



All Saints'
Academy
Cheltenham

Behaviour and Rewards @ ASA



2026 - 2027

ALL SAINTS' ACADEMY VISION

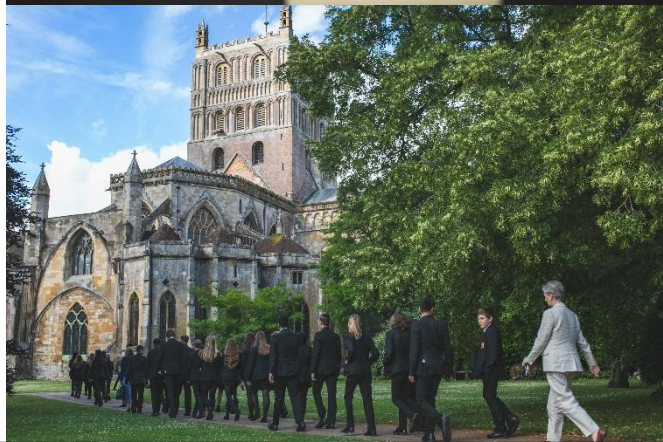
WHO WE ARE

In keeping with our Christian tradition, we believe that all of us are uniquely made, valuable, and belong at All Saints' Academy.



WHY WE ARE HERE

Through community and learning we are formed in character, knowledge and wisdom, to be light in the world through excellence in service and leadership.



THE ALL SAINTS' WAY in all we do and say...



We put other
people's needs first



We listen to
understand, aspiring
to excellence



We take
responsibility and
include everyone

“

Jesus told his followers,
“You are the light of the world.”

MATTHEW 5:14

The purpose of this document is to ensure that there is consistency across all staff in the Academy. The consistent implementation of our daily routines across the Academy will have a positive impact on behaviour, safety, learning and well-being. There is an expectation that all staff will work together with a team approach.

Line-up from 8:25 am

- Teaching staff must be on site and sign in by 8.20am Monday - Friday (other staff according to contract).
- Staff should be outside at the Year Group Zone before 8.30am to meet and greet students with the Progress Leader.
- Staff without a tutor group should support with the start of a day routines by attending designated areas to meet and greet students.



Meet, Greet and Pray (MGP)



- Tutors meet students outside at their Year Zone at the start of registration.
- The first whistle will be blown at 8.25am and students move to their year group zone.
- A second whistle is blown at 8:30am. Students line up in alphabetical order. Tutors check uniform and follow up with Progress Leader if necessary.
- Progress Leaders read a script and share daily messages with their year group.
- Tutors lead students in single file to their tutor room, ensuring outdoor coats are removed before entry to the Academy and carried or put in bags.
- Students stand behind their chairs to say the Academy Prayer. Students then sit.
- Tutors take the register aloud. Students must respond 'Yes, Sir' or 'Yes, Miss'.
- If any students come in late, they should be given L mark and the number of minutes recorded.
- Students who are late after 8:40 am will be put in detentions after school.
- Registers must be saved immediately.
- Tutors ensure that students have the correct equipment and uniform, and send students to the Pastoral Office if necessary. Tutors to make contact home with parents.
- **Mobile phones are turned off and given to the tutor to lock away.**
- Tutors present information needed by the students for that day.
- Students complete the reading session as directed by the tutor.
- Students should stand behind chairs and are dismissed one row at a time.

Corridors and stairs



- All staff must be present on corridors at the change of lessons.
- We all walk quietly on the left and in single file on the staircases and corridors. We always take the most direct route between lessons.
- We all respect other people's personal space and always behave safely.
- Any staff moving about should monitor student behaviour and address where necessary.
- Staff must not carry hot drinks and food on corridors or stairs whilst students are moving around the building.
- Sixth Form students must not use mobile phones or headphones in corridors.
- A bell sounds for staff and students to move to a new lesson.

