towards creating a positive, safe and purposeful learning environment for everyone.

## 3 Rewards and Recognition

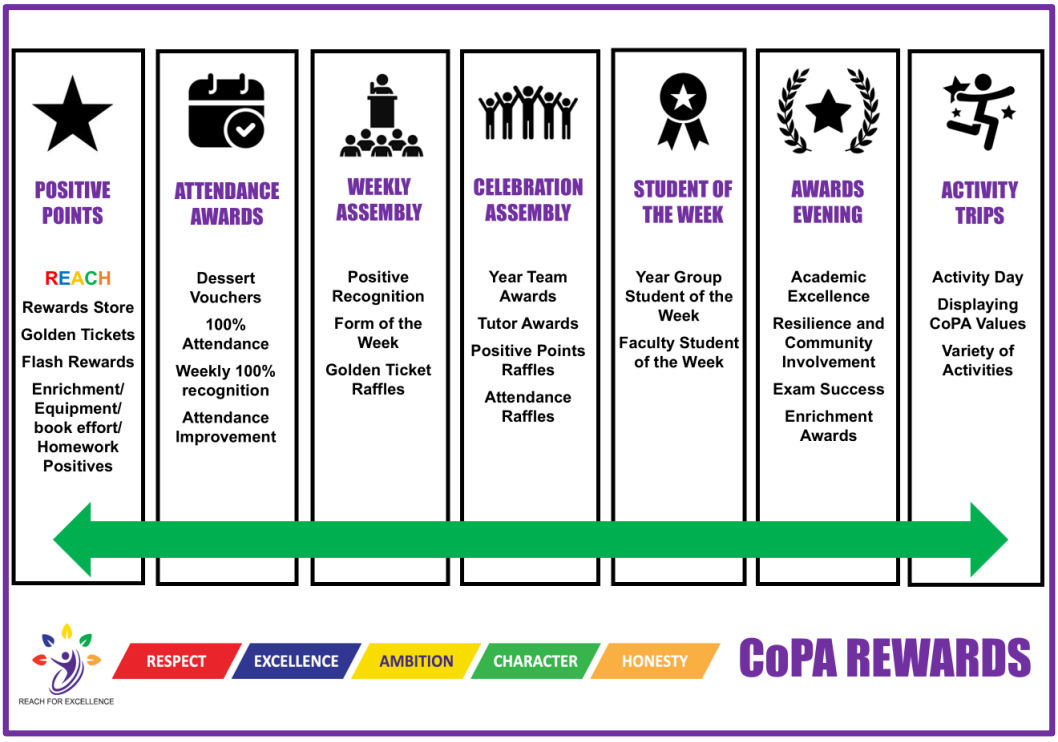
Using Class Charts, students will be awarded positive points regularly for their commitment to the school's values, REACH for excellence, by displaying Respect and Kindness, Excellence, Ambition, Character, and Honesty. Students will also be rewarded for 100% attendance weekly, for attending enrichment activities, for completing homework, for excellent book effort and being fully equipped as well as by earning golden tickets in lessons or being nominated as student of the week for their year group or by a faculty. 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 gives students spendable points in the rewards store, which then contribute to a variety of rewards which can be purchased through Class Charts.




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

- Consistently good attendance will be rewarded. Those with 100% attendance will be placed in additional raffles, receive vouchers, 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 student of the week for their hard work and for going above and beyond to reach their potential.
- Students can achieve recognition for their outstanding academic and personal success in annual awards evenings.
- Activity trips will take place at the end of the year. Good behaviour and attendance will lead to more choice and availability of activities.




## 4 Corrections

We intentionally use the term ‘correction’ rather than detention because it reflects our core belief about behaviour and learning. A detention can suggest that a student is simply being kept in as punishment, whilst by contrast, a correction focuses on helping students reflect on their behaviour, understand what has gone wrong, and make better choices in the future.

We operate a same-day correction system as follows:

- Correction 1: Until 3:45pm
- Correction 2: Until 4:30pm
- Correction 3: Until 6:00pm
- Correction 4: Saturday morning (extremely rare but when necessary for significant behaviour failures and may run for a period between 9am – 1pm)

Afterschool corrections are used in conjunction with the consequence procedure for not adhering to expectations in the Academy. Students are expected to meet behaviour expectations during correction time. Reflection activities and work will be provided during corrections based on correcting behavioural choices in relation to the schools’ values of REACH for excellence. Staff may 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.

Failure to attend or poor conduct during corrections will lead to further consequences which may include extended corrections, internal suspension, off-site direction, Saturday correction, suspension or in extreme cases permanent exclusion.

