

Head of Academy: **Mrs Zarina Ali**

Sefton Road
Pendlebury
Manchester
M27 6JU

www.swinton.coopacademies.co.uk



Co-op Academy
Swinton

December 2021

Dear Parents & Carers

Important information for parents and carers

I would like to start by thanking you for your continued support this term. As always our students have been a credit to us and have demonstrated their resilience through our outstanding Ways of Being.

This pack contains important information for you regarding the remainder of the academic year. I have listened carefully to you as parents/carers and this pack is a response to requests for more information on assessment, how to help your child make progress at home, information on standards/uniform and our drive for high expectations for behaviour to learning. I have outlined below for you some details regarding the documents provided:

Assessment

This is a list of all the main assessments your child will complete this academic year. These assessments underpin the learning outcomes taking place during learning throughout the curriculum. Your child will have a set of knowledge organisers that will help them revise for these assessments. The class teacher will inform all students of the exact date these will take place and students can use their notebooks and knowledge organisers to help them revise. As requested, we have included a list of useful revision websites that can be used to ensure learning is consolidated.

Homework Timetable

The homework timetable is enclosed. You can identify from here the days that homework will be set and for which subjects. The homework will be added to the student planner.

Acknowledging our Ways of Being

We are relaunching our rewards system in January aligned to our Ways of Being. Enclosed you will find a summary on what rewards students can earn. We will be communicating reward points to you via progress reports sent home. Please do ask your child if they have earned any rewards and ask them if they have received any golden tickets!

Behaviour Ways of Being

Enclosed are our behaviour Ways of Being. We expect high standards from all in the academy and want to continue to develop a culture of high respect and high responsibility that allows all students to make accelerated progress from the moment they step into the academy.

Ready to Learn

Ready to learn is the whole school behaviour for learning system which covers all aspects of academy life. Your child will be familiar with the phrase 'ready to learn' as this is common language in and out of the classroom. We expect all students to arrive ready to learn and have outlined the standards and uniform that we expect from all students. If you require any further information on uniform, please contact your child's year manager.

Behaviour for Learning

Enclosed is a summary of the behaviour for learning policy. The document includes information on the standards gate and how we will ensure consistency on corrections and the completion of corrections. At the end of this document you will find a table that outlines the consequences for unacceptable behaviours. Although this list is not exhaustive, it will allow you to understand the respectful learning environment we are aiming for, that will allow our curriculum to provide the best education possible and will transform our students' lives.

Punctuality

Being on time to the academy is essential to ensure your child has a successful day. We recognise that parents/carers have a vital role to play in supporting their children to arrive in the academy by 8.25am so they can be outside their classroom ready to learn by 8.30am. We will support you and work with you at all times to achieve this. Enclosed you will find our punctuality/lates process.

Parental drop in session

I will be holding a parental drop in session. These have been really successful this academic year. You are welcome to discuss any of the contents of this pack or any other concerns you may have. I will be available during these sessions with my leadership team to speak to you. This will take place on Monday 20th December from 8am to 10am and 2pm to 4pm. If you cannot attend and have a question please feel free to contact the year team, subject teachers or me.

Dates for your diary	
Monday 20 December	Parental drop in sessions with Headteacher and Senior Leadership Team (8 - 10am and 2 - 4pm)
Tuesday 21 December	Christmas jumper day. Students wear their full uniform and can also wear a Christmas jumper. We ask for a £1 contribution towards our nominated charity, MIND.
Tuesday 21 December	End of term students finish at 2pm
Tuesday 4 January	LFD testing for all students with consent in line with Public Health guidance will take place on site. More information on this to follow
Wednesday 5 January	Start of the new term for all students

I would like to take this opportunity to wish you and your family a very happy Christmas and New Year and we look forward to seeing all students in the new term.

Yours faithfully



Zarina Ali
Head of Academy



Year 8 WIN assessments 2021 - 22

If your child has a subject for more than one lesson a week then they will be given two assessments each half term; for subjects that only take place once a week there is one assessment per half term.