Lessons (please refer to the T&L framework for further details)

- Classroom teachers meet and greet at the door.
- Students line up quietly.
- Students enter when permitted by the teacher and stand behind their chairs until invited to sit down by the teacher, placing their Curriculum Organiser and pencil case on the desk.
- Teaching staff must take the register aloud at the start of the lesson. If any students come in late, then they should be given an L mark and the number of minutes recorded. Students must be marked as present or N, there should be no blanks. Registers must be saved.
- If any students have been marked present earlier but are not in class, then an email should be sent to 'missing' naming the student who has not arrived and the room they should be in.
- If any student is in the Academy and is taking part in any form of intervention, then this should be recorded on Bromcom.
- Students must be discouraged from going to the toilet during lessons.
- Students are not expected to leave class during lesson time. If this is necessary, they must have a corridor pass from their teacher.
- Students found without authorisation to be out of class will be escorted back and will be given a detention.
- Any student permitted out of a lesson must be in full uniform including blazer.
- Students must not be sent out of the classroom if they have misbehaved unless they are on their way to the subject leader or another member of staff.
- Students should stand behind chairs and staff must check uniform. Students are dismissed one row at a time.
- Staff will ensure that the room is locked and left tidy.



Lesson Transitions

To support with smooth transitions between lessons and break times, teaching and non-teaching staff are positioned at designated areas of the building. The role of staff here is to encourage students to move quickly to their next lesson, to support with maintaining high standards of conduct, e.g. keeping to the left, walking quietly, uniform checks etc.

Break times

- Staff must ensure they know when and where their break duties are and arrive promptly.
- Staff must check what is required for this duty and fulfil this.
- Staff on duty are expected to be visible and proactively monitor behaviour.
- At break times, all staff must be prepared to support colleagues if necessary.
- Staff on duty should ensure that students line up in single file to buy food and drinks.
- Students must always follow the code of conduct and staff instructions.
- Students who are outside during break should return back into the building in an orderly manner.



Afternoon registration

- Each afternoon's registration lesson supports the implementation of the Life Programme curriculum.
- Take the register aloud. If any students come in late, then they should be given an L mark and the number of minutes recorded. If any student does not attend registration but has been present earlier send a 'Missing' email. If truancy is the reason for absence, a detention will be set.
- A collective act of worship will be extended once a week.
- Tutors to quietly escort students to the Cotswold Hall for year group briefings as directed by their Progress Leader.
- Discuss any behaviour concerns with students.
- Reward Positive Points (as appropriate) and demonstration of Academy values on the Values Board.
- Explain any messages, announcements and information as required.
- Return mobile phones to students no earlier than 3:10 pm.
- Ensure that the room is locked and left tidy, after an orderly dismissal of students' row by row.

Code of Conduct

A good working atmosphere is essential. Our Code of Conduct encourages students to show self-discipline and to be responsible for the consequences of their actions. We expect high standards of attendance and punctuality, for students to prepare themselves for lessons and learning, and to demonstrate friendly and thoughtful behaviour towards others.

Uniform and Appearance

A high standard of personal appearance is expected of all students and anyone arriving at the Academy in incorrect uniform will be loaned items from the uniform cupboard when possible. Students wearing incorrect uniform may be sent home to correct their uniform or be asked to work in the Reset Room.

Coats may be worn to school but must be put in lockers or in a bag upon arrival. No hooded or sports tops are permitted.

Blazers must be worn every day when around the Academy but may be taken off in lesson with permission.

Shirts must be worn tucked into trousers or skirt. Top button to be fastened.

Ties must be always worn correctly.

Jumpers must be the Academy jumper and may be worn as well as a blazer.

Skirts must be at least 22 inches long and worn correctly without being rolled up.

Trousers must be formal style, not jeans.

Socks and tights must be black.

Shoes must be plain black school shoes, and not any form of sports shoes or pumps.

Jewellery is permitted in the form of stud in each lobe and one small stud to one side of the nose. No other piercings are allowed.

Hair colours must be natural and brightly coloured dyes are not acceptable. Extreme haircuts are not permitted

In the classroom students:

- We follow all routines as directed to ensure a positive start to a lesson all the way through to orderly dismissal.
- We participate fully in our learning.
- We cooperate well with others and follow the ASA Way.
- We have our pencil case and Curriculum Organiser on the desk at start of lessons.
- We respect and care for all equipment.
- We leave the classroom in an orderly manner, properly dressed in full Academy uniform.
- We never leave the classroom without permission.