Parents/carers will be notified through Class Charts for all corrections, including a 6pm, by the close of the academy day. If you require a class charts password, please contact admin@cityofpeterborough.co.uk and the team will be able to give you an access code for this.

## 5 Expectations

### 5.1 Attendance

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.

### 5.2 Punctuality to School

Tutorial begins at 8:35. If a student arrives to school late (after 8:35), this will be logged on Class Charts as late to school. Late arrival to school will lead to a same day 3.45 pm correction (correction 1). This sanction will not apply where public transport or other external factors need to be considered.

### 5.3 Punctuality to Lesson

We expect all students to be on time for school and for every lesson. Starting lessons on time is essential to ensure that every child receives the full benefit of their learning. When students arrive punctually, the lessons can begin in a calm and purposeful way, allowing the teacher to introduce the learning clearly and set expectations for the lesson.

Students have 3 minutes to transition between lessons. If students are late to lesson, the following will apply:

- Arrival to lesson more than 3 minutes after start of transition will result in a 3:45pm correction
- Repeated lateness to lessons in the same day will result in escalating corrections

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.

Consistently arriving on time and being prepared for lessons will earn positive points which contribute to the Academy's rewards system.

### 5.4 Truancy

Truancy is when a child is deliberately absent from school or deliberately misses a lesson or large part of a lesson without any valid reason. If a student intentionally truants a lesson during the school day a 4:30pm afterschool correction (correction 2) will be given the same day. Escalated sanctions may apply if this persists.

### 5.5 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 list below shows approved items of dress and those items which are not acceptable. Please note that the Academy will make the final decision as to what is or is not acceptable in all aspects of a pupil's appearance. The Academy retains the right to confiscate any property that goes against our Uniform Policy. Persistent non-compliance of uniform expectations will lead to further sanctions. Please note all COPA branded items can be purchased from chromasport.co.uk

| Garment | ✓ Accepted | ❌ Not Accepted |
|---|---|---|
| **<u>Key Stage 3</u>**<br>**Jumpers/ Polo shirts** | Students must wear:<br>• Purple V-neck COPA branded jumper.<br>• Purple COPA branded polo shirt | No other polo shirts, shirts, jumpers or ties are permitted to be worn.<br>**Jumpers are not permitted to be worn around the neck or tied around the waist.** |
| **<u>Key Stage 4</u>**<br>**Jumpers/ Polo shirts** | Students must wear:<br>• Black V-neck COPA branded jumper.<br>• Black COPA branded polo shirt | No other polo shirts, shirts, jumpers or ties are permitted.<br>**Jumpers are not permitted to be worn around the neck or tied around the waist.** |
| **Trousers/ Shorts** | Students must wear formal, plain black, loose-fitting school trousers or shorts.<br>Trousers to be worn at waist level. | Trousers must not be:<br>• Denim (or denim looking).<br>• Leggings.<br>• Made from lycra/ stretchy material.<br>Students are not permitted to wear tracksuit bottoms/ leggings under their school trousers. |
| **Skirts/ Tights** | Black formal professional skirt.<br>Skirt must be knee length<br>Tights must be plain black or natural colour.<br>**Sock must be plain back** | Tight-fitting skirts are not permitted.<br>Skirts must not be made from Lycra-based fabrics.<br>No other coloured socks are permitted. |
| **Shoes** | Students must wear polishable, plain black leather-style shoes. | No trainers, sandals, boots, high-heels, canvas-style or sports branded shoes are permitted. |
| **Coats/ Bags/ Equipment** | Students should have a suitable school coat.<br><br>Students should have a suitable school bag that is large enough to contain books/folders/stationery.<br><br>Students should bring with them a black or blue pen /purple pen/pencil/rubber/ruler and a scientific calculator. | Students are **NOT** permitted to wear coats, or non-COPA branded jumpers/polos when walking around the building.<br><br>When coming in from break or lunch students should start removing coats etc as they begin walking through doors into main building.<br><br>Scarves, gloves, hoods and hats are not permitted to be worn inside the Academy building at any time.<br><br>Bags should not be placed on tables. |
| **Jewellery/ Accessories** | Students are permitted to wear:<br>• **One small**, plain pair of ear studs or earrings. Hoop earrings are permitted but must be no more than 1cm in diameter.<br>• One plain, discreet bracelet<br>• One plain ring<br>• One plain necklace (worn under school shirt)<br>• One plain nose stud<br><br>Nails must be a sensible, discreet and safe length and a natural colour.<br>Make up must be discreet and natural looking. | No other visible jewellery is permitted.<br><br>All jewellery must be removed for PE / Dance lessons.<br>Other piercings must be replaced with a clear retainer.<br>Nails with bright colours or designs are not permitted.<br>Excessive make up/eye lash extensions are not permitted. |
| **Hair/ Hair accessories** | Hair accessories must be functional and discreet.<br>Hair must be tied back for PE lessons (other lessons at discretion of teacher). | Durags must not be worn at any time while in the Academy.<br>Extreme hairstyles and colours are not permitted. |
| **Earphones/ Mobile Phones** | | Mobile phones must not be brought into the building as outlined in the school mobile phone policy.<br>Earphones and headphones should not be seen in the building. These will be confiscated if seen by staff members.<br>Inappropriate use of smart watches is not permitted. |