Subject	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
English	Sherlock Holmes language analysis Sherlock Holmes Character analysis	Diary entry linked to an image Sherlock Holmes character analysis	The Tempest analytical response The Tempest comparative response	Narrative/descriptive response Caliban analysis	Descriptive writing Animal Farm theme analysis	Descriptive writing based on an image End of year exam
Maths	Ratio and scale Multiplicative change	Working in the Cartesian plane Representing data	Brackets, equations and inequalities Indices	Fractions and percentages Standard form	Angles in parallel lines and polygons Area of trapezia and circles	The data handling cycle Measures of location End of year exam
Science	Ecology	Light, Periodic table	Digestion	Materials from the earth	Electricity	End of year exams- Photosynthesis
French	T'es branché writing assessment WIN 2: Module 1 Assessment. Reading, Listening	Paris writing assessment WIN 2: Module 2 Assessment. Reading, Listening	Quelle est mon identité? writing assessment WIN 2: Module 3 Assessment. Reading, Listening	Quelle est l'identité de ma région? writing assessment WIN 2: Module 4 Assessment. Reading, Listening	Où vas-tu en vacances? writing assessment WIN 2: Module 5 Assessment. Reading, Listening	End of year exams
Spanish	Mis vacaciones writing assessment WIN 2: Module 1 Assessment. Reading, Listening	¿Cómo es mi vida? writing assessment WIN 2: Module 2 Assessment. Reading, Listening	¿Qué hacemos? writing assessment WIN 2: Module 3 Assessment. Reading, Listening	¿Tienes hambre? writing assessment WIN 2: Module 4 Assessment. Reading, Listening	¿Qué piensas de verano? writing assessment WIN 2: Module 5 Assessment. Reading, Listening	End of year exams

Mandarin	我的家人 writing assessment WIN 2: Module 1 Assessment. Reading, Listening	你有宠物吗? writing assessment WIN 2: Module 2 Assessment. Reading, Listening	你的爱好是什么? writing assessment WIN 2: Module 3 Assessment. Reading, Listening	你会游泳吗? writing assessment WIN 2: Module 4 Assessment. Reading, Listening	1: 你喜欢什么课? writing assessment WIN 2: Module 5 Assessment. Reading, Listening	End of year exams
History	The story of the Slave Trade	Source Analysis on impact of the US Civil War. Was the Empire a force for good?	Source Analysis on the causes of the French Revolution. Did the Terror lose control?	How did the Industrial Revolution change Britain? What was life like for the working class in the IR?	Who was the most significant individual of the Civil Rights? Start of World War One Narrative	Why did Russia turn communist? Why didn't Britain turn to extremism? End of year exams
Geography	What is the impact of TNCs? What are the failures and successes of the One Child Policy?	What are the impacts of deforestation? How has tourism impacted on Kenya?	How do geographers use development indicators? What were the causes of the Ebola outbreak?	What is the impact of extreme weather in the UK? How can we live more sustainably?	What keeps countries underdeveloped? How is life expectancy affected by wealth?	How does conflict impact on people? What are the opportunities and challenges of living in a desert? End of year exams
RS	How does Buddhism encourage its followers to be good people?	What is the main cause of suffering in the world?	Does God exist?	What challenges do young Jewish and Muslim people face in the world today?	What is life like for liberal and fundamental followers of religion?	End of year exams
Design/ Food tech	Design Response - Practical Outcome	Sensory Analysis - Practical Outcome	Research investigation - 3D CAD Modelling	Practical Outcome - Equipment Use/Skills	Research Product Analysis - Practical Outcome	Sensory Analysis - Practical Outcome
Drama	Dilemmas	Active Shakespeare	Let Him 'Ave it	Physical theatre	Warden X	Performance for theatre - Stomp!
Music	Patterns in Music	Variations	Rock and Roll	Protest Music	Film Music	Decades
Art	Skellig collage	Stopmotion animation	Under the sea compositional colour work	Polytile printmaking final response	Food art (mastering blending techniques)	Sophisticated painting techniques using watercolours and acrylic
IT	Inside a computer	Presenting information using multimedia	Our digital society	Our digital society	Party planning project	Python programming
PE	Beep test	Cooper test	Beep test	Cooper test	Beep test	Cooper test



