



Co-op Academy
Stoke-on-Trent

Positive Behaviour Policy 2024-2025

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Co-op Academy Stoke on Trent
Westport Road, Tunstall Stoke on Trent ST6 4LD
Tel: 01782 882300 Email: stok-academy@co-opacademies.co.uk
Web: <https://stokeontrent.coopacademies.co.uk>

Positive Behaviour Policy 2024-2025

Policy details

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1. Policy Statement and Purpose

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the Academy community with regards to behaviour management
- Outline our system of rewards and sanctions

Co-op Academy Stoke on Trent seeks to create an environment which encourages, reinforces and supports positive behaviour. Children and young people need to be protected from disruption so that they can learn and thrive in a calm, safe and supportive environment free from bigotry and discrimination which bullying, physical threats or abuse and intimidation are not tolerated.

The Academy recognises that the wider society expects acceptable behaviour as an important outcome of the education process. Being taught how to behave well and appropriately within the context they're in is vital for all students to succeed personally. As such, students should promote and display positive, appropriate behaviour and become role models for their peers.

Both inside and outside the Academy we expect our students to act as ambassadors for our standards of excellence. The Positive Behaviour Policy will reflect national guidance and will operate under the key value of respect. The Academy staff and students will maintain the highest standards of behaviour at all times. Good behaviour in schools is central to a good education.

The Academy behaviour system is based around restorative practice, de-escalation and the fostering of positive relationships set within a tight framework of high expectations, rules and procedures.

A system of rewards and consequences exists to promote harmony and achievement. Through a simple system of rules and routines, we seek to develop in all our students a sense of self discipline.

This policy should be read in conjunction with the following policies (available on the [Co-op Academy Trust](#) website and the [Co-op Academy Stoke](#) website):

- Anti Bullying
- Equality Statement and Objectives
- Health and Safety
- Positive Handling
- Safeguarding and Child Protection
- Special Educational Needs
- Mental Health and Well-Being
- Exclusions
- Behaviour Principles for Co-op Academies Trust

This policy is underpinned by the following legislation and guidance:

[Behaviour in Schools - Advice for Headteachers and School Staff](#)
[School suspensions and Permanent Exclusions](#)
[Searching, Screening and Confiscation - Advice for Schools](#)

[Keeping Children Safe in Education 2024](#)

Education Act (2002), as amended by Education Act (2011)

Education and Inspections Act (2006)

School Discipline [Pupil Exclusions and Reviews] – England – Regulations (2012)

Equality Act (2010, revised 2018)

In addition to this guidance, Co-op Academies recognises that although schools serve local communities and therefore design their behaviour and culture around their context, there are fundamental principles behind great school culture. These have been laid out here in our [Behaviour Principles](#) - and underpin the spirit and content of this policy.

2. Rules and Ways of Being

The Co-op Academy Stoke on Trent is committed to delivering an exceptional education to all children. We will do this by focusing relentlessly on standards. This demonstrates our ambition for all of our young people. Our decision making is entirely driven by what is best for children and their future. In turn, we will enhance the life chances of our young people and strengthen our community.

In order to achieve this vision the Academy will always be 'child focused - standards driven'

Co-op Academy Stoke on Trent is underpinned by the values of the Co-op and all within the Academy aspire to the Co-op 'Ways of Being':

- Be yourself always
- Do what matters most
- Show you care
- Succeed together

The behaviour expectations has been encapsulated in the Academy Charter (*refer to appendix 1*) which simplifies the behaviour expectations into four overarching principles:

- Be prepared
- Be respectful
- Be engaged
- Be the best

The Academy Charter combines clear behaviour expectations with the Co-op Academies Trust 'Ways of Being':

Ways of Being	Ways of Being Statement	Academy Behaviour Expectation
Be Yourself Always	Bring your best self to school	Be Prepared
Do What Matters Most	Achieve the best possible outcomes by making a positive difference	Be Respectful
Show You Care	Now and in the future	Be Engaged
Succeed Together	We're better and stronger when we work together	Be the Best

Staff and students, in partnership, are provided with additional explicit behaviour rules through the Academy Charter and examples of Ways of Being behaviours:

Ways of Being	Academy Behaviour Expectation	Examples of Ways of Being Behaviours
Be Yourself Always	Be Prepared	<ul style="list-style-type: none"> • Owning up to your mistakes and apologising • Being honest and truthful • Celebrate difference and not judging others • Never compromising yourself through peer pressure • Completing an Achieve Higher task or committing to improving your reading
Do What Matters Most	Be Respectful	<ul style="list-style-type: none"> • Completing your home learning to a high standard • Revising a subject to gain the best marks. • Asking for support and not giving up • Achieving or even exceeding your target grad
Show You Care	Be Engaged	<ul style="list-style-type: none"> • Taking part in a community event or charity fundraising • Being a friend that acts in the best interest of others • Uses positive language to build people up • Hold doors open for people • Helping other people • Being a Prefect, Champion, Peer Mentor or in school council, football team or drama production etc
Succeed Together	Be the Best	<ul style="list-style-type: none"> • Working together to achieve a positive outcome e.g. science experiment or drama production • Follow instruction first time so that everybody can learn • Walking and moving around the academy in a sensible manner to ensure a safe environment for all

3. Rights and Responsibilities

The Headteacher:

The headteacher is responsible for reviewing and approving this behaviour policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with

poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The headteacher will determine measures which aim to:

- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of students;
- promote, among students, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ensure that students complete any tasks reasonably assigned to them in connection with their education; and
- otherwise regulate the conduct of students

Senior Leadership Team (SLT):

The Academy leadership team should be highly visible, with leaders routinely engaging with students, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. SLT should:

- adopt the Positive Behaviour policy;
- support all staff in the management of behaviour;
- commit to being on duty at break, lunch and afterschool;
- support the C3 after school detentions;
- patrol designated areas;
- identify any behaviour staff training needs;
- fully adopt the praise and rewards system;
- to formulate the behaviour, rewards and sanctions strategy (Deputy Head: Inclusion);
- to analyse the Academy behaviour (Deputy Head: Inclusion).

Extended Leadership Team (ELT):

- ensure the academy culture is conducive to the academy values;
- own their learning zone and will monitor behaviour incidents;
- support staff within their faculties with behaviour management and strategies;
- organise a C2 removal rota;
- liaise with HOY, YM's and parents/carers in order to improve the behaviour of the students;
- respectfully challenge negative behaviour and reward positive behaviour.

Subject Teachers:

Staff have an important role in developing a calm and safe environment for students and establishing clear boundaries of acceptable student behaviour. Staff should uphold the whole-academy approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the Positive Behaviour policy, so that students can see examples of good habits and are confident to ask for help when needed. Staff should also challenge students to meet the Academy expectations and maintain the boundaries of acceptable conduct. Teachers and staff should:

- consistently apply the Positive Behaviour policy;
- adopt the Academy Charter;
- model positive behaviour;
- provide a personalised approach to the specific behavioural needs of identified students;
- accurately record behaviour incidents;

Year Managers (YM's):

The Year Manager team is managed overall by the Senior Year Manager who is responsible to the Izone Coordinator. There is also a KS4 and KS3 behaviour lead. The Izone Coordinator is managed by the Deputy Head for Inclusion and Behaviour. The YM's are non-teaching members of staff who support staff in managing the behaviour of those students who do not respond appropriately to the academy charter expectations. They:

- facilitate and support the C3 detention through the collection of students and collation of behaviour information;
- meet with their Head of Year (HOY) weekly to track and support the behaviour of students;
- operate as support for students as well as fostering positive behaviour through Restorative Practice and counselling students;
- fosters positive links with parents and carers.

Support from YM's can be accessed primarily through email or by sending a reliable student to the YM room (I-Zone) with a corridor pass or sending a student to reception so that the YM can be radioed. YM's are not responsible for the management of student behaviour within classrooms. This is the responsibility of the class teacher.

Heads of Year (HOY):

The HOY works in partnership with the Year Managers. They ensure that students holistic development is advanced through tutor time by focusing on attendance, behaviour and inclusion issues. They:

- plan and deliver a comprehensive system of rewards; including the monitoring and tracking of standard score data and celebration activities;
- make a major contribution to the strategic priorities of the Academy through the managing of student academic, personal, social and spiritual welfare progress and guidance. In particular through organising tutor time and leading a team of tutors;
- take a lead on rewards for their Year Group;
- analyse pastoral data;
- consult and communicate with Teachers, Head of Faculty, SLT, SENDCo, Mentor and Attendance Officer where necessary;
- offer Academic Mentoring.

Form Tutors to:

- foster positive relationships;
- monitor, challenge and reward the behaviour of the students in their tutor group;
- pastorally support students through the delivery of Tutor Time activities;
- monitor low level disruptive behaviour through a report card;
- encourage high self-esteem through issuing a positive report card;
- improve attendance.

Parents to:

- support their child in adhering to the behaviour policy and the Academy Charter;
- inform the Academy of any changes in circumstances that may affect their child's behaviour;
- discusses any behavioural concerns with the tutor or year manager promptly.

The behaviour in the classroom is the responsibility of the subject teacher, using the Consequence system (*refer to Appendix 2*).

Support for individual teachers is the responsibility of the Extended Leadership Team with faculty responsibility through departments.

All staff members to respectfully challenge inappropriate behaviour in and out of a classroom

The role and responsibilities are also captured through the Home/Academy agreement (*refer to Appendix 3*).

4. Developing Positive Behaviour

The Co-op Academy Stoke on Trent ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the school, how students are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, students and parents.