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|---|---|---|
| **Additional information** | Students have the option of wearing a plain kameez, hijab, turban or Patka. | No patterns or decoration are permitted. |
| **PE/ Dance Kit** | Students must wear:<br>• Black short-sleeved sports shirt with Academy logo.<br>• Black long-sleeved sports shirt with Academy logo.<br>• Black track suit bottoms, black leggings, or black shorts.<br>• Suitable trainers or appropriate PE footwear. | No other short sleeved or long-sleeved tops permitted.<br><br>No other tracksuit bottoms, leggings or shorts are permitted. |

### 5.6 First Time Every Time

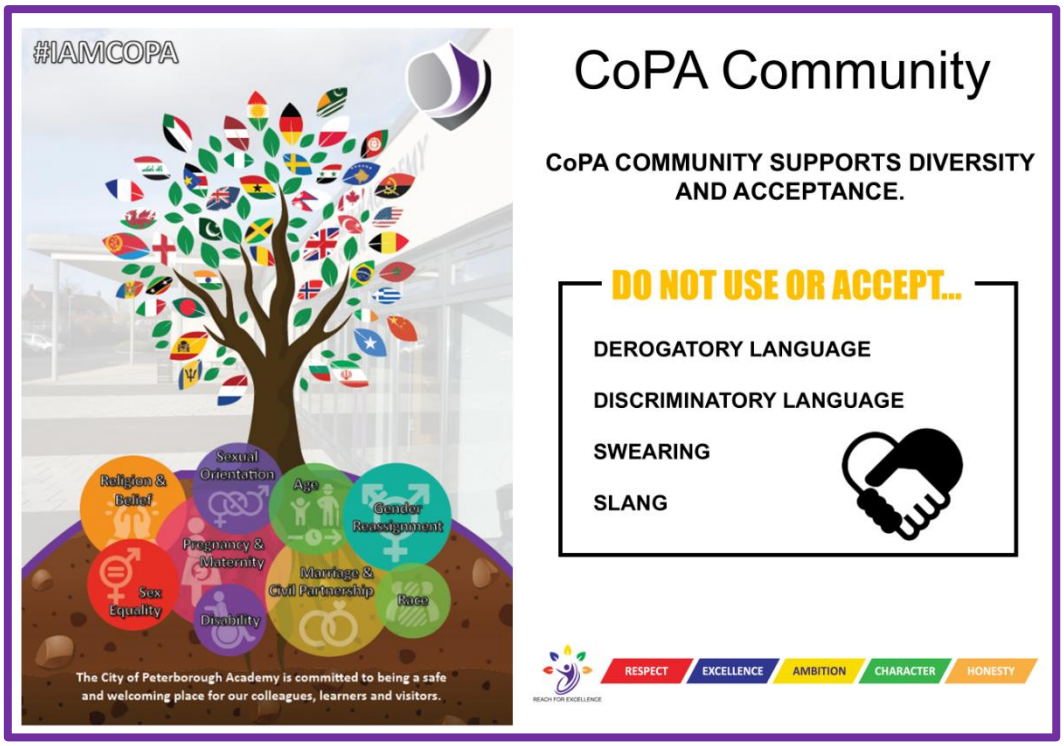
We expect students to respond to staff instruction first time, every time. We expect staff and students to be polite and respectful when communicating with each other. The Academy will not tolerate refusal of any kind. There are consequences which follow persistent refusal in and out of classrooms.

### 5.7 Be Kind

We expect students to adhere to the school's values and 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 politely. Saying 'please' and 'thank you' goes a long way to showing respect and kindness.