Co-op Academy
Swinton

Year 8 - Useful websites

Subject	Useful revision websites
English	https://www.bbc.co.uk/bitesize/subjects/z3kw2hv https://www.educationquizzes.com/ks3/english/
Maths	https://hegartymaths.com/ https://www.bbc.co.uk/bitesize/subjects/z38pycw https://corbettmaths.com/contents/ https://www.drfrostmaths.com/
Science	https://www.bbc.co.uk/bitesize/subjects/zng4d2p
French	www.languagesonline.org.uk www.bbc.co.uk/schools www.voki.com www.duolingo.com
Spanish	www.languagesonline.org.uk www.bbc.co.uk/schools www.voki.com www.duolingo.com
Mandarin	http://eu.gochinese.net/goChinese/ https://quizlet.com/gb/533350778/aqa-chinese-all-vocab-flash-cards/
History	https://www.bbc.co.uk/bitesize https://spartacus-educational.com/
Geography	https://senecalearning.com/en-GB/
RS	https://www.bbc.co.uk/bitesize/subjects/zh3rkqt
IT	https://www.bbc.co.uk/bitesize/subjects/z8mtsbk https://senecalearning.com/en-GB/
Design Tech	www.technologystudent.com https://www.bbc.co.uk/bitesize/subjects/zfr9wmn
Food Tech	www.technologystudent.com https://www.bbc.co.uk/bitesize/topics/zrdtsbk
Drama	Young People National Theatre Drama Online - National Theatre Collection (dramaonlinelibrary.com) https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1
Music	https://www.bbc.co.uk/bitesize/subjects/zmsvr82
Art	https://www.bbc.co.uk/bitesize/subjects/z6f3cdm
PE	https://www.bbc.co.uk/bitesize/subjects/zxf3cdm



Homework Timetable 2021 - 22

Year	Monday	Tuesday	Wednesday	Thursday	Friday
7 S band	IT, Science	English, Design, IT	Maths, Performing arts	MFL, Humanities, Performing arts	Art, Design, Humanities
7 T band	English, Design, Art	Science, Humanities, Performing arts	MFL, IT, Performing arts	Humanities, Design, Art	Maths
8 S band	Science, Humanities, Performing arts, IT	Maths, Performing arts, IT	Humanities, English	Humanities, Design, Art	Art, Design, MFL, IT
8 T band	Maths, IT, Design	MFL, Science, Humanities	Art, IT, Design	Performing arts, English	Humanities, Performing arts
9 S band	MFL, Humanities, Art, Design	Maths, Performing arts	English, Art, Design, IT	Science, Performing arts	Humanities
9 T band	Art, Design, Performing arts, English	Maths, MFL	Humanities, Performing arts	Science, Humanities, IT	Art, Design
10	Option C Enterprise, Computer Science, Design Tech, French, Food tech, Geography, History, Creative Media, RS, Spanish	Science, Option B Enterprise, Design Tech, Food tech, French, Geography, History, Mandarin, Perf skills, Sports studies	English, Option A Art, Creative Media, Drama, Geography	Option D: Art, Enterprise, Design tech, Food tech, Creative Media, Music, Photography, Separate Science, Sports studies. Option A: French, History, Spanish	Maths
11	Science, Option B Enterprise, Design Tech, French, Geography, History, Mandarin, Performance skills, Sports Studies	Option C Enterprise, Design, Geography, History, Creative Media, Mandarin, RS, Spanish	Option D: Art, Enterprise, Design, History, Creative Media, Music, Photography, Separate Science Option A1: French, History, Spanish	Maths, Option A2 Art, Computer Science, Drama, Geography	English



Co-op Academy
Swinton

Acknowledging our Ways of Being

At Co-op Academy Swinton, we acknowledge students when they positively display our values.

These are acknowledged regularly in the form of Achievement Points

which are issued electronically by teaching and support staff.

There are weekly, half-termly and termly awards for individuals, forms and year groups.

Show
you
care

Succeed
together

Be
yourself,
always

Do what
matters
most

Half-term 3 Awards are below:

Weekly: Students will receive Achievement Points for showing excellent Ways of Being behaviours. Teachers and support staff can also give one Golden Ticket per lesson for students who have shown outstanding Ways of Being behaviours. Golden Tickets will be raffled in Week 6. The more Golden Tickets students have the better chance they have of winning!