In the community:

- Our community includes our local residents as well as everyone studying and working at the Academy.
- We represent the Academy when travelling to and from the Academy each day.
- We wear correct uniform all the way from home to the Academy, and back again.
- We treat the residents in the vicinity of the Academy with the greatest possible respect.
- We respect the residents' right to live in a quiet, litter-free community.
- We always represent our Academy in a manner that makes everybody proud.
- We always demonstrate our Academy values of respect, love, service, reconciliation, justice and peace.
- We leave the school site at 3.15pm and head straight home, unless engaged in an Academy activity supervised by a member of staff.
- We do not wait around in groups in the community.

Culture

We aim to foster a positive culture based on praise and reward, leading to consistently high standards of work and behaviour. It encourages students to take responsibility for their own learning, as well as behaviour. It rewards students who adhere to the ASA Way and Academy expectations and work to the best of their ability. We will:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-academy approach to maintaining high standards of behaviour that reflect the values of the Academy.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all students.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Listen to understand with the use of scripts that help to deescalate behaviour concerns.

We want to help students grow in safe and secure environments, and to become positive, responsible and increasingly independent members of both the Academy and the wider community. We expect the behaviour of our students to be of a high standard at all times. We expect students to behave in a sensible and responsible manner both on and off the Academy site, showing respect for staff and other students. Positive behaviour within a classroom will allow all students to engage in the learning, make progress and achieve. Reasonable adjustments will be made to meet the needs of all our students and support put in place as and when is necessary.

Staff will ensure, as much as reasonably possible, that following the issue of a sanction, they will seek to meet with students and/or contact parents to reconcile this situation before the next lesson.

Sanctions

Students who fail to meet the Academy's high standards should expect a consequence. This includes where behaviour outside the Academy premises affects the Academy or its staff or students. consequences vary according to the offence but may include being given:

- a 30 minute "Lates detention" at the end of the day if arriving after 8:35 am but before 9:00 am
- a 50 minute "Lates detention" at the end of the day if arriving after 9:00 am but before 10:00 am
- a 90 minute "Lates detention" on Wed or Fri if arriving after 10:00am (without a valid reason)
- a 50 minute "Learning Duty detention" at the end of the day.
- 50 minute lates detentions are reduced to 40 min if reading.
- a 90 minute "Principal's detention" at the end of the day on Wednesdays and Fridays.
- a period of close supervision by means of a Pastoral Support Plan (PSP),
- removed from lesson(s) to work supervised in the Reset room,
- internal suspension resulting in whole day(s) in the Reset Room,
- a period of fixed term suspension from the Academy,
- permanent exclusion.

Classroom Behaviour

In a classroom environment, when a student exhibits behaviour that does not follow the Academy's expectations, staff will implement the following steps:

1. Ensure that the work has been adapted appropriately to meet the student's needs if necessary.
2. Ensure the student understands what they are expected to do.
3. Ensure the student has correct equipment to begin the task.
4. Keep the focus on the need to begin the task set, while reminding about the learning behaviour expected.

If a student continues to disrupt their own learning and that of others, staff will implement the following steps:

1. **Verbal warning** - issued quietly by the teacher with a clear explanation of the reason and the consequences of further negative behaviour. Retreat and allow the student time to comply.
2. **C1-** If the student's behaviour continues to be a concern the teacher should quietly tell the student they have been given a C1, then check they understand what is expected of them and retreat to allow the student to comply.
3. **C2** - If the student's behaviour continues to disrupt the lesson, the student should be told quietly that they have a C2 and the reason why. The teacher will then send a message to the 'Learning Duty, which is on the Academy pc desktop.
4. A member of staff on 'Learning Duty' will be contacted by email. The member of staff on Learning duty will talk to the student and teacher and assess if the student is able to continue the lesson without further disruption.
 - If so, then the student will be given a Learning Duty detention for 50 minutes at the end of the day.
 - If not, then the student will be removed from lesson and taken to the Reset Room, where they will work for the remainder of the lesson and complete a reflection response sheet. They will receive a Learning Duty detention for 60 minutes at the end of the day.
5. If a student receives a second Learning Duty detentions in the same day, they will be taken to reset room to work for the remainder of the day and will complete their Learning Duty detention.
6. In the rare occurrence of student behaviour which is more serious than classroom disruption, the teacher should contact the 'Learning Duty' member of staff by email immediately to support and resolve. If support is required more urgently, then staff would be expected to call upon the subject leader or other colleague nearby. The appropriate consequence will be decided by the Progress Leader in consultation with the SLT.
7. **Follow up:** In the case where a student has been removed from the classroom the Academy expects all staff should attend the Learning duty detention that afternoon to have a reconciliation conversation to discuss the issue and agree the steps to improve the behaviour in the following lesson.