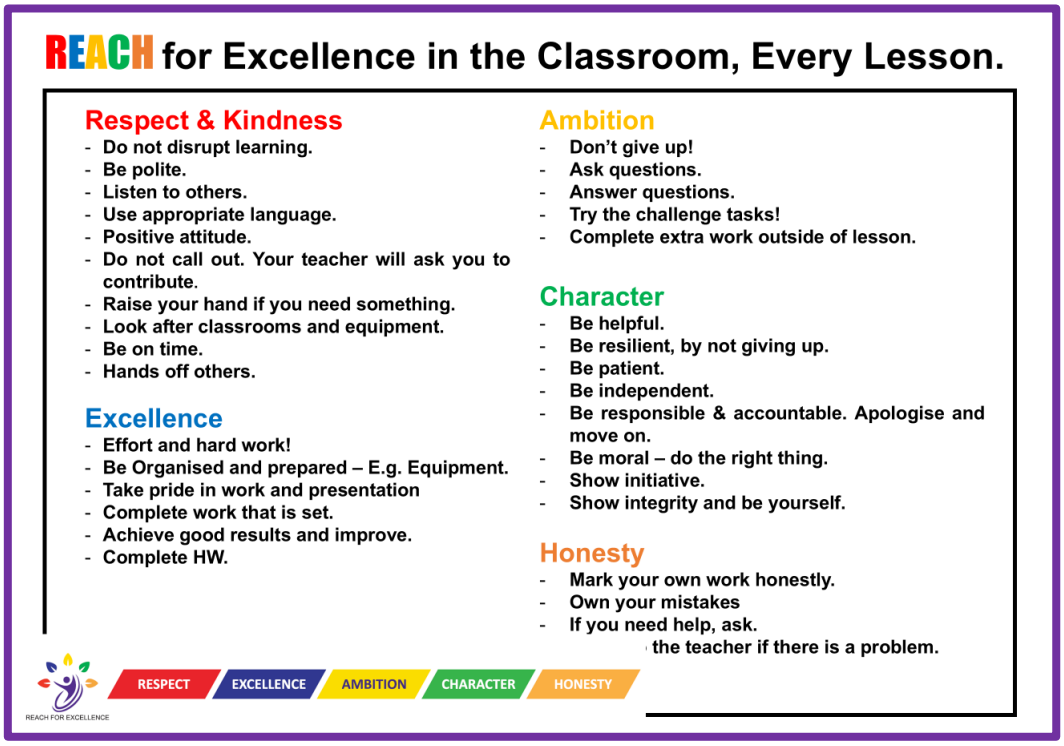
Staff will support and encourage students to be kind, and we expect students to work hard to practice being kind to create a purposeful, fair, and respectful working community at CoPA. Staff will challenge derogatory language, discriminatory language and swearing. We have a zero-tolerance approach to discriminatory language and sanctions will be applied accordingly.




### 5.8 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, and demonstrate the Academy values of REACH for Excellence. This provides a platform

for students to reach their potential both academically, and for their own personal development.