The Co-op Academy Stoke on Trent develops positive behaviour e.g. through:

- staff induction
- student induction and regular reinduction
- School norms / routines through the adoption of the Academy Charter (e.g. line ups / morning routines / classroom routines)
- Adoption of the Academy Equality Charter (*refer to Appendix 6*)

A range of strategies are used to support positive relationships and behaviour within the Academy:

Support Strategies	Strategies to Foster Positive Relationships	Sanctions
Year Managers	Tutor groups	C 1-8 consequences system (<i>Refer to Appendix 2 & 4</i>)
Heads of Year	Reward system linked to attendance and behaviour	No end of term activities
I-ZONE (Learning support)	Charity Week	Head teacher detentions
Inclusion team	Extra Curricular Activities	Instants
Mentoring system	Tutor time activities Year 7 -11 linked to achievement and Co-operation.	
Transition summer school	Enrichment Days	
SEND in class support and interventions	Fun last day activities	
Lesson planning identifying behaviour support/targets	CPD for staff, Behaviour support plans	
Nurture groups	Student Voice	
Peer Mentors	Buddying system	
Transition days	Anti-bullying strategy	
Disability Discrimination Act	Sharing of transition information	
Behaviour Support Plans	Induction behaviour support	
Sport and engagement	Student admission interviews	
Signposting boards to outside agencies e.g. CAMHS, Young Mind	Morning Meet and Greet	
PSHE Days and Delivery	Behaviour for learning curriculum	
The LOFT KS4 Enhanced Provision		
Equality Charter (<i>ref Appendix 6</i>)		

5. Recognition

The Academy believes in rewarding effort, engagement and achievement and has a clear rewards system that encourages students' positive behaviour.

Rewards increase the motivation of all students, encouraging their self-esteem, aspirations and enjoyment of learning.

The practice of giving rewards assists the Academy in maintaining and increasing the quality of teaching and learning.

The giving of rewards encourages all students to achieve. Thus they will receive credit for achievement throughout the Academy in all contexts.

The system of giving rewards supports the role of the tutor in celebrating success, and helps to facilitate the awareness of achievement by other members of staff and parents.

Strategies of rewards may include:

- Individual engagement scores resulting in virtual tickets to gain a selection of prizes and privileges
- Certificates issued in an Achievement Assembly for academic achievement and positive attitudes to learning
- Prizes through celebration assemblies and formal parental evenings
- A recognition of positive behaviour through online rewarding of students through Arbor (Information Management System) through texts to parents
- Praise postcards
- Termly rewards for 100% attendance
- 100% attendance trip
- Early lunches and privileges
- Trophies
- End of year activities

One of the most effective methods of praising students however is verbal praise and encouragement which happens throughout lessons and especially when students' learning is assessed during the plenary standards review through the awarding of engagement scores 1 for outstanding work and golden tickets.

6. Classroom Strategies and Expectations

Classroom strategies and expectations have been made explicitly clear through the Academy Charter which is displayed throughout the Academy (*refer to Appendix 1*). This behaviour has been taught to all students, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

7. Expectations Around the Academy

Expectations around the Academy have been made explicitly clear through the Academy Charter which is displayed throughout the Academy (*refer to Appendix 1*)

Sections of the charter have been taught and revisited on weekly basis in explicit detail (*refer to Appendix 5: Day in the Life of a Year 7 Child*)

8. Expectations outside of the Academy

Co-op academy Stoke on Trent sets high expectations for positive behaviour off the Academy site.

Criteria for regulating off-site behaviour

The Academy will act reasonably both in relation to expectations of student behaviour, and in relation to any measures determined for regulating behaviour by students, when off the Academy site and not under the lawful control or charge of an Academy staff member. The Academy will decide what to take into account in deciding whether a rule or sanction in a particular case is reasonable. The following factors will be taken into account (which may not all apply to every incident):

- The severity of the misbehaviour
- The extent to which the reputation of the Academy has been affected.
- The extent to which the behaviour in question would have repercussions for the orderly running of the Academy and/or might pose a threat to another student or member of staff (e.g. bullying, physical or verbal).
- Whether the misbehaviour was while the student was on work experience, taking part in a further education course as part of an Academy programme, or participating in a sports event with another academy or school (i.e. when the student might be expected to act as an ambassador for the Academy), which might affect the chance of opportunities being offered to other students in the future.

Objectives for Regulating Offsite Behaviour

- To promote behaviour which ensures the health and safety of students, staff and members of the public.

The Academy may discuss policies relating to offsite behaviour with local groups such as Neighbourhood Watch, retail staff, street wardens and police to establish clear communication routes and operational strategies. This is often an effective way to manage complaints by individuals in the community.

9. Consequences

All consequences must be consistent, reasonable, proportionate and in accordance with the Academy's duties under the Equality Act 2010. The Academy offers a wealth of great support to ensure that individual needs are met.

Co-op Academy of Stoke on Trent recognises that unacceptable behaviour (*refer to Appendix 4: the behaviour ladder*) must be addressed and that teachers have a statutory right to discipline students whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Sections 90 and 91 of the Education and Inspections Act 2006).

Students will learn that their actions have consequences. They will be encouraged to follow the 'Academy Charter' at all times (*refer Appendix 1*). Classroom standards will be upheld by the class teacher and support staff. Staff will always attempt to de-escalate situations to ensure a constructive and respectful approach to behaviour management. Equally, once a sanction has been applied for misconduct, it may be appropriate for a restorative process to take place so both students and staff can move forward constructively.

The Academy seeks to create a climate within the classroom whereby positive behaviour is rewarded and negative behaviour results in immediate consequences for the student concerned. There is a clear and common system of rewards and consequences for the whole Academy creating a climate which encourages positive behaviour and improved student performance in the classroom. The Academy also provides mutual support for staff when dealing with discipline in the classroom.

Although Co-op Academy Stoke on Trent does everything they can to mitigate the need for consequences and sanctions, we know that students do make mistakes. If a student's conduct falls below the expectations laid out in this policy (including expectations inside and outside school) the following consequences would apply:

Low level disruptive behaviour will result in a verbal warning, a C1 warning and if repeated, a C2 will be issued which will result in the student being removed from a lesson. Support from the relevant Year Manager must be called for. A C2 removal should be used as a de-escalation tool to allow the teacher to teach and for the student to readdress their behaviour. It should not automatically follow that a student is removed following a C2. The key priority is that students have a chance to acknowledge how their behaviour is disruptive, address it positively, and resume learning at the earliest opportunity. Ideally this will be with their subject teacher. However, it is also accepted that on occasion this will not be possible. If a student requires a longer period of time to regulate their emotions, the Year Manager will continue to support the student before engaging in restorative practice with the teacher.

Responsibility for the control of the classroom climate and the behaviour of students within it sits with the classroom teacher. Weekly C2 data will be provided to form tutors, Heads of Years, Year Managers and the members of the Extended Leadership Team responsible for a faculty. Restorative conversations are expected to take place.

A one hour C3 detention staffed by SLT will ensue for a variety of behaviour as noted on the behaviour ladder (*refer to Appendix 4*) and for more serious behaviour concerns will result in differing times spent in the Internal Exclusion room. A Fixed Term Suspension or Permanent Exclusion will be a consequence of behaviour which seriously harms the education and welfare of other students.

Inappropriate language, running, eating, chewing gum and dropping litter will be verbally challenged and rewarded with an 'Instant' half an hour detention when outside the classroom. A C3 detention will be awarded if the response to the above is met with defiance. Students are also awarded late detentions if they arrive after the register has been completed without a note/appropriate reason.

'Instant' half an hour detentions can be issued when students instantly make the wrong choice when outside the classroom. Examples of these behaviours include:

- Chewing
- Eating in areas other than the dining spaces without permission
- Running in a corridor

- Out of bounds
- Inappropriate language (separate rules on discriminatory language)
- Dropping litter
- Wearing jewellery after Form Time
- Incorrect uniform after Form Time without a note e.g. carrying your blazer on your finger instead of wearing it or purposefully not wearing a tie

10. Further Intervention and Support

An academy with good behaviour cultures will create calm environments which will benefit all students but particularly for students with SEND, enabling everyone to learn. Support measures are in place and both general and targeted interventions are used to improve student behaviour and support is provided to all students to help them meet behaviour standards, making reasonable adjustments for students with SEND as required. These adjustments may be temporary.

Adjustments will be made proactively and by design where possible. For example, a student who has recently experienced a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers.

Some behaviours are more likely to be associated with particular types of SEND, such as a student with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a student's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

The Academy needs to manage student behaviour effectively, whether or not the student has underlying needs. When a student is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND; and
- if a student has an Education, Health and Care plan, the provisions set out in that plan must be secured and the Academy must cooperate with the local authority and other bodies.

As part of meeting any of these duties, the Academy should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a student whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a student with sensory issues or who has severe eczema;

- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the student concerned.

General support takes the form of a variety of measures which could include, but are not limited to:

- Graduated Monitoring Report (Form Tutor, YM, HOY and SLT)
- Additional parental communication
- Change of teaching group
- Change of seating plan
- Values and ethos realignment support
- Praise and reward charts
- Restorative Justice meeting
- Personalised behaviour support plan shared
- Risk assessments
- Extra curricular activities
- Designated space at lunch and break

Referrals can also be made to:

- SENDCo for additional testing and support
- ELSA emotional literacy support
- MIND counsellor
- Self Esteem support
- Youth Offending Prevention
- 121 Mentoring
- CAMHS mental health support
- DOVE bereavement
- 121 Anger Management
- KS3 Nurture proactive placement
- KS4 LOFT 6 week proactive placement
- Respect group
- Substance misuse team
- Sport and engagement team
- Police gang unit intervention
- 5 mins leave early pass
- Time out pass with designated safe space

11. Child on Child Abuse

Co-op Academy Stoke on Trent is committed to ensuring a climate of safety for all students by challenging inappropriate behaviour between peers. We have a zero tolerance approach of all forms of child on child abuse including (but not 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, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and / or encourages physical abuse)

- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- 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 nudes 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, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation / hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where there are any reports of child on child abuse, including sexual violence and sexual harassment (SVSH), we will follow the guidance set out in Part 5 of Keeping Children Safe in Education 2023. The Academy maintains a zero tolerance approach to all forms of child on child abuse and always maintain the attitude 'it could happen here'. We will always take any reports or disclosures seriously. Any sanctions for child on child abuse will be proportionate, considered, supportive and will be decided on a case by case basis. Sanctions could include managing the incident internally, referring to early help, referring to children's social care or reporting the incident to the police. Serious incidents could result in permanent exclusion. The Academy will not tolerate behaviour of this nature, whilst also not demonising anyone – we will support and listen to all of the pupils involved. The alleged perpetrator(s) will be offered support so that they can change their behaviour.