Behaviour Outside Lessons

When outside of lessons, students should;

- Behave respectfully around the Academy.
- Walk calmly, orderly and quietly during all transitions, including break and lunch, showing courtesy to other students, staff and visitors to the Academy.
- Respond quickly to any instructions given by staff.
- Not walk away from a member of staff if requested to wait or speak with them.
- Maintain all uniform expectations and correct if challenged.
- Eat only in the specified areas (chewing gum is not allowed in the Academy).
- Avoid gathering in large groups/crowds, as this can be intimidating to other students and staff.
- Be silent and responsive during line ups and listen when being spoken to by staff.
- Wait quietly, in a single file outside of the classroom until greeted by the member of staff.
- Not engage in bullying or harassment of any kind.
- Treat all people with respect.
- Respect the environment.
- Use items of Academy equipment as intended, minimising the risk of damage or unnecessary replacement.
- Not endanger others by interfering with Fire Prevention devices and alarms.
- Not bring the Academy into disrepute by unacceptable behaviour off-site, whether in the locality, to and from the Academy, or further afield e.g. on Academy visits.

Students who show poor behaviour outside of lessons that would be the equivalent to a Learning Duty in class will receive a consequence on the same level. More significant issues will result in a consequence decided by the student's Progress Leader or SLT.

Student Behaviour Support Ladder

The Student Behaviour Support Ladder (below) shows clear progression if poor behaviour continues and what will happen if the student does not respond to the support put in place.

Levels of support and intervention:

1. Progress Leader and Tutor meetings with parents.
2. Pastoral Support Plan
3. Interventions (agreed at the Vulnerable Student Panel)
4. SLT/SENDCo Review of provision (see SEN Behaviour Support Framework - page 11)
5. Alternative Curriculum Provision provided in the Inclusion Centre or at Abbey View
6. Offsite Direction (managed move)

As well as these documents and processes, students will be supported by several different strategies that will be monitored by the Progress Leader or a Senior Leader.

At all levels, the students will have the support needed to be successful, if the student does not engage and displays persistent poor behaviour, the Academy, as a last resort may be forced to permanently exclude.

Academy consequences

Detentions

Detentions at All Saints' Academy are centralised and supervised by members of staff supported by SLT and Progress Leaders. The level and duration of detention, is dependent on the type of behaviour. Although detentions are centralised, staff who have set consequences are expected to discuss behaviour during the subsequent detention. When staff wish to speak with a student about the behaviour displayed, they can remove the student from the detention room quietly. These conversations will help develop relationships and will support a more positive environment. Detentions are set for the end of the day. Poor behaviour during any detention will result in extra time being added to the detention or the consequence being escalated to a Principal's Detention for 90 minutes held on each Wednesday and Friday.

Reset Room

Where a student's behaviour in a classroom is persistently disruptive and they are not able to make the necessary changes to return to the classroom setting, they will be taken to the Reset Room for the remainder of the lesson. During that time, they will be supervised and required to discuss their behaviour. They will complete a full detention (green card) at the end of that day. If a student is taken to the reset room from a second lesson in the same day, they will remain in the Reset Room for the rest of the day. They will complete their learning using the resources available to access their curriculum. A computer will be provided, and they will be directed to complete on online tasks. Students will be escorted to detention during afternoon registration.

Internal Suspension

On occasions a student may be given an internal suspension which will be held in the Reset Room and will follow the structure of the Academy day; students will have break and lunch; however, this will be conducted in the Reset Room, supervised by staff. A computer will be provided, and they will be directed to complete on online tasks. Students will be escorted to detention during afternoon registration.

Fixed Term Suspensions

Guidance from the Department of Education states that the decision to suspend a student must be lawful, reasonable and fair. The Principal, Associate Principal and Vice Principals, will have the final decision on any suspensions. The Academy has a statutory duty not to discriminate against students based on protected characteristics, such as disability or race. The Academy should give particular consideration to the fair treatment of students from groups who are vulnerable to suspensions. Students who are suspended from the Academy will require a formal reintegration when they return. This will usually be conducted by a member of SLT, supported by other relevant members of staff when necessary. The Pastoral Team will identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent suspension. In this situation, the Academy should consider whether a multi-agency assessment that goes beyond the student's educational needs is required.