Week 1

Top 10 students in each Year Group with the most Achievement Points will receive **Queue Jump Passes** for the canteen, JBs and outside food huts

Week 2

Top 50 students with the most Achievement Points will be entered into a raffle to receive a **Gift Voucher**

Week 3

All teachers will nominate one student who has produced an outstanding piece of homework. Names will be raffled for a **Chocolate Hamper**

Week 4

McDonalds Prize for students with more than 40 Achievement Points for the half-term. Names will be entered into a raffle with 5 winners who can choose a friend to have lunch with them

Week 5

Non-uniform Day for the year group with the least Behaviour Points and the most Achievement Points

Week 6

The Big Raffle Prize (Golden Ticket) students to win a big prize, for example: Chromebook, Bike, iPad, Big Shop voucher

End of half-term:

KS3 : Film afternoon for students with 0 behaviour points for the half term.

KS4 : Students with 0 Behaviour Points will be entered into a draw to win a revision pack.

Celebration Assembly : Department Stars : Most Achievement Points : 0 Behaviour Points : Outstanding Attendance : Golden Ways of Being (0 Behaviour Points, 0 Lates, 75+ Achievement Points, at least one Golden Ticket) Year Manager student of half-term : PPC students of the half-term : Form Tutor Student of the half-term : SLT student of the half-term

Our Ways of Being



Our Ways of Being



BEHAVIOUR IS A CURRICULUM

Being well behaved is a combination of skills, aptitudes, habits, inclinations, values, and knowledge.

It is essential we teach our 'Ways of Being'



BEHAVIOUR IS A CURRICULUM

Proactive: Creating an environment where students know how they are expected to behave in advance of them having to do so, where they perfectly understand the behaviour's you want from them, how to do them, and why they are important.

Reactive: Responding to student behaviour when it happens so they understand if what they did was correct, and how to correct it if it was not.



CONSISTENCY IS THE FOUNDATIONS OF ALL HABITS

Practice makes perfect. Perfect practice is better. As soon as we stop practicing, we start to lose the habit.



Our Ways of Being | Standards



GOOD RELATIONSHIPS ARE BUILT OUT OF STRUCTURES AND HIGH EXPECTATIONS

The teacher-student relationship is important, but it is built on trust – and trust is built on mutually predictable behaviour. This requires sincerely executed norms and routines.



GOOD RELATIONSHIPS ARE BUILT OUT OF STRUCTURES AND HIGH EXPECTATIONS

But we do not expect students to only behave when they have a strong relationship with all staff. The expectation is that students should behave well because it is the right thing to do.



What does 'ready to learn' mean?

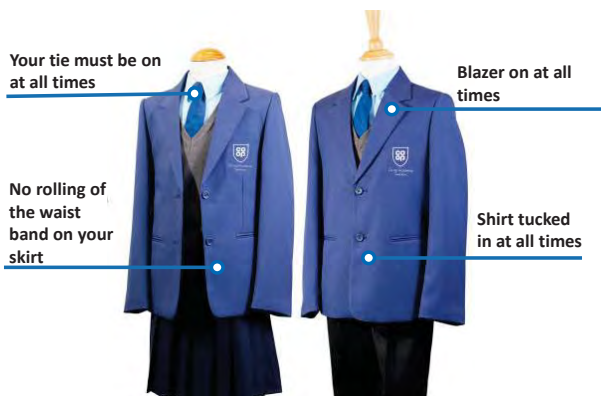
Ready to Learn is a whole school behaviour and learning system which covers all aspects of school life.

The aims of Ready to Learn are:

1. To eliminate disruptive behaviour, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted
2. To provide clarity for staff, students parents and carers about acceptable behaviours
3. To encourage students to take responsibility for their own actions
4. To enable teachers to deliver engaging and knowledge rich lessons, without concern for behavioural consequences

How is a student at Co-op Academy Swinton **Ready to Learn**.

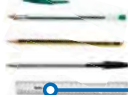
1. I am fully equipped for a day of lessons. I have my black pen, green pen, pencil, ruler, rubber and planner
2. I am wearing the correct uniform (see uniform expectations on the next page)
3. I am punctual to lessons
4. I work to my personal best in all of my lessons
5. I will take pride in the work I do in my books



Black leather shoes must be worn at all times. If you don't have any shoes we will loan you a pair on the day at our standards gate. Shoes to be returned at the end of the school day.



Your school tie and blazer must be worn at all times. If you don't have a tie we will provide one on the day at our standards gate (1 day loan, to be returned at the end of the school day).



