



All Saints'  
Academy  
Cheltenham

## READY TO LEARN POLICY



2020 - 2021

## **Coronavirus Addendum September 2020**

This addendum applies until further notice.

Unless covered in this addendum, our normal Ready to Learn Policy continues to apply.

We may need to amend or add to this addendum as circumstances or official guidance changes.

We will communicate any changes to staff, students, parents and carers.

When students are in the Academy, we expect them to follow all of the rules set out in this policy to keep themselves and the rest of the Academy community safe.

Staff will be familiar with these rules and will make sure they are followed consistently.

Parents and carers should also read the rules and ensure that their children follow the new procedures that have been put in place.

### **Onsite Dedicated Safeguarding Leadership & Support**

Mrs Cummings – DSL&VP Mr McNiffe – Principal Mr Wilkinson - VP

Mrs Cain – Head of Sixth Form Mr. Newstead - AEWMMr Holder – PEWM

### **Transport Arrangements for Parents and Carers**

- Parents and Carers, must be aware of the government recommendations for transport to and from education including avoiding peak times. Link: Coronavirus (COVID-19): safer travel guidance for passengers
- If using a private vehicle, parents and carers are to drop their children off in the designated 'drop off zones' at the Blaisdon Way Entrance to the Academy
- If a student needs to be accompanied on to the Academy site, only one parent or carer is permitted to do so.
- Parents and Carers must not gather at the Academy entrance gates or doors or enter the Academy building unless they have a prearranged appointment.

NB The Academy entrance on Howell Road will be closed with no access permitted through this gate during the Academy day.

### **Classroom and Activity based Cleaning, Hygiene & Safety**

- In classrooms and learning spaces where a sink and washing facilities are not available, hand sanitiser will be provided for students and staff use.
- Staff will explicitly teach and supervise health and hygiene arrangements such as handwashing, tissue disposal and toilet flushing.
- Staff will make sure they wash their hands and wipe surfaces, before and after handling students' books.
- There is no need for anything other than following personal hygiene protocols and washing of clothes following a day in the Academy.
- Staff will minimise the number of shared resources in order to make sure they can be wiped clean.
- Wherever possible, resources which are not easily washable or wipe-able should be removed.
- On entry to classrooms and learning spaces, staff are to greet students, ensure they wash their hands immediately on arrival, and then go straight to their dedicated seat and desk.
- Use of Academy resources for activities such as writing, sticking, cutting, indoor and outdoor activities should be avoided unless the staff responsible for the class can ensure objects can be cleaned before and after use.
- Students are to have their own usual Academy equipment as usually expected for school. Any replacement provided by the Academy, such as a pen or pencil, is to be kept by the student to replenish their equipment.

- Staff and students will prevent the sharing of stationery and other equipment where possible.
- Outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of students and adults using it, and that multiple groups do not use it simultaneously in accordance with the social distancing and one way systems in place.
- Students must wash their hands frequently, but particularly after using outdoor table tennis and tennis equipment etc.
- All classroom doors and entrances into Learning Zones must be kept open to avoid unnecessary contact with door handles.
- Dismissal from a classroom or learning space has to be managed by the teacher in charge to ensure safe social distancing of 1 metre.
- Classes must be dismissed one at a time in each "Year Group Zone" to maintain social distancing.

### **PPE including face coverings and face masks.**

Government guidance is:

"The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:

- where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained
- where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used"
- PPE will be provided by the Academy for staff tending to a medical situation that may arise for example, where a student becomes unwell with symptoms of coronavirus while in their setting and needs supervision until they can return home.

NB: However, should a member of staff or student express a wish to wear a face covering or mask for health and wellbeing, it will be permitted. The Academy will not be in a position to supply the mask or face covering. It would be the sole responsibility of the individual concerned.

### **General Site based Cleaning, Hygiene & Safety**

#### **Toilets/ Cleaning**

All toilets and washing facilities that are open for use will be thoroughly cleaned by cleaning staff three times a day.

Each facility will have a record sheet to be completed by the cleaner with the time and date of cleaning.

One toilet area (8 cubicles) will be used by one zone area only so that each year group have their own dedicated toilet provision.

Social distancing measures will require each alternate toilet cubicle to be open. Each closed toilet will be locked and clearly taped off.

A maximum of two students are allowed to the toilet at any one time. Teaching staff in each year group zone and designated duty staff are to manage the corridor and toilet access areas.

Procedures promoting good personal hygiene are visibly displayed in all toilet areas (20 second handwashing and "Catch It Bin It and Kill It" etc.)

## Lunch & Break Times

There will be the usual catering provision from 3 serving points to accommodate two year groups per serving point.