Fixed Term Suspensions (FTS) will always follow with a day in the Reset Room (from Sept 2025). This will serve to reduce the number of days a student is absent from the Academy whilst maintaining the severity of the sanction. This approach also supports the student to reintegrate back into the Academy following a period of absence.

SEN Behaviour Support Framework

Some students with SEN will sometimes need additional support to help them make positive decisions in lessons. The framework below provides staff with clear guidance on how to support students in these situations. There is also a hierarchy of support available to students with SEN, should the concerns persist.

	Developing Concerns	Continuing Concerns	Persistent Concerns
In the classroom	Every lesson is a fresh start. Apply the Inclusive Checklist and Learning Model. Ensure strategies from My Plan/My Plan Plus/EHCP are implemented. Collaborative working with support staff. Complete restorative practice.	Notice patterns in behaviour and seek support from SEND department	Consider changes to seating plan. Call home to discuss worries. Actively seek to observe and praise positive experiences in the classroom.
Support Staff	Use thrive language Positively support colleagues. Ensure reasonable adjustments are in place.	Notice patterns in behaviour Consider strategies to support and use My Plan/Plus/EHCP Raise specific worries and strategies tried through SEND concern form	Complete restorative practice and follow up all instances.
Progress Leaders and Heads of Faculty	Work collaboratively behaviour team and progress leaders to identify patterns of behaviour. Quality assurance measures with SEND as a focus.	PLs and HOFs to support staff to adapt learning to meet individual needs PLs and HOFs to support staff to communicate with parents. Raise specific worries and strategies tried through SEND concern form.	Work with specific members of staff where behaviour/progress of SEND is a concern. Raise to SLT where little progress is made. Implement interventions to support where expected progress is not taking place. Consider groups and timetabled staff for classes with high SEND needs.
Inclusion and Pastoral Staff	Key adult to review My Plan (if on My Plan) with student and parent/carer. Deputy SENDCO to explore further SEND needs	Progress leader and Deputy SENDCO complete TAF My Plan review with Deputy SENDCO and consideration to progress to My Plan Plus. Inclusion and Pastoral staff to review amendments to interventions. Deputy SENDCO to communicate with Staff to share strategies. Monitored at the Vulnerable Students Panel.	TAF meeting with AIP Inclusion and Safeguarding and LPS/PU/VP Referral to external agencies (ATS, SLT, OT, EP, CAMHS/ETQ) Education Inclusion service involvement My Plan Plus may progress to EHCP Targeted intervention to support areas of need. Costed provision map to be updated by SENDCO Targeted support through the Vulnerable Student Panel.
SLT	Lead and model the implementation of thrive micro scripting Hold others and ourselves to account when not implementing SEND Strategies and Learning Model. Understand our triggers and know when to utilise other members of staff	Feedback/training for specific staff SLT to support PLs/HOFs to have challenging conversations with staff to address needs in their classrooms. SLT to support HOFs to hold parent meetings where needed.	SLT to support HOFs to hold parent meetings where needed. Discussion of different curriculum offer e.g. Life Centre/Abbey View/EOTUS Bridge/Alternative Provision Catalogue. Discussion of other mentoring/tutoring provisions to support. EHCP Students Emergency Annual Review with the caseworker to discuss next steps.

Sanctions Framework

Sanctions and Escalation Framework (updated July 2025)



Sanction	Examples
Positively phrased verbal warnings (all staff)	*Wearing uniform incorrectly (tutor check during MGP and pm reg) *Eating in out-of-bound areas *Not following instructions *Chewing gum
30 min after school detention	*late to MGP *deliberately late to lessons *repeatedly not wearing uniform correctly (tie or blazer not worn) *not having a timetable
50 min after school detention	*Learning Duty x1/day (parents receive a text message) *Failure to attend late detention *Unpermitted use of mobile phone (also results in confiscation) *Rudeness/defiance to member of staff *Use of foul/obscene language/gestures (not towards a member of staff) *Repeatedly out of bounds
90 min after school detention	*failing to attend a 50 min detention *poor conduct in a 50 min detention *as directed by PL
Academy community service Mon – Fri (arranged with site staff)	*Deliberate littering *Chewing gum on floor/ desks, etc. *Defacing school property (desks, walls, textbooks, etc.) *Deliberately causing damage
Internal suspension Reset Room (all day)	*Use of racist, sexist or homophobic language *Repeated refusal to attend after school detention *Truancy off site *Other excessive behaviour issues *Failing 90-minute detention *Throwing from a balcony *Sharing a toilet cubicle *Bringing a vape into the Academy *Rudeness/defiance/walking away from staff
External suspension	*Physical violence e.g. starting a fight *Directed use of racist, sexist or homophobic language *Swearing/verbal abuse at a member of staff *Sexual harassment *Failing internal suspension *Other persistent and excessive behaviour issues *Vaping *Refusing to go to the Reset Room *Using mobile phone to film or photograph (also results in confiscation)