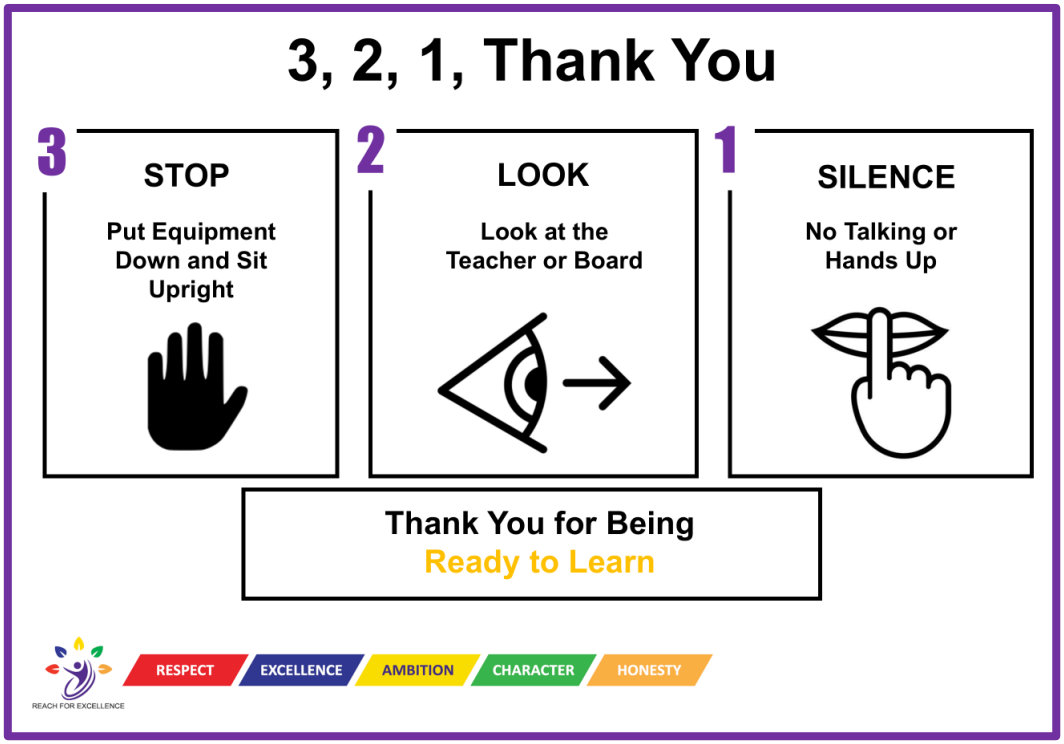



### 5.9 Lesson Routines

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 mutual respect. 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.

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.




**5.10 Out of Classroom Behaviour**
Students are always expected to meet Academy expectations, not just within the structure of a lesson.

Before lessons start, students are expected to walk sensibly to lessons once signalled by duty staff. 3 clear whistles initiate the end of social time. 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.
- Follow the one-way system.
- Put litter in bins.
- Speak politely to each other.
- Wear the correct uniform.
- Keep hoods down.
- Be punctual to lessons.
- Behave sensibly.
- Follow staff instructions.
- Show respect for each other and the community.
- Stop to speak to staff.
- Use designated spaces at social time.
- Use designated eating areas to eat food (Not corridors, and not between lessons).
- Use appropriate, healthy food/ drink options.
    - No chewing gum or energy/ fizzy drinks.

**5.11 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 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 and request support from 'on call' staff. The toilets next to the main hall and the Art corridor are the only toilets in use during this time, and students are escorted to and from the toilet.

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.

**5.12 Equipment**
Students must have a bag with them large enough to hold an A4 folder, their PE kit or any books they need. 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 or use the rewards store to explore equipment available to purchase using positive points in the Academy.

All students should bring the following to school:

- Black/ blue pen.
- Purple pen.
- Pencil
- Ruler
- Scientific calculator (advisory)

Tutors and pastoral teams will reward students with positive points for bringing the correct equipment, but students will lose some of their spendable reward points if they do not come to school fully equipped and the Academy. The Academy will give students equipment, but students will lose spendable points each time they do this. 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.

**5.13 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 sports shirt with 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 bring incorrect kit or need to borrow PE kit. Repeated offences will be followed up with communication home to support the student bringing appropriate PE kit regularly and will lead to after school corrections if this persists further. Students who fail to bring PE kit will be given PE kit to wear for the lesson. Refusal to borrow PE kit can lead to D1, D2, and removal for persistent refusal, and subsequently an after-school correction.

**5.14 Mobile Phones**
The use of mobile phones and smart watches are 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, or before or after school, the phone will be confiscated, and the following sanctions applied:

- First offence – Correction 1 3:45pm
- Second offence – Correction 2 4:30pm
- Third offence – Correction 3 6:00pm
- Further offences – REACH room and parental meeting

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

**5.15 Homework**
Students are expected to complete homework set as it is an important part of the learning journey and for developing good habits. 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. Students will be set homework using Class Charts.

Students will receive positive points using Class Charts to support and encourage homework to be completed and will earn ambition positive points for any extra work completed outside of the classroom. Students will receive negative points for not completing their homework.

## 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. Negative behaviour will be logged on Class Charts and will also reduce a student's spendable points on the rewards store.

**6.1 Negative 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 |
|---|---|---|
| - Shouting<br>- Calling out<br>- Talking out of turn<br>- Not settling<br>- Speaking over the teacher<br>- Silly behaviour<br>- Not following entrance/ exit routines<br>- Not following simple requests | - Not completing DNA<br>- Not listening to teacher<br>- Lack of work/ Incomplete work<br>- Poor presentation<br>- Head on desk | - Not wearing PE kit (either bringing own kit or refusing to borrow PE kit) |

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 |
|---|---|---|---|
| - Throwing items<br>- Pushing and shoving | - Arguing with teacher<br>- Refusal to follow requests<br>- Persistent lack of engagement<br>- High level of disruption | - Shouting at others<br>- Swearing at others<br>- Verbally aggressive<br>- Intentionally demeaning | - Damaging equipment<br>- Disrespecting environment |

| | | | |
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| | - Walking away from lesson | - Targeted comments | |

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.