For more information on how we deal with child on child abuse please see:

- Co-op Stoke on Trent Anti Bullying Policy 2024
- Co-op Stoke on Trent Child Protection Policy 2024
- Keeping Children Safe in Education 2024

SHSV is taken seriously and verbal sexual harassment incidents are not passed off as banter.

Allegations of any discriminatory behaviour will be investigated swiftly. Bullying, SHSV and any discriminatory incidents will be recorded separately on CPOMS in order to further analyse patterns, people and places.

The Academy is fully aware that children can abuse other children.

If the behaviour of a student gives cause to suspect that a child is suffering, or is likely to suffer, significant harm or if a student is exhibiting harmful behaviours Academy staff must follow the Academy Safeguarding policy and local safeguarding children's partnership procedures.

12. Suspensions

Only the Headteacher can take the decision to suspend a student. At Co-op Academy Stoke on Trent, the decision to exclude will be taken by the Headteacher in all cases except where he is off-site. In this instance it may not be practicable to contact the Headteacher to exercise this decision making power. When the Headteacher is off-site, the decision making power is delegated to the Deputy Headteacher: Behaviour, Safeguarding and Wellbeing. In cases where the Headteacher is off-site and the Deputy

Headteacher takes the decision to exclude, the Headteacher must be informed by the end of the school day upon which any suspension begins.

As per the DFE's guidance on Suspensions and Exclusions, it is unlawful for a child to be sent home for disciplinary reasons without it being recorded as a formal suspension and the appropriate processes followed. No child will be unlawfully excluded from the Academy and all exclusions will be recorded in a lawful way.

The Academy will follow the procedures laid down in DfE guidance with regard to good practice and the parental right to appeal to an independent review panel against a suspension. Parents/carer will be informed without delay along with, if the child is under children services, the social worker and/or virtual headteacher if the child is looked after.

If a student receives more than 15 days of suspension in any one term, a disciplinary committee of governors will meet to discuss the student's behaviour and merit of the exclusions. The parent/carer/social worker or virtual headteacher if the student is looked after will be invited to attend this meeting. Restorative justice will take place following the suspension if appropriate. A COPE meeting may also be reconvened to consider and assess the level of support provided by the Academy and whether permanent exclusion or a managed move to another school is an appropriate next step.

A 10-day suspension will trigger 6th-day provision of education at the Academy. This will be completed in the Internal Exclusion room. A child in care receiving a suspension will complete their suspension period in the Academy whenever possible if safe to do so.

Teachers will set and mark suspended students' work. This work will be primarily set on the google classroom. Suspended students will be provided with a chromebook.

A post suspension parent meeting will be organised so that a reintegration strategy can be organised that offers a child a fresh start and additional support (refer to paragraph 10 for a range of measures used to support a child) also to ensure that the student gains renewed sense of belonging.

Students are only suspended when the student's behaviour constitutes such a serious challenge to the good order of the academy that other consequences are not sufficient. Examples of C7 behaviour are:

Persistent C6 behaviour
Violent behaviour
Swearing directly at staff (without restorative practice)
Dangerous behaviour that puts themselves or others at risk
Malicious allegations against staff
Extreme theft, graffiti or vandalism
Persistent intimidation and aggression towards staff or students
Inappropriate physical contact with staff or students
Sexual harassment

Students require a post suspension reintegration meeting to ensure that any needs are being met and that the student is positively reintegrated back into academy life.

Further information on suspensions can be found in the Trust's Exclusion policy. For further information on consequences for different behaviours refer Appendix 4

13. Permanent Exclusion

Only the Headteacher can make the decision to permanently exclude a child. He can only take such a decision for one of two reasons: either a student has committed a single serious breach of the Academy behaviour policy, or there have been a series of breaches that, taken together, render a student's position at the Academy untenable. Permanent exclusion is a last resort. A Headteacher may decide to permanently exclude a student for persistent disruptive behaviour, where despite the school's best effort, a student insists on breaching the school's behaviour policy. A permanent exclusion could also be the consequence for a first 'one off' offence, based on the severity of the behaviour. One off offences may include:

- Serious actual or threatened violence against another student or member of staff (including online threats or abuse)
- Assault on a student or member of staff
- Sexual abuse or assault
- Supplying or using an illegal drug
- Carrying an offensive weapon (including any article made or adapted for causing injury)
- Serious one off incidents including 'Hate' incidents / crime or bullying

A non-exhaustive list is outlined in the Behaviour Ladder at Appendix 4 of the policy.

Further information on permanent exclusions can be found in the Trust's Exclusion policy.

14. Searching, Screening and Confiscation

The Headteacher has statutory power to search pupils and possessions if there are reasonable grounds to suspect pupils have prohibited items. Searches may also be carried out by members of staff and contractors authorised by the Headteacher. All authorised staff will be up to date with screening and searching procedures as laid out in government guidance . When conducting searches, the Headteacher will consider the age and ability of students and make reasonable adjustments where necessary. Where possible searches will be conducted with the student present and away from other students (unless there is reason to believe that significant harm could happen if we wait).

The school can search a student for any item with their consent and in their presence (e.g. turning out pockets / looking in bags). Staff have the power to search (without consent) if they have reason to believe a student possesses any of the following items:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- cigarettes
- e-cigarettes
- lighters and matches
- fireworks

- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property

Wherever possible, searches will be carried out by two authorised members of staff, or contractor by staff members of the same gender as the student, and with the student present as a witness. Searches that require physical contact or use of force will always be a last resort. Where the risk is considered significant, they will be conducted by a trained member of staff of the same sex as the pupil, or, if possible, and preferably, by a family member. If this is not possible (due to urgency of the situation) searches will be conducted by a permanent member of staff, with the appropriate training, of the same sex and an appropriate adult (of the same sex). In all cases, only outer clothing will be searched (pockets, bags, shoes etc). No member of the school community will conduct a search that reveals a student's underwear or skin (beyond shirt sleeves).

Staff will confiscate and retain a student's property if it is a banned item or any item being used to cause harm to self or others, damage to property, or disruption to the maintaining of a purposeful learning environment. For any confiscated item that is not deemed to be dangerous or potentially / known to be illegal, the confiscating staff member is required to make a proportionate and fair decision about what happens next with the item, for example:

- returning the item to the student at the end of that lesson
- returning the item to the student at the end of that day
- escalating the issue to a member of the year team / senior leadership team
- discussing with the student's family about how best to return or dispose of the item

Retention of, damage to or disposal of a student's personal property should not be used as a sanction and confiscation, including how the confiscation is followed up, should only be used to ensure the maintenance of a safe and purposeful learning environment.

Mobile Phones / Devices:

The Co-op academy Stoke on Trent is a mobile free academy. Phones need to be switched off on arrival into school. Reminders will be given during morning Meet and Greet.

Earphones are also banned (except students with permission).

Staff will email the Behaviour team when a child is seen with a mobile phone or earphones who will confiscate the item for the remainder of the day. SLT and extended team can also confiscate.

On the second occasion - a parent/carer will need to collect the item. Phones and earphones will be held in the safe or a locked room.

Screening:

- If a student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

- If a student fails to comply, and the school does not let the student in, the student's absence will be treated as unauthorised. The student should comply with the rules and attend.

Power to use reasonable force:

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The academy follows all DfE guidance for searching, screening and confiscation which can be found here:

[Searching, Screening and Confiscation - Advice for Schools](#)

Please also see the Co-op Academies Trust Positive Handling Policy for the process of searching and screening and use of reasonable force (available on the school website).

Appendix 1

Academy Charter

The Academy Charter combines clear behaviour expectations with the Co-op Academies Trust 'Ways of Being':

Behaviour Expectation	Students	Staff
Be Prepared	<p>Students will arrive at the Academy on time, at 8.40 am with a bag, pen, pencil, ruler and equipment wearing full Academy uniform free from any jewellery.</p> <p>Students will:</p> <p>Be on time.</p> <p>Turn off their mobile phone and put it in their bag along with their coat.</p> <p>Stand silently in an orderly line for morning Meet and Greet and walk quietly on the left-hand side of a corridor or stairs when moving around the Academy.</p>	<p>Staff will greet and dismiss students positively at the classroom door.</p> <p>Staff will be prepared for all lessons.</p> <p>Staff will be on time and end lessons promptly.</p> <p>Staff will plan high quality lessons for planned absences.</p> <p>Staff will ensure all classrooms are tidy.</p> <p>The Academy will support with uniform and equipment.</p>
Be Respectful	<p>Students will speak and behave in a respectful way to all staff and to each other. They will respect each other's equipment and belongings.</p> <p>Students will:</p> <p>Stand quietly outside a classroom in a straight line so that corridors are not blocked.</p> <p>On entry and exit to a classroom, stand behind a chair in silence and wait for further instructions.</p> <p>Y7, Y8 and Y9 place their equipment on the table.</p> <p>Answer the register formally with Yes Miss/Sir. Raise their hand when asking a question or when asking for help.</p> <p>Remain seated at all times and actively listen. Do not shout out.</p> <p>Only talk when directed to do so by the teacher.</p>	<p>Staff act as role models - speaking and treating all students and staff equally, fairly and with respect.</p> <p>Staff consistently apply and record the Consequence System (C1 – C3)</p> <ul style="list-style-type: none"> → Teacher gives an explicit verbal warning as a reminder to follow instructions → Teacher issues a C1, intervenes and writes the student's name on the board as a visual reminder → Teacher reminds the student of the next steps if they do not follow instructions → Teacher issues a C2 if the student can no longer remain in the classroom. → Teacher emails behaviour and HOF, provides curriculum work, issues a C2 pass and states clearly the new classroom destination