You must have all of your equipment, everyday. If you don't have a piece of equipment we will provide this for you at our standards gate.

Am I ready to learn?

Ready <i>Adjective</i>	to	Learn <i>Verb</i>
In a suitable state for an action or situation; fully prepared.		Gain or acquire knowledge of or skill in (something) by study, experience, or being taught.
Uniform		
<ul style="list-style-type: none"> • Academy Blazer* - blue with academy logo • Academy Jumper* (optional) - grey v-neck with academy logo • Shirt - light blue, plain • Academy Tie* (clip-on style) - available from Whitakers or our School Office • Skirt* - Trutex navy blue, stitch-down pleat (other skirts will not be accepted) • Trousers - black tailored trousers only (no cord or denim) • Shoes - plain black with NO additional colours (suitable black, low-heeled shoe, no trainers, boots or leisure shoes) • Socks - plain black (knee length for girls) • Tights - black (plain, not patterned) • Backpack – no handbags. Everyone must have a backpack 		
Equipment	Jewellery, Make up and Hairstyles	
Black pen	Jewellery – For health and safety reasons, no jewellery is permitted. No piercings to be worn of any kind. This includes tongue piercings. Piercings will be asked to be removed irrespective of the length of time since the piercing was made. A wrist watch may be worn.	
Green pen		
Pencil	Make-up – No make-up of any kind to be worn. If a student is found to be wearing make-up they will be asked to remove it using a wipe provided by school or soap and water. False nails or acrylic tips, whether they are plain or patterned will not be allowed. No nail varnish is to be worn.	
Ruler		
Rubber	Hairstyles – Excessively bright and unnatural colours (including streaks, braided extensions), tramlines and shaven patterns will NOT be allowed. This includes hair that has been shaven at different lengths, Mohican style haircuts or any unblended shaved patterns. The Headteacher will have the final judgement to deem the hairstyle appropriate or inappropriate to school policy.	
Planner		
Denim – No denim (trousers, coats etc)		



Behaviour for Learning at Co-op Academy Swinton

This document is written in conjunction with the Co-op Academy Swinton Behaviour Policy and Anti-Bullying Policy, which are available on the school website <https://swinton.coopacademies.co.uk/about-us/policies/>

Aims

- To have the highest expectations of student behaviour in order to maximise opportunities to strive for success.
- To ensure all students develop the good learning habits that they need to be successful in school and life.
- To realise and celebrate the potential of all students through promoting our core values of show you care, succeed together, be yourself, always and do what matters most.
- To create an environment in which students are supported to become self-disciplined, hardworking and able to accept responsibility for their own actions.
- To form an active, three-way partnership with families and students to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties.

These aims are supported by regular staff CPD focusing on: core routines and developing appropriate strategies for managing behaviour; bespoke teaching and learning strategies and how to ensure the highest quality provision for all students including those with special educational needs and disabilities.

Co-op Academy Swinton is committed to **doing what matters most** by ensuring that our students strive to achieve success. We are dedicated to **succeeding together** and ensuring that all students succeed at university, or a real alternative, thrive in a top job and have a great life. We believe that anyone who is successful (in the truly broad sense of the word) must be co-operative, responsible, happy, healthy, resilient, independent and **show they care** about their own aspirations and the aspirations of others. We also want our students to express themselves in the right way by **being yourself, always** across our academy community and beyond.

Our 'Co-op Academy Swinton Learning Habits' provide a framework to ensure our core values (Show you care, succeed together, be yourself, always and do what matters most) are embedded within our daily practice and routines.

From the first day at Co-op Academy Swinton, students are expected to pick up and develop our core learning habits which we believe every student can demonstrate. In doing so, each student will thrive at our academy and will have the skills they need to be successful at university and/or in the professional world of work.

Our core learning habits are:

Being ready to learn | Fully equipped, full academy uniform and punctual to all lessons. Please see enclosed uniform and standards guidance.

Genuine Mutual Respect | Actions that are experienced or done by two or more people towards others that show a regard for the feelings, wishes, or rights of others.

Routines | How we transition around the building, enter and exit classrooms so that we maximise learning time.

Academic behaviours | Retrieval & Practice, Guided, Independent Practice and Deeper Thinking through generative learning.