- **R1 Reminder** – Verbal Warning
    - 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.
- **R2 Reflection** – Recorded on Class Charts and results in same day after school correction1 until 3:45pm.
    - This can be for disruptive behaviour, a lack of application to their work or within PE, for not wearing the appropriate PE kit. The student will be expected to continue their work in the classroom and correct their behaviours.
- **R3 Removal** – Removal from the lesson, recorded on Class Charts and results in same day after school correction until 4:30pm.
    - This can be for persistent behaviours from R2 Reflection, or for behaviours which are unsafe, defiant, rude, or disrespectful. The student will be removed by SLT, faculty leaders or pastoral staff to another classroom to continue their learning.

Multiple R2's or R3's during the same day will lead to extended corrections (correction 3 6:00pm) and/or time in our internal suspension room REACH, and may extend to 6:00pm.

Students will be emergency removed 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 Negative Out of Classroom Behaviour**
Staff will challenge behaviour which does not meet expectations and negative behaviour outside of lessons will be recorded on Class Charts. Clear consequences are in place for behaviours outside of the classroom, including, but not exhaustive:

- Correction 1 3:45pm: Chewing gum (mints permitted); fizzy/energy drinks; littering; inappropriate language; out of bounds; anti-social behaviour; disorderly conduct (such as running in corridors).

- Correction 2 4:30pm: Hands-on behaviour; Rudeness; Refusal' Truancy; Vandalism.

Repeated behaviours outside of lessons will result in escalated consequences, including students receiving a correction 3, and will then stay after school until 6:00pm.

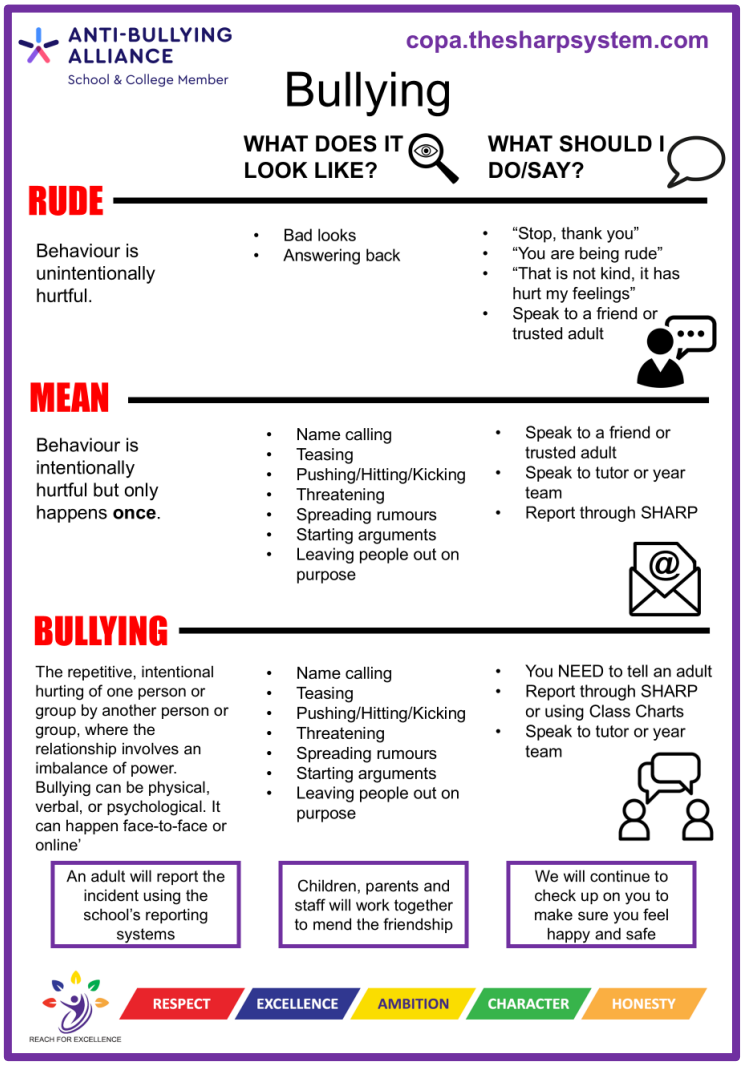
**1.2 Reports**
Students may be placed on reports of various levels to help support them and help all stakeholders monitor behaviour or attendance. Reports are available and transparent to all through Class Charts or most likely through paper reports which students will be responsible for. Tutor reports, 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.

## 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** on any device with internet. Select make a report and complete the form which confidentially emails senior leaders.
- Using the pupil concerns section on Class Charts to write a message to key adults

The SHARP system and Class Charts can be used to confidentially report incidents both inside and outside of school.