	<p>Respect the environment by placing all rubbish in the bin and tidying away any work.</p> <p>Respect all Academy equipment.</p>	<p>adhering to the C2 rota.</p> <ul style="list-style-type: none"> → Teacher will accept students back into the classroom if timely intervention has occurred. → Students will return their work and C2 pass at the end of the lesson and staff will complete a restorative conversation <p>Staff provide a fresh start every lesson.</p> <p>Staff will actively build and maintain positive relationships with students.</p>
Be Engaged	<p>Students will engage with all aspects of their learning.</p> <p>Students will engage in extra curricular activities e.g. clubs and trips and will complete home learning</p>	<p>Our staff will provide well structured, rigorous and engaging lessons.</p> <p>Assistant Teachers and pastoral staff will offer high quality support to ensure that all students make progress.</p> <p>Staff will complete the register within the first 5 minutes and will email missing students to the attendance team.</p> <p>Staff will proactively use the rewards system to improve engagement.</p> <p>Staff will praise students as appropriate throughout the lesson.</p> <p>Teacher will issue Achievement Points and write names of outstanding students on the board as a visual reminder.</p>
Be the Best	<p>Students will strive to become the best they can be through positive attitudes and a determination not to give up.</p> <p>Students will:</p> <p>Take PRIDE in their work and seek to actively improve it.</p> <p>Support one another to be the best.</p> <p>Adopt the Academy Charter.</p>	<p>Our staff will encourage students to be the best through self-reflection and improvement.</p> <p>Staff will provide timely formative feedback and will circulate the classroom.</p> <p>Staff will provide scaffolding to ensure that all students can access their learning.</p> <p>Staff will have high expectations for</p>

		<p>exceptional student behaviour and achievement.</p> <p>Staff will consistently apply the Academy Charter.</p>
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Appendix 2: **Consequences System** *(refer to Appendix 4: The Behaviour Ladder)*

C1 - C2 behaviour:

If a student is judged to have not fulfilled the class expectations and has caused disruption to learning, the teacher will provide a verbal reminder of the expectations using the visual posters found in the classroom *(refer to Appendix 5)*.

If this behaviour continues, the teacher will issue a **C1** in a calm and clear manner. The teacher will remind the student of the classroom expectations and will actively support the student in addressing their behaviour e.g. offer 121 academic support, change of seat. The name of the student will be written on the board.

If a student's behaviour continues to disrupt the learning of the class, the teacher will issue a **C2**. The teacher will inform the behaviour team via email and the HOF. The student will be removed from the classroom in order to de-escalate with clear instructions of where to go. The teacher will follow the C2 rota and will give the student a C2 pass and appropriate curriculum work to complete.

The student may be returned back to the class teacher after a responsive intervention from the Year Manager or staff member on patrol duty. The student may continue to complete their work in a designated classroom within the subject area allowing for a longer cooling off period for both the student and teacher.

The student will complete a brief restorative conversation when returning back to the teacher following the restorative script below. The classroom teacher will record the C2 onto Arbor

Departments should have an appropriate rota of staff to accept students who have reached C2. Where a department has only one member, a rota should be negotiated with classrooms nearby.

Failure to comply with the teacher's instruction to move will result in a C3 issued by the subject teacher and a further email to Behaviour and HOF.

If the child is caught truanting from the C2 designated classroom by a Year Manager or staff member on patrol, then a further C3 sanction will be issued.

Once in the designated C2 room, the student then has the opportunity to modify their behaviour. If the student decides to conform to the class expectations, the student will be allowed into their next lesson with no further consequence. However, if the student is removed from the same lesson over a two week timeframe from non core subjects or twice in a single week for a core subject then the student will sit a HOF C2 after academy detention until 4 pm.

If a student fails to modify their behaviour in the new designated classroom and continues to disturb the learning of others, this is then communicated back to the original teacher and a C3 is awarded. This will result in a 1 hour Academy detention staffed by SLT and Year Manager. It is the student's responsibility to inform their parent/carer although out of courtesy, Arbor will send an automated parental message.

If a student is repeatedly removed on a C2 from a variety of lessons over a short period of time (a day, two days) the YM will intervene and meet with the students to ascertain why they have been continually removed from the classroom. Parent contact will be made and a further sanction will be given along with appropriate support.

How to issue a C3 after school 1 hour detention:

It should be a rare occurrence for a classroom teacher to award a C3 detention as the C2 de-escalation tool should have been already used. If a student has been issued with a C3 the following actions must be completed:-

- C3 will be logged onto Arbor by the students' classroom teacher.
- Three reasons must be given why a C3 has been issued.
- An Arbor text will then be generate informing parents

Persistent Offenders

Persistent offenders who receive several C3's will be monitored by the YM's, ELT, HOY and Inclusion team who will:

- Review a student's C3's
- Issue a report to monitor the student's behaviour in all lessons.
- Discuss progress towards more serious interventions
- Identify support strategies to be implemented
- Refer to other outside agencies who may be involved as necessary

The Co-op Academy of Stoke-on-Trent accepts that all students are individuals and therefore need different approaches and strategies for interventions.

Examples of C3 behaviour are as follows:

Disruption of the C2 rota classroom (issued by the class teacher)
Interrupting learning of others around the academy (issued by all staff members)
Walking out of lesson without permission or valid reason (issued by staff member)
Non-compliance with a reasonable instruction outside of the classroom.
Failure to attend a C2 classroom

C4 Behaviours: One day Internal Exclusion:

C4 one day Internal Exclusion will be used for situations deemed more serious e.g.

Persistent C2/3 behaviour within a specific subject area	Internal Exclusion with ELT (1 day).
Persistent truancy from a specific subject	Internal Exclusion with ELT (1 day)
Persistent truancy from a range of subjects	Internal Exclusion (1 day) served in the IE room
Persistent C3 behaviour across a range of subjects	Internal Exclusion (1 day) served in the IE room
Refusing to be removed from a lesson when causing a disruption	Internal Exclusion (1 day) served in the IE room
Aggressive behaviour towards others	Internal Exclusion (1 day) served in the IE room
Refusal to comply with the uniform policy through defiance	Internal Exclusion (1 day) served in the IE room

Persistent failure to attend a C3 detention	Internal Exclusion (1 day) served in the IE room
Smoking/vaping outside of school in Academy uniform	Internal Exclusion (1 day) served in the IE room
Use of inappropriate and/or offensive language	Internal Exclusion (1 day) served in the IE room.
Refusal to hand over a mobile phone <i>or</i> any other prohibited items.	Internal Exclusion (1 day) served in the IE room

C5 behaviours - 2 Days Internal Exclusion

C5 Internal Exclusion will be used if a student fails to respond positively to the interventions set by the inclusion team or for serious incidents for which one day in Internal Exclusion is not appropriate e.g.

Persistent C4 behaviour	Internal Exclusion (2 days) served in the IE room
Theft, graffiti or vandalism	internal Exclusion (2 days) served in the IE room and community resolution action
Possession or bringing in of prohibited items (non-weapon)	Internal Exclusion (2 days) served in the IE room
Encouraging and instigating a fight	Internal Exclusion (2 days) served in the IE room
Non-compliance and/or disruptive behaviour in I.E	Internal Exclusion (2 days) served in the IE room
Bringing the Academy into disrepute	Internal Exclusion (2 days) served in the IE room

C6 behaviours - 3 to 5 Days Internal Exclusion

Persistent C5 behaviour
Significant, widespread, disruptive and/or dangerous behaviour
Physical assault
Bullying (any kind)
Discriminatory abuse (racism, homophobic etc)
Smoking/vaping on site
Swearing at staff (with restorative practice)

The time spent in the Internal Exclusion room will depend on the serious nature of the offence. Internal Exclusion may be used to keep a child out of circulation while an incident is investigated pending a decision about appropriate action or for 6th day provision.

Internal Exclusion Room

An Internal Exclusion room will operate when required. Access into the Internal Exclusion room will be through the Headteacher or a delegated member of staff, SLT, Izone Coordinator and Lead Behaviour Manager. This will replace the need to externally exclude in many instances.

The aim of Internal Exclusion Internal is to allow students time out to reflect on and alter their behaviour yet to attend the academy in order to learn. Appropriate curriculum work will be set and marked by the student's teacher to ensure that learning continues.

Students who are uncooperative and refuse to engage in the Internal Exclusion will be externally suspended and will be recorded as such. Students will be expected to complete their Internal Exclusion when they return to the Academy. Reasonable adjustments may be made for students with additional needs.

Only the Headteacher can take the decision to suspend a student. In his absence, this decision is delegated to the Deputy Headteacher: Behaviour, Safeguarding and Wellbeing.

The Internal Exclusion room will be open from 9.30 am until 4.00 pm. Year Managers will conduct parental pre Internal Exclusion meetings between 9.00am - 9.30am. In the pre Internal Exclusion meeting, parental/student contracts will be signed, phones will be handed over, uniforms will be checked and high behaviour expectations will be set. Restorative Justice (RJ) sessions will be organised and behaviour targets will be set.

The Year Manager will walk the internally excluded student to the room. All paperwork will be passed to the Internal Exclusion manager who will then update Arbor. The manager will have pre arranged the curriculum work via an email sent the previous day. The IE manager will support the students with their learning.

In addition, RJ/behaviour/values & ethos worksheets will be provided in order to prevent behaviour from repeating and to restore any broken relationships. Year Managers will conduct vital RJ and reflection work in a separate room and will place the student on report if required. The Izone Coordinator will quality assure this process.

Students will have toilet breaks when requested and Lunch and Break will be taken in a different room in a more informal setting if possible.