The above may be amended at the discretion of the Principal.

The Principal may decide to take immediate action in permanently excluding a student following a serious incident.

Rewards Framework

The formal systems for rewarding students are outlined below, but equally important are regular positive conversations that happen in every lesson and every day around the Academy. Staff are encouraged to contact parents/carers frequently by phone, email or with Staff Commendation Postcards.



Positive Reinforcement

All teaching staff are expected to use Pinpoint Praise every lesson and record the awarding of positive points on their clipboards. Staff are expected to transfer these point to Bromcom, for students to see on the whiteboards, in the last 5 minutes of every lesson.

Rewards at All Saints' Academy



The Rewards system at All Saints' Academy has 4 categories:

A
Attendance Points

B
Bishops' Award

C
Classroom Points

D
Discretionary Awards

(A) Attendance Points

- Full attendance streak each week → 1 TICKET
- Full attendance streak each term → ATTENDANCE STREAK reward

Attendance points and Classroom points can be swapped for items in the 'Swap Shop'

(B) Bishops' Award

- Bronze, Silver, Gold and Platinum awards will be awarded at Tewkesbury Abbey in April.
- Criteria for each award will be shared with PL and tutors centrally.

Classroom points will feed into the criteria for the Bishops' Award.

(C) Classroom Points (aka Positive Points)

The criteria that staff use for awarding positive points can be found on staff clipboards.

Start of Lesson		How We Learn?			STAR Behaviours
Arrived on time?	Properly Equipped?	Completed the 'Do Now' silently?	Fully engaged with learning activity?	Asked for help? Or helped others?	Strong up - Turning in - Asking Qs - Respecting others
1 point ✓	1 point ✓	2 points ✓	2 points ✓	2 points ✓	2 points ✓

A maximum of 10 points can be awarded per student per lesson.

Note: the criteria for awarding Positive Points can change during the academic year.

(D) Discretionary Awards

Principal's Award → 10 TICKETS and a Commendation Card

- For an outstanding contribution to the Academy or community

Leading by Example → 5 TICKETS and a Commendation Card

- For being an ambassador at an Academy event or activity
- Termly Progress Leader award and termly Head of Faculty award

Excellence in the classroom → Commendation Card

- Awarded by staff on Learning Walks

Rewards Framework – part 2

Rewards at All Saints' Academy

'Swap Shop'



Swap shop items will be on display in the foyer area near Reception.

ATTENDANCE POINTS

Students can exchange attendance tickets for prizes at the Academy Swap Shop.

Form tutors issue tickets every Friday for full attendance that week.

Student initials are added to the back of each ticket.

Tickets can be exchanged for prizes every Monday at lunch times.

CLASSROOM POINTS

Students can exchange classroom points for prizes at the Academy Swap Shop.

Teaching staff award classroom points via Bromcom at the end of every lesson.

Progress Leaders provide tutors with a weekly update of classroom points.

When points are cashed in for tickets, students start the process again.

Positive Points to Tickets (subject to change at any given time)

Classroom Points	Ticket Value
50 points	1
100 points	3
200 points	6
300 points	9
400 points	12
500 points	15

Swap Shop 'Prices' (subject to change at any given time)

Promotional items will also be available throughout the year

Number of Tickets	Swap Shop
1	ASA pen or pencil
2	Collect a Fuzzy, ASA sticky notes, ASA ruler
3	Highlighter
4	Stationary Set
5	Keyrings
8	A5 notebook
10	Playing cards, Donation to Charity
15	ASA beanie hat, ASA sunglasses
20	A4 sketchpad, felt tip pens et
30	Football, Basketball or Raffle entry for high ticket item