The reporting process should be followed and is outlined here:

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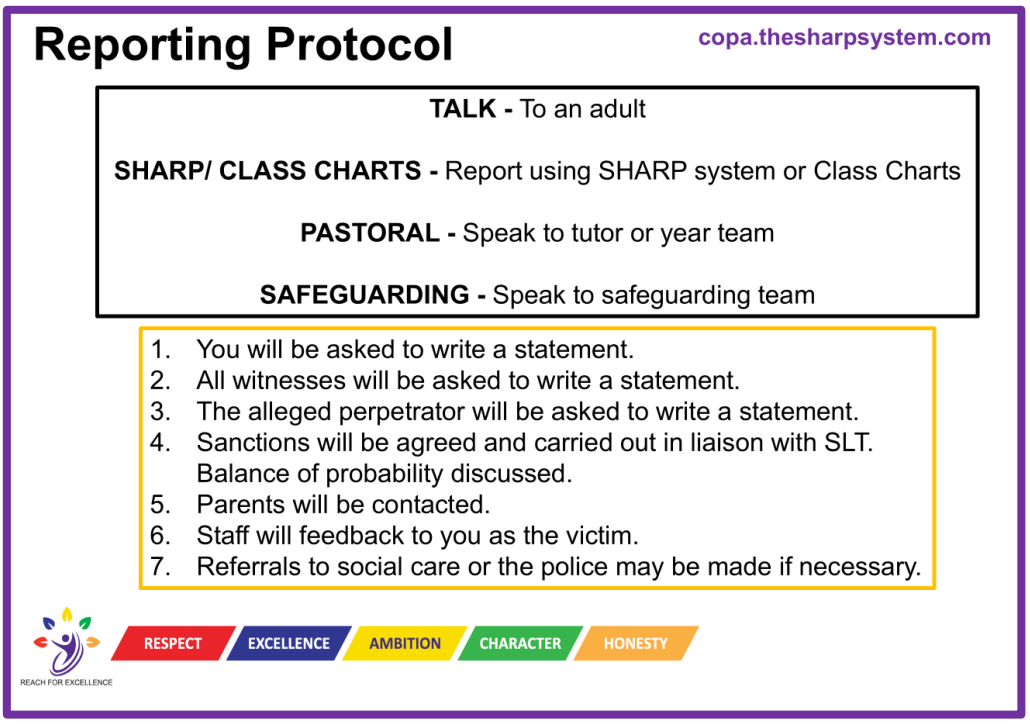



**7.1 Child on Child Abuse**

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.

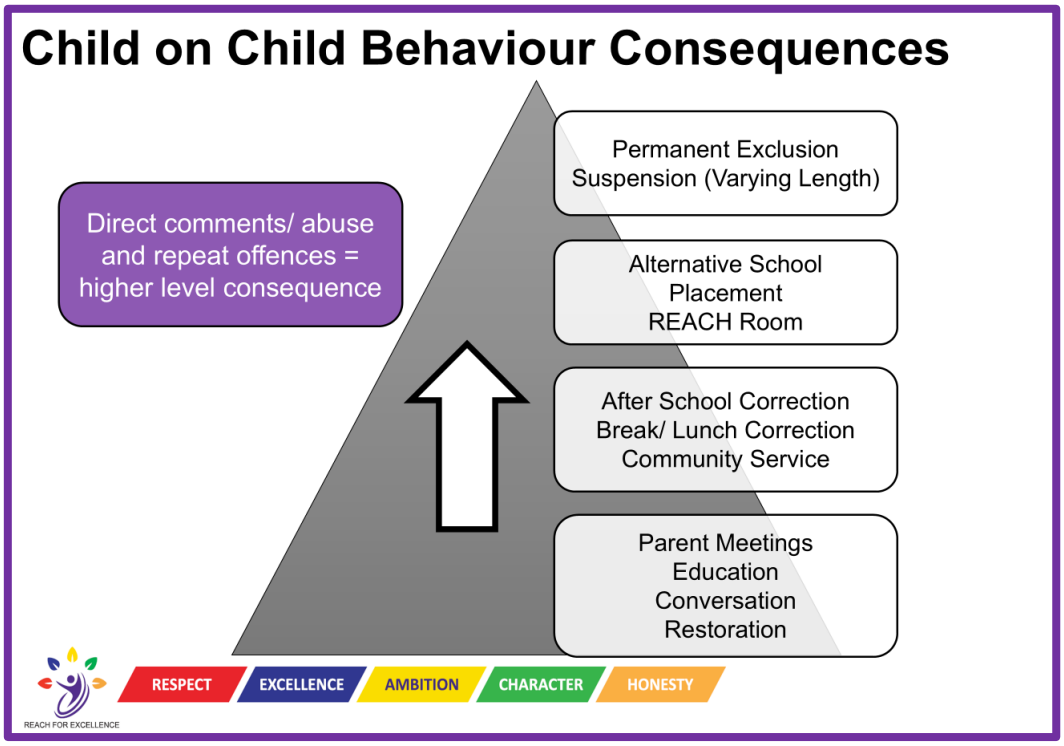
Students will be educated through PSHE curriculums, assemblies, tutorial, and interventions around issues surrounding child-on-child abuse. Students will be challenged if seen to either directly or indirectly abuse other students at the Academy.