Students will work on individual tables. They are not booths therefore students should not feel imprisoned in any way.

Students with specific learning difficulties such as ADHD may be housed in the SEND room. Students with an EHC plan will be provided with additional learning support either through an assistant teacher or Internal Exclusion manager.

No more than 16 students should be housed in the Internal Exclusion room at one time.

Persistent re offenders placed in the Internal Exclusion room will be subject to an Inclusion review and a personal package of support will be provided for the student e.g. proactive behaviour placement in the Bridge or alternative provision facility, additional SEND testing, referral to outside agencies, anger management, managed move etc.

Social workers of any IE student will be informed.

Suspension: Overarching Principles

Only the Headteacher can take the decision to suspend a student. At the Co-op Academy Stoke on Trent, the decision to suspend will be taken by the Headteacher in all cases except where he is off-site. In this instance it may not be practicable to contact the Headteacher to exercise this decision making power. When the Headteacher is off-site, the decision making power is delegated to the Deputy Headteacher: Behaviour, Safeguarding and Wellbeing. In cases where the Headteacher is off-site and the Deputy Headteacher takes the decision to exclude, the Headteacher must be informed by the end of the school day upon which any exclusion begins.

As per the DfE's guidance on Suspensions and Exclusions, it is unlawful for a child to be sent home for disciplinary reasons without it being recorded as a formal exclusion and the appropriate processes followed. No child will be unlawfully excluded from the academy and all exclusions will be recorded in a lawful way.

Fixed-Term Suspensions are used only for serious incidents where a C3-6 is not appropriate.

The Academy will follow the procedures laid down in DfE guidance with regard to good practice and the parental right to appeal to an independent review panel against a suspension. Parents/carer will be informed without delay along with, if the child is under children services, the social worker and/or virtual headteacher if the child is looked after.

If a student receives more than 15 days of suspension in any one term, a disciplinary committee of governors will meet to discuss the student's behaviour and merit of the exclusions. The parent/carer/social worker or virtual headteacher if the student is looked after will be invited to attend this meeting. Restorative justice will take place following the suspension if appropriate. A COPE meeting may also be reconvened to consider and assess the level of support provided by the Academy and whether permanent exclusion or a managed move to another school is an appropriate next step.

A 10-day suspension will trigger 6th-day provision of education at the Academy. This will be completed in the Internal Exclusion room. A child in care receiving a suspension will complete their suspension period in the Academy whenever possible if safe to do so.

Teachers will set and mark suspended students' work. This work will be set on the google classroom. Suspended students will be provided with a chromebook.

A post suspension parent meeting will be organised so that a reintegration strategy can be organised that offers a child a fresh start.

Students are only suspended when the student's behaviour constitutes such a serious challenge to the good order of the academy that other consequences are not sufficient. Examples of C7 behaviour are:

Persistent C6 behaviour
Violent behaviour
Swearing directly at staff (without restorative practice)
Dangerous behaviour that puts themselves or others at risk
Malicious allegations against staff
Extreme theft, graffiti or vandalism
Persistent intimidation, harassment and aggression towards staff or students
Inappropriate physical contact with staff or students

All exclusions, whether fixed-term or permanent, are put into effect strictly within the terms set out in current educational law

C8 Permanent Exclusion

A Permanent Exclusion is a last resort when all other avenues have been exhausted. A Permanent Exclusion will be issued for extremely serious incidents where a fixed term exclusion is not appropriate such as aggressive behaviour likely to cause continued danger to Academy students, staff or property, a drug or weapon related offence or a history of several suspensions demonstrating that the student is unable to adhere to the Academy standards of behaviour.

Only the Headteacher can issue a Permanent Exclusion. If the Headteacher is off-site, he must be contacted immediately where a permanent exclusion is in the range of reasonable responses to a behavioural incident. No decision must be taken without the Headteacher first having been contacted. If the Headteacher is unwell or absent for any reason that renders him incapable of exercising his decision making power, the Senior Deputy Headteacher will act in his place. Following a permanent exclusion, the Local Authority, Trust Safeguarding Lead and Trust Regional Director are informed immediately and a Governing Body committee will meet to confirm or overturn the permanent exclusion. Parents must be informed without delay and a letter/email must be sent providing up-to-date links to sources of impartial advice.

When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher will make every reasonable effort to consider as broad an evidence base as possible in making a decision about whether an incident, or series of incidents, meets the test for permanent exclusion. The headteacher will also give consideration to alternatives to permanent exclusion. The headteacher must take account of their legal duty of care when sending a student home following an exclusion.

Headteachers may cancel Permanent Exclusion that has not been reviewed by the governing board. All withdrawn Permanent Exclusions must be reported to the governing body, parents. Local authority and if relevant social worker and virtual headteacher.

Staff need to set and mark work for Permanently Excluded children for 5 days.

Data on Permanent Exclusions and Fixed Term Exclusions is used by OFSTED as a measure of success for schools and as such a permanent exclusion and suspensions are a very serious sanction. Leaders are cognisant of the seriousness of the sanctions, they will only be applied where there is appropriate evidence that the thresholds laid out in the behaviour ladder have been met.

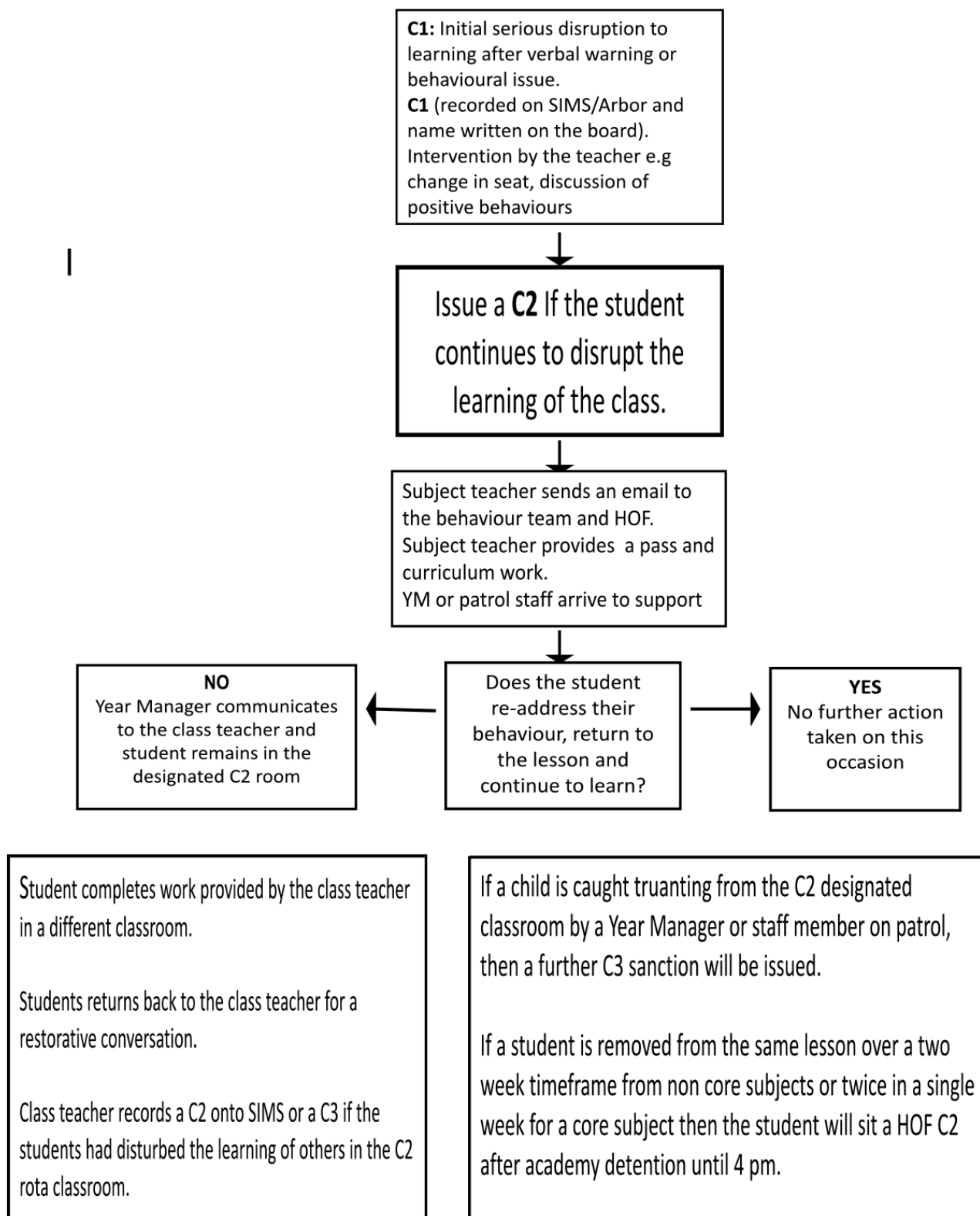
The Academy follows both the Local Authority and Trust protocols for permanent exclusion and may implement a 'managed move' to another education establishment if deemed appropriate.

Examples of C8 behaviour are:

Persistent C7 behaviour whereby allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the school.
Wilful vandalism of, or damage to, the Academy's buildings, property or site.
Possession of an offensive weapon (including any article made or adapted for causing injury)
Possession and/or intent to supply illegal drugs
Serious assault on a student or member of staff (including causing injury indirectly)

because of violent misconduct).
Sexual abuse, sexual violence and assault
A discriminatory act - as defined by the Equality Act - or acts, and harassment of students or staff.
Serious actual or threatened violence against another student or member of staff (including online threats or abuse)
Malicious, defamatory, discriminatory or intimidatory use of AI, social media or any other platform or means, leading to or likely to cause - whether intended or otherwise - damage to the reputation of students, staff or the Academy.

C1-C2 Flow Chart:



Uniform Breaches:

The Academy will always seek to support families where providing uniform is a challenge. However, once provided with uniform - either by parents or the Academy - it is an expectation that students wear it correctly and compliantly.