We must have high expectations of everyone in order for them to be successful; we will support every student to meet our expectations. Whilst sometimes this may be challenging, we expect our students to live by our learning habits 100% of the time. If they do this, their hard work will be acknowledged through our ways of being (core values). However, if any of the learning habits are not met, a same-day correction will be issued. It is vital that this is served on the same day so that the student is given the opportunity to reflect on their mistake. This allows the student to take the necessary next steps to improve on the following day. Failure to attend the same-day correction will result in a period of reflection in our 'reflections' room where they will complete their classwork as normal. A correction will then be completed of up to one hour duration.

Acknowledgement of our ways of being

Verbal acknowledgement | Around the academy, and in lessons, staff members use positive language, specific descriptive feedback and reinforcement to signal to students that they are demonstrating positive learning habits. Year teams will communicate with home regularly; this is an opportunity to provide our families with positive information.

Achievement Points | Students are acknowledged in the form of achievement points which are issued electronically by teaching and support staff. There are weekly, half termly and termly awards from individuals, forms and year groups.

Post cards & Letters Home | Departments, year teams and our Senior Leadership Team will send postcards and letters home to students who demonstrate over and above behaviours that mirror our core values.

Golden Tickets | Teachers and Support Staff can hand out one golden ticket per lesson for students who demonstrate outstanding learning habits. For example, supporting their peers to promote a positive learning environment (**succeeding together**), developing their own knowledge and skills to benefit themselves and fellow students (**be yourself, always**), being a driving force to make sure my school moves forward. I am mindful that my

behaviour and actions have an impact on others (**Do what matters most**), encouraging co-operation between students to promote trust, mutual respect and support (**show you care**).

Raffles | Students who consistently demonstrate outstanding learning habits will be entered into raffles to win various prizes. An example of prizes are, queue jump at break & lunch, chocolate hamper, shopping vouchers, iPad, Chromebook, revision packs, trips to Old Trafford and various other venues throughout the year.

Standards Gate

In the morning as our students arrive we will have four gates open. JB's (this is at the rear of our building) will welcome our students from 7:15am for a free breakfast and hot / cold drink. This is available for all our students.

Key Stage 3 (Year 7, 8 & 9) students can fast track into the building if they are **ready to learn** (see Page 2 - Fully equipped, full school uniform and have arrived before the morning 8:40am bell). Students will enter through the Science gate at the front of the academy. Year 7 & 8 currently enter the academy here so there will be no changes for those two year groups.

Key Stage 4 (Year 10 & 11) students can fast track into the building if they are **ready to learn** (see Page 2 - Fully equipped, full academy uniform and have arrived before the morning 8:40am bell). Students will enter through the main student entrance at the front of the academy. Year 10 & 11 currently use this entrance so no there will be no change for both year groups.

The fourth gate is our standards gate. Students enter here if they are not **ready to learn**. For example, a student may not have a tie and as a result are not in full uniform. This student will enter through the standards gate located at the front of the academy entering the maths corridor (in between the Key Stage 3 & 4 fast track gates). Here they can loan a tie for the day. This stops the student receiving a correction. We will also loan blazers, school shoes and provide equipment needed. If a student is persistently not **ready to learn**, we will arrange parental meetings to discuss the concerns and what support we can put in place to rectify this.

Our standards gate is open until 9:30am. Students arriving late before 9:30am enter the academy through this gate and not the main entrance. Any student arriving after 9:30am will then enter at the main reception to sign in.

Corrections and Reflections Room

At Co-op Academy Swinton, our behaviour system is very simple; it is successful because of the excellent relationships between staff, students and families. Evidence suggests sanctions must always be immediate (a detention three days later doesn't work with students) and it must be specific to the issue. Therefore, corrections will always be set for the same day.

If a student receives three corrections in one day, they will be placed in the Reflections Room, which means they will work independently with a member of staff. The work will be the same as their timetabled lesson. Students will complete five periods in the reflection room. For example, if a student receives their third correction in their third lesson, they will spend time in the Reflections Room lesson three, four & five that same day and lesson one and two the next day.

Other reasons for a student being placed in the Reflections Room include: failure to attend correction, a serious incident or return from exclusion. Wherever the reflection room is unfortunately required, we believe the most important thing is to take part in a reflective conversation with the student and in some cases their family; therefore, families may be asked to come into school for a meeting before the student is reintegrated into lessons following a period in the reflections room.