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 LGBTQ+.
- 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 2025) 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 REACH Room (Internal Suspension)**
Students will be given after school corrections or full days in the REACH room due to low-level disruption as detailed previously. REACH may also be given for incidences of serious poor behaviour and may last for longer than one school day where applicable. The period of REACH will be supported by the Inclusion Coordinator and school leaders.

- Student start time will remain the same (08:35). Students will attend tutorial and start their learning in the REACH room at 09:05. The finish time is 16:30, after completing an afterschool correction.
- Students wear the correct uniform when in REACH 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.

Failure to complete time successfully within the REACH room due to disruptive or more serious behaviour choices will result in escalated consequences, including suspension. Students would need to repeat any time lost in the REACH room following their re-integration to the Academy.

**8.2 Off-Site Direction**
Students displaying serious poor behaviour above that requiring REACH room or for repeated offences may be given an off-site direction placement at another secondary school where appropriate. These may last between 1-5 days or longer if appropriate to the behaviour or necessary for safeguarding reasons.

These sanctions will be communicated via phone or through parental meetings and agreed with all stakeholders, including how to access their learning during the placement. Students will have the same expectations as within the REACH room in terms of behaviour and uniform. Start and end times to the day, lunch and transport arrangements will be discussed and documented prior to starting a placement. 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 that has been prohibited by a school's behaviour policy.
- Abuse against sexual orientation or gender reassignment.
- Abuse relating to disability.
- Inappropriate use of social media or online technology.
- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse or threatening behaviour against a pupil.
- Verbal abuse or threatening behaviour against an 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 Governors Disciplinary Committee (GDC) 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. This will include checking their belongings a using a scanning wand to detect any potential dangerous items which a student may be in possession of.

"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)

**8.7 Behaviour Outside of School Premises**
The Academy has the statutory power to sanction students for misbehaviour outside of the school premises to such an extent as is reasonable. This will be in response to criminal and non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school. The Academy will collaborate with local authorities to promote good behaviour in the community and on public transport.

Conduct outside the school premises, including online conduct, that schools might sanction students for include misbehaviour:

- When taking part in any school-organised or school-related activity.
- When travelling to or from school.
- When wearing school uniform.
- When in some other way identifiable as a pupil at the school.
- That could have repercussions for the orderly running of the school.
- That poses a threat to another pupil.
- That could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

## 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:

- Regulation time.
- Mentoring with a key adult.
- Mentoring 1:1 with YDP.
- Draw and talk.
- 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.
- Extra transition sessions in year 6.
- Nessie intervention for emotional based school avoidance.

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

- Pathway to Growth counselling.
- MHST.
- YOUnited.
- Hidden Harm.
- Change Grow Live (CGL)
- Breaking barriers.
- Dhiverse.
- Embrace
- Womens Aid.
- Kite Trust.
- Transforming Lives.
- SLIP programme.
- Ormiston Families.
- Young carers.
- iCASH.
- YMCA Respect Programme.
- CROPS mentoring.
- Therapeutic Arts.
- Youth Dreams Project.
- Oak Activities.
- Safer Schools Officer.

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.
- SEND Bulletin.
- One Page Profile.
- Steps analysis/plan.
- Inclusion Briefings.

### 9.1 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.

### 9.2 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 will consider the use of AP in liaison with the local authority to best support student needs. This will be agreed with all stakeholders and documented within an individual alternative education plan (IAEP).

### 9.3 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 and student voice 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 Education Director and the Governors Disciplinary Panel 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, August 2024
2. Behaviour in schools: advice for headteachers and school staff, February 2024
3. Keeping Children Safe in Education, September 2025
4. Working together to improve school attendance, August 2024
5. City of Peterborough Academy Attendance Policy 2024-25
6. Mental health and behaviour in schools, November 2018
7. SEND Code of Practice, 2015
8. Equality Act, 2010
9. Children and Families Act, 2014
10. PCC Fair Access Protocol, 2021-22
11. City of Peterborough Academy SEND Information Report, October 2024
12. Use of reasonable force and other restrictive interventions in schools, February 2025
13. Mobile Phones in Schools, February 2024
14. Searching, Screening and Confiscation: advice for schools, July 2022