Where there are infringements, students will be given an opportunity to correct this. However, where this is not corrected the Academy can sanction non-compliance.

Persistent uniform defiance will be sanctioned as a 1 day in Internal Exclusion however uniform support will be offered to families who are struggling to meet the high expectations found on the Academy website. 24 hours notice will be given for minor breaches. If the uniform breach becomes a health and safety risk then the student must remain and work with their Form Tutor or another single location for the day until parents attend the Academy or until the situation is rectified. An instant detention will be issued for incorrect uniform after Form Time for students who carry their blazer on their finger instead of wearing it, who purposely do not wear a tie or reinsert their jewellery.

Instants:

'Instant' half an hour detentions can be issued when students instantly make the wrong choice when outside the classroom. Examples of these behaviours include:

- Chewing
- Eating in areas other than the dining spaces without permission
- Running in a corridor
- Out of bounds
- Inappropriate language (separate rules on discriminatory language)
- Dropping litter
- Wearing jewellery after Meet and Greet
- Incorrect uniform after Meet and Greet without a note e.g. carrying your blazer on your finger instead of wearing it or not wearing a tie

Late Detention:

Students who are late to school or lessons will receive an immediate 20 minute detention served on the same day. Students will receive a late detention if they arrive after the register has been completed without a note or a reasonable explanation. Parents of persistent morning late comers will also be contacted and will be asked to attend an attendance meeting with the attendance team or Education Welfare Officer.

Appendix 3: Home/Academy agreement:

CO-OP Academy Stoke on Trent

Our Academy will:

- Ensure all young people have the best teaching, the broadest opportunities, and can fulfil their potential.
- Provide a safe, welcoming and inclusive learning environment where your child can flourish academically, socially and personally
- Provide a broad and balanced curriculum that challenges, motivates, and engages your child
- Ensure that your child attains the highest possible results in all assessments and examinations
- Promote the Co-op Ways of Being - *Do what matters most; Be yourself, always; Show you care; Succeed together.*
- Promote British values of democracy, rule of law, Respect and tolerance and individual liberty
- Provide outstanding support for your child through our dedicated pastoral, mentoring, and safeguarding teams
- Encourage and support your child in developing skills of independence and personal

responsibility

- Maintain regular contact with you to keep you informed of your child's behaviour, progress and achievement across all areas of Academy life
- Work in partnership with you to make our Academy exceptional with a sustained commitment to continuous improvement

PARENTS/CARERS

Having signed this agreement, I/we will:

- Ensure that my child attends the Academy on time every day
- Ensure that my child wears the correct Academy uniform every day
- Inform the Academy on the first day of absence by 8.40am at the latest
- Support all of the Academy policies, including any sanctions given
- Attend parents evenings, information events and all meetings as requested
- Support and encourage my child with all home learning including planning and preparing for all assessments and examinations
- Work with all Co-op Academy staff positively and respectfully
- Not behave in a way that can be perceived as threatening or aggressive to members of the Academy: students, staff, or other parents.
- Celebrate in my child's successes and rewards throughout the year
- Contact the Academy with any questions or concerns
- Not libel, defame or otherwise make public statements via social media, or any other platform, that damage the reputation of the Academy or any of its staff.
- Monitor our child's use of their mobile phone and social media to ensure that they are not using it in a way that is harmful to themselves or others
- Recognise that in all matters relating to policy, the Headteacher's decision is final.

THE STUDENT

I will:

- Be prepared; be respectful; be engaged and be the best following the Academy Charter at all times
- Attend the Academy on time every day at 8.40 am
- Bring the correct equipment for each day
- Be on time to all of my lessons
- Wear my full Academy uniform correctly and with pride
- Complete all work to the best of my ability including home learning tasks
- Plan, and revise carefully for all of my progress tests, assessments and exams
- Use good manners and help everyone in our Academy and local community
- Feel proud to be an outstanding student of the Co-op Academy
- Care for our Academy environment and be a positive contributor to our community
- Report any bullying and unsafe behaviour
- Respect all students and adults in the Academy and treat them equally
- Ask for help and support when needed
- Not use my mobile phone during the school day.
- Not use social media or any other platform in a way that is harmful to any member of the Academy: student, staff or anyone else.

Appendix 4: Behaviour Ladder 2024-2025

Where this ladder gives examples of behaviour these are not intended to be, and nor could they be, exhaustive.

Level	Examples	Consequences
C1	Warning given for low level disruptive behaviour	Logged onto Arbor and name written on the board
C2	Continuous low level disruptive behaviour that continues to prevent students from learning and teachers from teaching. Or Persistent (so, more than once) rudeness or disrespectful behaviour.	Removed from a lesson
C3	Disruption of the C2 rota classroom (issued by the receiving class teacher)	One hour after school detention: Parent message sent
C3	Interrupting learning of others around the academy (issued by all staff members)	
C3	Walking out of lesson without permission or valid reason (issued by staff member)	
C3	Non-compliance with a reasonable instruction outside of the classroom. (issued by all staff members)	
C3	Failure to attend a C2 classroom (issued by class teacher)	
C4	Persistent C2/3 behaviour within a specific subject area	Internal Exclusion with ELT (1 day).
C4	Persistent truancy from a specific subject	Internal Exclusion with ELT (1 day)
C4	Persistent truancy from a range of subjects	Internal Exclusion (1 day) served in the IE room
C4	Persistent C3 behaviour across a range of subjects	Internal Exclusion (1 day) served in the IE room
C4	Refusing to be removed from a lesson when causing a disruption	Internal Exclusion (1 day) served in the IE room
C4	Aggressive behaviour towards others	Internal Exclusion (1 day) served in the IE room
C4	Refusal to comply with the uniform policy through defiance	Internal Exclusion (1 day) served in the IE room
C4	Persistent failure to attend a C3 detention	Internal Exclusion (1 day) served in the IE room
C4	Smoking/vaping outside of school in Academy uniform	Internal Exclusion (1 day) served in the IE room
C4	Use of inappropriate and/or offensive language	Internal Exclusion (1 day) served in the IE room.
C4	Refusal to hand over a mobile phone <i>or</i> any other prohibited items.	Internal Exclusion (1 day) served in the IE room
C5	Persistent C4 behaviour	Internal Exclusion (2 days) served in the IE room
C5	Theft, graffiti or vandalism	internal Exclusion (2 days) served in the IE room and community resolution action
C5	Possession or bringing in of prohibited items (non-weapon)	Internal Exclusion (2 days) served in the IE room
C5	Encouraging and instigating a fight	Internal Exclusion (2 days) served in the IE room
C5	Non-compliance and/or disruptive behaviour in I.E	Internal Exclusion (2 days)

		served in the IE room
C5	Bringing the Academy into disrepute	Internal Exclusion (2 days) served in the IE room
C6	Persistent C5 behaviour	Internal Exclusion (3 – 5 days)
C6	Significant, widespread, disruptive and/or dangerous behaviour	
C6	Physical assault	
C6	Bullying (any kind)	
C6	Discriminatory abuse (racism, homophobic etc)	
C6	Smoking/vaping on site	
C6	Swearing at staff (with restorative practice)	
C7	Persistent C6 behaviour	
C7	Violent behaviour	
C7	Swearing directly at staff (without restorative practice)	
C7	Dangerous behaviour that puts themselves or others at risk	
C7	Malicious allegations against staff	
C7	Extreme theft, graffiti or vandalism	
C7	Persistent intimidation, harassment and aggression towards staff or students	
C7	Inappropriate physical contact with staff or students	
C8	Persistent C7 behaviour whereby allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the school.	Permanent Exclusion
C8	Wilful vandalism of, or damage to, the Academy's buildings, property or site.	
C8	Possession of an offensive weapon (including any article made or adapted for causing injury)	
C8	Possession and/or intent to supply illegal drugs	
C8	Serious assault on a student or member of staff (including causing injury indirectly because of violent misconduct).	
C8	Sexual abuse, sexual violence and assault	
C8	A discriminatory act - as defined by the Equality Act - or acts, and harassment of students or staff.	
C8	Serious actual or threatened violence against another student or member of staff (including online threats or abuse)	
C8	Malicious, defamatory, discriminatory or intimidatory use of AI, social media or any other platform or means, leading to or likely to cause - whether intended or otherwise - damage to the reputation of students, staff or the Academy.	

Appendix 5: Visual Prompt Posters

POSITIVE BEHAVIOURS	C1 BEHAVIOURS
IMPROVES LEARNING	DISRUPTS LEARNING
On task	Off task
Having the correct equipment	Asking to borrow basic equipment as it wastes time
Tidying classroom	Leaving a mess for other people to tidy up
Waiting for the teacher to direct a question	Shouting out
Being respectful and polite to each other	Answering back
Sitting upright and making eye contact with the teacher	Turning around
Remaining focused	Giving up
Following instructions - the first time	Ignoring or refusing to follow instructions
Raising hand to ask a relevant question or to ask for support	Talking when not directed to do so
Actively listening	Making silly noises
Supporting one another	Head on the desk
Respecting the learning environment	Throwing items
Asking permission to leave a seat or classroom	Getting out of seat without permission
Arriving on time to a lesson in a sensible manner ready to learn	Arriving late to a lesson or talking and not standing behind a chair on arrival

Our Equality Charter

"We are a multicultural family that embraces equality, diversity and inclusion. Students have the right to be treated with dignity and respect and live without fear no matter who we are or whom we love. We have the right to feel worthy, valued and safe."

