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[www.swinton.coopacademies.co.uk](http://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 9 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	Language analysis in Jane Eyre Character analysis in Jane Eyre	Article writing Character analysis in Jane Eyre	Romeo and Juliet analytical response Romeo and Juliet comparative response	Persuasive writing Romeo and Juliet extract character analysis	Persuasive writing for a broadsheet paper Poetry comparison	End of Year exams
Maths	Straight line graphs Forming and solving equations	Three-dimensional shapes Constructions and congruency	Numbers Using percentages	Rotation and Translation Pythagoras' Theorem	Enlargement and similarity Solving ratio & proportion problems	Probability Algebraic representation End of year exam
Science	Photosynthesis, Matter	Reactivity	Health and fitness, forces	Energetics, genetics	Sound	End of year exams
French	Ma vie sociale d'ado writing assessment WIN 2: Module 1 Assessment. Reading, Listening	Bien dans sa peau writing assessment WIN 2: Module 1 Assessment. Reading, Listening	À l'horizon writing assessment WIN 2: Module 3 Assessment. Reading, Listening	Spécial vacances writing assessment WIN 2: Module 4 Assessment. Reading, Listening	Spécial vacances writing assessment phase 2 WIN 2: Module 4 Assessment. Reading, Listening	End of year exams
Spanish	Somos así writing assessment WIN 2: Module 1 Assessment. Reading, Listening	iOrientatel writing assessment WIN 2: Module 2 Assessment. Reading, Listening	En forma writing assessment WIN 2: Module 3 Assessment. Reading, Listening	Jóvenes en acción writing assessment WIN 2: Module 4 Assessment. Reading, Listening	Jóvenes en acción writing assessment phase 2 WIN 2: Module 4 Assessment. Reading, Listening	End of year exams

Mandarin	你几点上课？ writing assessment WIN 2: Module 1 Assessment. Reading, Listening	你们班大不大？ writing assessment WIN 2: Module 1 Assessment. Reading, Listening	你喜欢吃米饭吗？ writing assessment WIN 2: Module 3 Assessment. Reading, Listening	我想喝可乐 writing assessment WIN 2: Module 4 Assessment. Reading, Listening	假期 writing assessment phase 2 WIN 2: Module 4 Assessment. Reading, Listening	End of year exams
History	Why was there a second world war? Was Stalingrad the most significant event of World War Two?	Should Truman have dropped the atomic bomb? Source Analysis on Jewish persecution.	What was the impact of Vietnam? Did Worsely really need a nuclear bunker?	Were the Suffragettes Terrorists or Freedom fighters?	Was Religion the main cause of terrorist actions?	Policing Whitechapel Source Analysis Why was the Ripper never caught? End of year exams
Geography	Which area suffers the most crime and why? Is school safe?	Conflict in Russia and the cause of the Ukraine crisis	Do TNCs bring more negatives than positives to Nigeria? Does development benefit everyone in Nigeria?	What were the causes and impacts on the Australian Bushfires?	Assess the response to a flood	What are the socio-economic factors that impact on Rio? How has life been improved in the Favelas? End of year exams
RS	Is Scientology a cult?	Are any religious groups dangerous?	Do we need laws?	Should we test on animals?	Is there an afterlife?	End of year assessment
Design/ Food tech	Research/Product Analysis- Research Logo design	Sensory Analysis - Practical Outcome	Graphic design idea generation - Materials and processes	Practical Outcome - Equipment Use/Skills	Practical Outcome 1- Practical Outcome 2	Sensory Analysis - Practical Outcome
Drama	Too Much Punch for Judy	Brechtian theatre	Curious Incident	Metamorphosis	Blood Brothers 1	Blood Brothers 2
Music	Pop Music Part 1	Pop Music Part 2	Hip Hop Part 1	Hip Hop Part 2	EDM Part 1	EDM Part 2
Art/ Photography	Surrealism study page Forced perspective (digital sketchbook)	A3 painting Surrealist final edit.	Portrait painting Surreal photography work (photoshoot with Photoshop edits)	Portrait observational drawings with visual link to contemporary artist Street art project (edits and conceptual photoshoot)	Street art (artist research with handmade stencil) Macro lens photography shoot	Painting (compositional value and colour theory demonstrated in complex work) Mastering digital edits, presented in their digital sketchbook
IT	Creative media taster	Business Enterprise taster	Computer science taster	Audio and Video	Networking	Data representation
PE	Beep test	Cooper test	Beep test	Cooper test	Beep test	Cooper test



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## Year 9 - Useful websites

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





## 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





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# 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



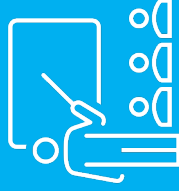
## Our Ways of Being



# 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'



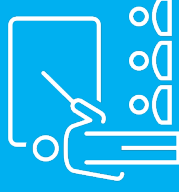
## Our Ways of Being



# 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.



## Our Ways of Being



# 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.



## Our Ways of Being | Standards



# 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?

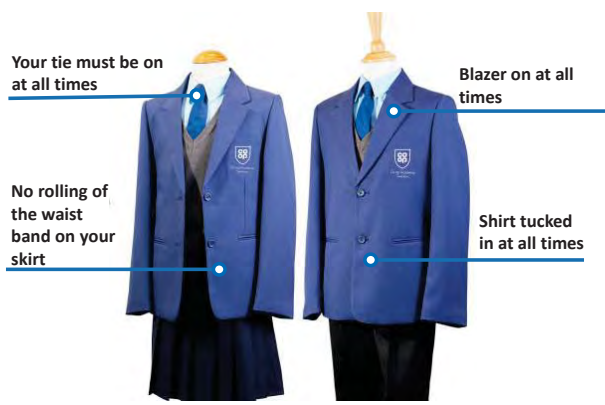
**Ready to Learn** is a whole school behaviour and learning system which covers all aspects of school life.

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**.

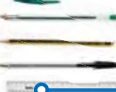
1. I am fully equipped for a day of lessons. I have my black pen, green pen, pencil, ruler, rubber and planner
2. I am wearing the correct uniform (see uniform expectations on the next page)
3. I am punctual to lessons
4. I work to my personal best in all of my lessons
5. I will take pride in the work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

<b>Ready</b> <i>Adjective</i>	<b>to</b>	<b>Learn</b> <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.
<b>Uniform</b>		
<ul style="list-style-type: none"> <li>Academy Blazer* - blue with academy logo</li> <li>Academy Jumper* (optional) - grey v-neck with academy logo</li> <li>Shirt - light blue, plain</li> <li>Academy Tie* (clip-on style) - available from Whitakers or our School Office</li> <li>Skirt* - Trutex navy blue, stitch-down pleat (other skirts will not be accepted)</li> <li>Trousers - black tailored trousers only (no cord or denim)</li> <li>Shoes - plain black with NO additional colours (suitable black, low-heeled shoe, no trainers, boots or leisure shoes)</li> <li>Socks - plain black (knee length for girls)</li> <li>Tights - black (plain, not patterned)</li> <li>Backpack – no handbags. Everyone must have a backpack</li> </ul>		
<b>Equipment</b>	<b>Jewellery, Make up and Hairstyles</b>	
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**

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Co-op Academy  
Swinton

6 December 2021

## 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

A handwritten signature in black ink that reads 'A Bicknell'.

Miss Bicknell, Assistant Headteacher