If a serious incident has occurred at the academy, a full investigation will be undertaken. This will involve taking statements from students and staff where needed. Parents will always be informed when we are dealing with a serious incident. At times, we may need to isolate a student during an investigation. When we have completed our investigation, parents will be asked to attend the academy to discuss the incident and possible ways of resolving the situation.

Consequences

The table shows possible consequences for different behaviours. Where student behaviour is persistent, we will work with families and the student to put support in place to create individualised strategies to help the student get back on track.

	Teacher / Year Team	Year Team/ SLT	SLT	SLT	Headteacher
	Correction	Reflections room	Retreat / Retreat + placement	Fixed Term Exclusion	Managed Move / Permanent exclusion
Off task behaviour in lessons	✓	✓			
Answering back to staff	✓	✓	✓		
Breaking no contact rule – fighting / physical assault	✓	✓	✓	✓	✓
Chewing gum	✓				
Being dishonest to members of staff	✓	✓			
Misbehaviour in correction	✓	✓	✓	✓	

Incorrect uniform	✓	✓			
Late to lesson	✓	✓			
Late to school	✓	✓			
Missing equipment	✓	✓			
Missed homework / deadline	✓	✓			
Mobile phone seen	✓				
Overheard swearing	✓				
Inappropriate hairstyle			✓		

	Teacher / Year Team	Year Team/ SLT	SLT	SLT	Headteacher
	Correction	Reflections room	Retreat / Retreat + placement	Fixed Term Exclusion	Managed Move / Permanent exclusion
Lines in eyebrows			✓		
Swearing at a student	✓	✓	✓		
Absconding school			✓	✓	✓
Leaving a lesson	✓	✓	✓		
Missing a correction	✓	✓			
Plagiarism			✓		
Refusal to follow instructions	✓	✓	✓	✓	✓
Three corrections in a day		✓			
Truancy				✓	✓
Persistent off task behaviour			✓	✓	✓
Vandalism of school property				✓	✓

Swearing at a member of staff				✓	✓
Racist / trans / homophobic comments or behaviour				✓	✓
Prolonged bullying of a student				✓	✓
Theft				✓	✓
Sexual / homophobic / racist bullying				✓	✓

	Teacher / Year Team	Year Team/ SLT	SLT	SLT	Headteacher
	Correction	Reflections room	Retreat / Retreat + placement	Fixed Term Exclusion	Managed Move / Permanent exclusion
Verbally threatening a member of staff				✓	✓
Bringing drugs or a dangerous weapon into school				✓	✓
Physical violence towards staff				✓	✓
Using an implement to harm another person				✓	✓
Bringing fireworks into school				✓	✓

Head of Academy: **Mrs Zarina Ali**

Sefton Road
Pendlebury
Manchester
M27 6JU

www.swinton.coopacademies.co.uk

6 December 2021



Co-op Academy
Swinton

Punctuality

Dear parent/carer,

Good punctuality at school is essential for students to achieve their full educational potential and ensure there is no missed learning time. It is also vital for students to form good habits for later life. The academy recognises that parents/carers have a vital role to play in supporting and encouraging good attendance and punctuality. By accepting responsibility in partnership with the academy, we can work together to ensure the children's right to a full education, as well as enabling parents/carers to fulfil their legal responsibility.

When we return to school in January we will commence with the process outlined below;

- Students that are late to school (arriving after 8.30am) will receive a LATES correction for 30 minutes that same evening
- Students that are late to lessons (arriving to lessons after the movement bell) will receive a STRIVE correction for 30 minutes that same evening*
- Parents/carers of students who are late to school three or more times in a week will be informed via a letter sent home
- Students who are persistently late to school or lessons will be placed on a Punctuality Report Card and parents/carers informed or invited into school to meet with a member of SLT
- If you have any further questions or concerns then please do not hesitate to contact the academy on the following number: Miss Bicknell, Assistant Headteacher on: 0161 794 6215

*If students receive a STRIVE correction and a LATES correction they should attend the STRIVE correction first and then the LATES correction (maximum correction time of up to one hour)

Yours faithfully

Miss Bicknell, Assistant Headteacher