Students are committed to:

- Eradicating discrimination of every kind, including but not limited to: homophobia, racism and mysogyny
- Speaking out about unfairness
- Speaking out about sexual violence and sexual harassment
- Not forcing our cultural beliefs on others but living in harmony with one other seeking out commonalities and not differences
- Sharing our opinions responsibly, aware of how others can be offended, and be mindful not to disrespect one another

Staff will support us by:

- Celebrating who we are
- Responding decisively to acts of discriminatory behaviour, either words or actions, and creating a zero tolerance culture towards bigotry
- Banning the N word, the P word and the F word
- Teaching us about discrimination and its divisive and demoralising effects on others

Together we will:

- Recognise and defend the rights of all students to a safe, supportive and nurturing environment in which to learn, free from discrimination and bigotry
- Understand that we are all equal irrespective of race, religion, disability, gender or sexuality
- Be proud of who we are



Be yourself,
always

Do what
matters most

Succeed
together

Show you
care



Written by the students, for the students, of Co-op Academy Stoke-on-Trent and enacted by all members of the Academy community.

The Day and Life of a Co-op Stoke Student

Routine Reminders

Be Prepared

Be Respectful

2024

Be Engaged

Be the Best



Co-op Academy
Stoke-on-Trent



Co-op Academy
Stoke-on-Trent

Succeed together

Be yourself, always

Show you care

Do what matters most

Student Focused - Standards Driven

Before School

Purpose: To allow a calm and purposeful start to our Academy day ensuring expectations and standards are high.

- We arrive at the Academy before 8:40 am and wait in the meet and greet areas allocated for each year group.
- We enter either from the top gate on Brownhills Road or the main entrance on Westport Road.
- We are calm and do not run.
- We speak in normal conversational voice.
- We can attend the Breakfast Club that is open from 8am every day where free breakfast is served but we do not take food outside.
- We put all litter in the bin.

If it is raining, we can wait in the canteen area so that we do not get wet. We will then be directed to our form tutor rooms. If it is not raining we will line up for meet and greet at 8:40 am.

Year 11 students are allowed entry to the mezzanine when they arrive at the Academy. Year 11 must be gathered on the mezzanine by 8:40 am.

Meet and Greet

Purpose: For all students to be prepared and ready to learn.

We lineup in our teaching groups one behind the other when the Head of Year instructs us to do so. We lineup in silence so that we can hear all important messages.

- Y7 meet on the yard.
- Y8 meet on the yard.
- Y9 in the MUGA
- Y10 outside the main reception
- Y11 on the Mezzanine

We will turn off our mobile phones and store them away in our bags. Our mobile phones do not appear until the end of the Academy day as this is a mobile free Academy. We say "good morning".

We will ensure that we are not wearing any jewellery and that we are wearing full Academy uniform. Our shirts are tucked in and our blazers are on. We will let our form tutor know if we need any uniform support.

We will listen attentively to all instructions and messages delivered by our Head of Year.

On entry to the Academy we take off our coats and hoodies and pack them away in our bags. We will bring in a plastic bag to put our coats in if they are wet.

We walk to our class rooms in silence, in single file, one behind the other.

Corridor and Stairwell Expectations

Purpose: To ensure that our corridors and stairwells are clean, calm, safe and pleasant for all students and staff.

When walking around the Academy, we speak in a normal conversational voice.

We walk on the left, alone or in pairs, but not as large groups as we can block up the corridors making it feel unpleasant for everyone.

We move from one classroom to another with purpose using the most direct route.

We remember that there is a one way system past the narrow pinch point by the Library. We cannot gain access to the English corridor via the English toilets so therefore we must walk around using the the main stairs and the Street corridor. We will not walk through the Science corridor as it will be busy.

We do not eat, use the toilets or water fountains between lessons - only at break and lunch. We will not drop litter.

We wear full Academy uniform when moving around the building.

Classroom Routine

Purpose: To ensure that all students are learning to the maximum.

We arrive on time and line up outside our classroom in a straight line with one shoulder touching the wall. We do not talk. We take our bag off our back if we are wearing a rucksack.

We enter the classroom in silence and stand behind our chairs to await further instructions.

Y7, Y8 and Y9 students take out our knowledge packs and equipment and place them on the table.

We raise our hand if we need any support but we do not shout out.

We answer the register formally with 'Yes Miss' or 'Yes Sir'.

The teacher directs their questions to us. We track the teacher when they speak as it helps us to stay focused.

Before we exit the classroom we tidy up our table in order to create a good learning environment for the next class. We make sure that we put our blazers back on and check that our shirts are tucked in. We follow instructions from the teacher by standing behind our chairs. We do not talk and we await to be dismissed. We exit the classroom calmly working out where we need to be next.

Break Time

Purpose: To ensure that break time is safe and enjoyable for all students and staff.

When the bell goes for break we can use the closest toilet to our classroom (except in the portacabins).

We then make our way outside to our designated area at break time.

- Y7 on the yard (nearest the Izone) exiting through the Canteen door
- Y8 meet on the yard (nearest the Sportshall) exiting through the Hall door
- Y9 in the football pitches exiting through the Hall door
- Y10 on the MUGA (after October) exiting through the Canteen, PE or Hall door
- Y11 on the the Mezzanine

Y7 have a designated toilet block found in the canteen and all other year groups must use the toilets found along the street. We must not overcrowd the toilets so at times we may have to wait in a straight line outside until there is space or outside the exit door. Staff will always be on duty by the toilets. We must wash our hands in order to keep us healthy.

Food is available to purchase for all students from the canteen. We sit down when we are eating and we do not take food outside. Only students who are eating can remain in the canteen. When we have finished eating we will place our litter in the bin so we take care of our environment. When we have finished eating we go outside to our designated area.

If we play ball games, we keep the balls close to the ground so that it does not hit anybody. We keep off the muddy grass.

We can bring in our own football or borrow a football from our Year Manager. If we have brought a football from home, we must store it in our bag and not kick around the corridor or it will be confiscated.

We can ask Miss Corbally (who is stationed in the canteen) for a library pass so that we can work or read in the library at lunch time.

The year managers will blow the whistle a couple of minutes before the end of break so that we can get to our lessons on time.

At the end of lunch, Y7's lineup in their teaching groups one behind the other and wait silently for the teachers to walk them to their next lesson.

- Y8 enter the building through the hall door
- Y9 students enter through the PE door.
- Y10 - Y11 enter through the nearest door

We make sure our coats are off and our blazers are on. We make sure our shirts are tucked in and we changed our footwear back to our school shoes.

We go straight to our lessons walking quietly keeping to the left.

Lunch Time



Purpose: To ensure a calm, safe, tidy and organised environment enabling all students and staff to be served lunch.

Y7, Y8 and Y9 eat together on lower school lunch at 1.30 pm - 2.10 pm and Y10 and Y11 eat together on upper school lunch at 12.30 pm - 1.10 pm (slightly earlier) in the canteen.

Y7's eat in the main canteen and Y8 and Y9 in the new section of the canteen.

- We line up in a single file when purchasing food.
- We speaking in normal conversational voice in the lunch queue.
- We wait patiently until served and thank staff.
- We use a biometric finger system to purchase food ensuring we have enough money (your name will be taken if you do not have enough money and you will be offered a sandwich).

- We find a seat and remain there until we have finished eating.
- We clear our table and place our plate and cutlery in the wash area.
- We exit the canteen calmly for social time.
- Y7 exit using the Canteen door and Y8/ Y9 the Hall door.

We can eat packed lunches but we must put our rubbish in the bin.

We do not go outside until the Year Manager or staff on duty instructs us.

Just like break time Y7, Y8 and Y9's have a designated yard and toilet block. Y10 and Y11 will use the Canteen toilets.

If anybody wants to play football on the Astro then we meet by the top gates if there is a staff member available to supervise. .

We are not permitted to play on the Astro until a member of staff arrives. We need to wear appropriate trainers (not shoes) when playing on the Astro and bags must be safely stored outside of the pitch. We cannot take food or water onto the Astro and all water bottles must be placed in the bin outside of the pitch. It is important however to remain hydrated when when playing sport but we are mindful to leave the Astro clean and tidy free from rubbish.

The year managers will blow the whistle five minutes before the end of lunch to ensure that we get to our lessons on time.

We follow the same routine as break e.g. Y7's lineup in their teaching groups one behind the other and wait silently for the teachers to walk them to their next lesson. Y8 students enter the building through the hall door and Y9 students enter through the PE door.

Lessons still continue when it is lunchtime. We therefore do not walk around the Academy as it disturbs learning. Only students with a library pass will be allowed to the first floor.

Home Time



Purpose: To ensure a calm safe end to the Academy day.

We are courteous and respectful of our local community. At the end of the day, we exit through student reception in a calm and quiet manner.

We can either walk to the top gate which exits onto Brownhills Road, or we can walk through the double gates around ICT and exit via the main reception onto Westport road.

We ask our parents not to park on the double yellow lines or block drives.

- We walk sensibly through the outside gate and make our way home.
- We walk in small groups on the pavement and not on the road.
- We do not go to the Greenway.
- We take care when crossing the road using the islands found on Westport Road.
- We take extra care when crossing the drive to the car park.

If we have a lesson in the Portacabins, then we exit the Portacabins and walk carefully along the path and through the car park staying on the pedestrian path.

We are polite and courteous when we walking home an allow people with younger children space to walk along the footpath.

If we have an extracurricular(club) activity we meet in the canteen.

Wet Break and Lunch



Purpose: To ensure that our climate is calm and purposeful in adverse weather conditions

If it is raining during break time we exit our classroom and walk on the left to our form tutor areas except for Y7 who gather in the canteen.

Staff will direct us into various open classrooms.

- We use the toilets that are found in the form areas.
- We speak to each other using normal conversational voice.
- We put our chair under the table when dismissed and transition quickly to our next lesson.

If lunchtime is wet then we remain seated in the canteen.

If the Sports hall is free, then a selection of students will be able to play football.

If the Activity Studio studio is free then other sport games can be played supervised by a staff member.

GO43 and GO45 ITC computer rooms maybe available for a selection of students to play on the computers.

The media wall will also be turned on in the Canteen and a film will be played.

Other table games will be provided by the Year Managers.

If the rain is light then we will be able to play outside.

Fire Evacuation

Purpose: To ensure that we safely and quickly exit the building in the event of a fire.

When we hear the fire alarm, we stop what we are doing.

Our teachers will tell us to stand behind our chairs in silence.

We must leave all our belongings.

In silence, we will walk in single file led by our teacher to the quickest route out of the building. We will walk to the Astro pitch.

Once on the Astro pitch we proceed in silence to find our year group area and tutor group.

We stand in an alphabetical line as quickly as possible. We are silent as our teacher needs our full and complete attention to be able to complete the register accurately and quickly.

Once all students are out of the building and the building has been deemed safe to return to, our teacher will escort us back into the building.

Assemblies

Purpose: To allow a calm and purposeful start to our assemblies

We have an assembly each week with with our year group.

- Y11 Monday
- Y10 Tuesday
- Y9 Wednesday
- Y8 Thursday
- Y7 Friday

We enter the assembly hall in silence with our bags off our back walking in a straight line, making sure we do not leave any gaps between the seats.

We placed our bag under the seats.

We will follow the instructions of the year manager/head of year on the way in which we exit the assembly hall.

Each line stands in silence and slowly and safely walks down the steps of the assembly hall to our next lesson. We remain in silence waiting patiently for our line to be dismissed.

Other Information

If we are not following classroom expectations, then a verbal warning will be given by our teacher. Use this verbal warning as an opportunity to improve and bounce back.

If we continue to disrupt learning, then we will be given a C1. This behaviour will be recorded by our teacher. The teacher will support us in making good choices so that we will be able to focus on our work. We may be asked to move seats away from any distractions. Follow all instructions.

If we continue to disturb the learning of others, we will be removed on a C2 (see the flow diagram). A C2 is issued to allow the teacher to teach, the class to learn and for us to calm down.

Two C2's issues in a week in Maths, Science and English will result in us gaining an after Academy faculty detention until 4 pm held in subject areas.

If we gain two C2's in fortnight in any other subject we will also gain an after Academy detention for that subject.

If we experience a tough moment in a lesson then we ask for support. We do not give up.

We don't make a bad lesson turn into a bad day or a bad day into a bad week.

We need to talk to someone (form tutor, year manager, favourite teacher) if we do not feel ok. We also need to check on each other too. We look after each other.

1 hour after Academy C3 detentions are held in the lecture theatre. Students enter in silence and remain in silence throughout the detention. Students are expected to complete the tasks set.

Year managers will collect you for your detention but if they do not you must make your own way to the lecture theatre

Instant detentions are 20 minutes 'same day' detentions and are housed in various convenient places. A year manager will collect you for your instant detention..

Instants are issues when you are caught:

- Chewing
- Eating in areas other than the dining spaces without permission
- Running in a corridor
- Out of bounds
- Inappropriate language
- Dropping litter
- Wearing jewellery after Form Time
- Incorrect uniform after Form Time without a note e.g. carrying your blazer on your finger instead of wearing it or purposefully not wearing a tie

Lates: On the rare occasion we are late to the Academy and our form group has entered the building we must register at the main reception. We must state the reason we are late. If we are late twice or more in a week then we are issued with a after Academy detention.

We try our best never to be late!

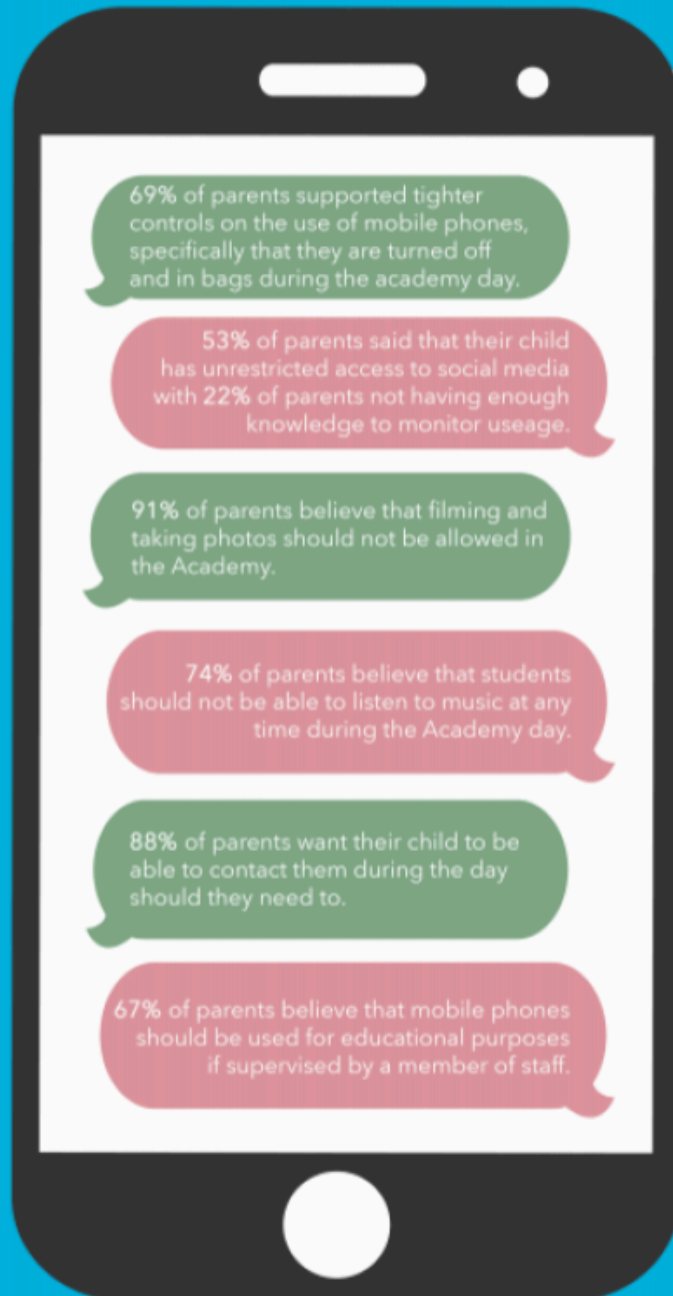
Video Links to Routines

[Links](#) to 5 videos on behaviour routines for transition

Verbal Reminder, C1 and C2 Consequence system

Verbal reminder	C1	C2
Informal reminder	First warning	Second warning
Your first warning is to give you a clear reminder that you need to follow instructions	As you have continued to disrupt learning your teacher will write your name on the board as a visual reminder. Teacher reminds the student of the next steps if you do not follow instructions	You have continued to disrupt learning and therefore can no longer remain in the classroom. Teacher provides work, C2 pass and clear instructions of where to go. Teacher informs behaviour and HOF
<p>Your Response:</p> <p>Apologise Acknowledge your behaviour Nod and accept Get straight on with your learning</p>	<p>Your Response:</p> <p>Apologise Acknowledge your behaviour Nod and accept Get straight on with your learning</p>	<p>Your Response:</p> <p>Collect your work and pass calmly without further discussion. Go straight to the new C2 classroom without delay Knock on the C2 classroom and say you are on a C2 Follow teacher instructions and sit down/ Focus on your work in silence At the end of the lesson return your work and pass to your teacher and apologise for your behaviour. Discuss how your teacher can support you in not allowing this behaviour to repeat.</p>

We surveyed our parents on their attitudes to student mobile use and access to social media during the Academy day.



As a result of this feedback, in addition to surveying staff and students, from 8:50am to 3:20pm if a student chooses to bring a mobile phone to the Academy it must be switched off and in the student's bag.

Appendix 8 - Coding on Arbor (MIS)

We use Arbor to record behaviour incidents.

There are eleven categories of behaviour incident to allocate any records to:

1. Disruption to learning
2. Community conduct
3. Bullying
4. Preparation for learning
5. Disrespect to adults
6. Disrespect to children
7. Abusive behaviour (protected characteristics)
8. Fighting, physically aggressive or threatening violence
9. Banned items
10. Dishonesty
11. Truancy

These categories will be reported at Trust levels for purposes of trend and outcomes analysis.

Within each category, there are sub-categories to guide staff in recording accurately:

Trust Category	School Behaviour Descriptions
Truancy	Failure to attend a detention
	Leaving the classroom without permission
	Truancy from lessons
Banned items	Mobile phone seen or heard in school
	Using headphones/Bluetooth headsets
	Having alcohol, cigarettes/e-cigarettes or other banned substances in school
	Having weapons, fireworks or other banned items in school
Disrespect adult	Verbal abuse or threatening behaviour against an adult
	Rude language or swearing to adults
	Walking off from a member of staff
	Refusing to follow instructions from staff
Disrespect child	Verbal abuse or threatening behaviour against a pupil
	Rude language or swearing to peers
Bullying	Bullying – physical
	Bullying – verbal
	Cyber bullying
Dishonesty	Cheating in exams/assessments
	Theft or bringing in stolen items
	Lying about an incident

Community conduct	Damaging school equipment/property
	Dangerous or unsafe behaviours
	Failure to behave sensibly around the school (such as pushing or horseplay)
	Damaging peers' equipment/property
	Chewing/eating in class
	Littering in the classroom or around the school
	Bringing school into disrepute
Abuse - protected characteristic	Homophobic and transphobic language or behaviour
	Racist language or behaviour
	Sexist or misogynistic language or behaviour
	Abuse relating to disability
Fighting, physically aggressive or threatening violence	Physical assault against a pupil
	Physical assault against an adult
	Threatening physical assault against pupil
	Threatening physical assault against pupil
	Fighting
Disruption to learning	Answering back
	Calling out
	Disturbing others/out of seat without permission
	Lack of effort in the classroom
	Talking over the teacher
Preparation for learning	Incorrect uniform
	Incorrect footwear
	Incorrect/no PE kit
	Wearing Makeup or Jewellery
	Failure to complete homework
	Arriving 5 or more minutes late to lesson (without a note from a member of staff)
	Inadequate equipment for each lesson (Book, Pen, pencil, ruler, calculator, PE kit)