The lunch break will be staggered to allow for two half an hour breaks for each year group.

The serving points are the Dining Room, The Manna and the Serving Hatch positioned outside the Bredon Block.

Students and staff can bring their own packed lunches to the Academy each day.

Free School Meals will be provided.

All food rubbish and used cleaning materials are to be disposed of in the bins marked 'Safe Disposal'.

Cleaning, Site and responsible staff are to ensure tables are wiped using the cleaning materials provided.

Wash hands before and after eating.

All staff must be prompt in starting/ending break and lunch time.

## Online Home Learning Provision

For all year groups, we have an independent study programme for students to follow at home after each Academy day. The study programmes have been thoughtfully constructed by our teachers to maintain a close connection to the curriculum and can be accessed on the Satchel portal (formerly known as "Show my Homework").

All students are expected to complete work set to complement their learning curriculum and to ensure nor further lapse in academic progress since the commencement of the pandemic lockdown in March 2019.

## Extra provision

After school curriculum catch up sessions and independent study time will be provided after the Academy day.

Year 11 and Year 13 will have additional time for lessons at the end of each day.

## If a Student or Staff Member Display Symptoms

If anyone becomes unwell with a new, continuous cough or a high temperature in the Academy, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance.

If a student is awaiting collection, they will be taken to Cleeve Ground Floor to the temporary dedicated sick bay where they will be isolated, monitored, supported in a space that has good levels of ventilation.

Should they need to go to the bathroom while waiting to be collected, they will use a separate specific toilet. The toilet will then be cleaned and disinfected using standard cleaning products before being used by anyone else. PPE must be worn by staff caring for the students while they await collection.

## If there is a Confirmed Case

When a student or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 7 days. Their fellow household members should self-isolate for 14 days.

All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus. They are to be advised to take the test.

Where the student or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.

## Proposed Daily Routine Timings for Each Year Group

Year Group Bubbles	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13
Year Group Learning Zones	MG, CH, DR	M2, B2	B1, C1	M1	BG, GLH	C2, B207, C206, B107, H2	Gym, Dance, Study Rooms
Entrance and Exit	Red zone	Green zone side door	Blue Zone	Green zone	Blue Zone	Yellow Zone	
Academy Site Entrance	Blaisdon Way Gate	Blaisdon Way Gate	Blaisdon Way Gate	Blaisdon Way Gate	Blaisdon Way Gate	Blaisdon Way Gate	Blaisdon Way Gate
Arrive to Academy, Line up Socially Distanced.	08:40	08:50	08:50	08:40	08:40	08:40	08:40
Meet, Greet and Pray (Tutor Time)	08:40-08:55	08:50-08:55	08:50-08:55	08:40-08:55	08:40-08:55	08:40-08:55	08:40-08:55
Staff change over	5 mins	5 mins	5 mins	5 mins	5 mins	5 mins	5 mins
1st Lesson	9:00-9:50	9:00-9:50	9:00-9:50	9:00-9:50	9:00-9:50	9:00-9:50	9:00-9:50
Staff change over	5 mins	5 mins	5 mins	5 mins	5 mins	5 mins	5 mins
2nd Lesson	9:55-10:45	9:55-10:45	9:55-10:45	9:55-10:45	9:55-10:45	9:55-10:45	9:55-10:45
Staff change over	5 mins	5 mins	5 mins	5 mins	5 mins	5 mins	5 mins
Break & Lunch Time Area	Outside Malvern	Outside Bredon	Outside Cleeve	Outside Malvern	Outside Bredon	Study Rooms or outside Cleeve ground floor	
Break (20 mins) and 3rd Lesson	10:50 - 12:00	10:50 - 12:00	10:50 - 12:00	10:50 - 12:00	10:50 - 12:00	10:50 - 12:00	10:50 - 12:00
Staff change over	5 mins	5 mins	5 mins	5 mins	5 mins	5 mins	5 mins
4th Lesson	12:05-12:55	12:05-12:55	12:05-12:55	12:05-12:55	12:05-12:55	12:05-12:55	12:05-12:55
Staff change over	5 mins	5 mins	5 mins	5 mins	5 mins	5 mins	5 mins
Lunch (30 mins) and 5th Lesson	13:00-14:20	13:00-14:20	13:00-14:20	13:00-14:20	13:00-14:20	13:00-14:20	13:00-14:20
Staff change over	5 mins	5 mins	5 mins	5 mins	5 mins	5 mins	5 mins
Tutor messages/LIFE, PSHRE Programme.	14:25-14:40	14:25-14:40	14:25-14:35	14:25-14:35	14:25-14:40	14:25-14:40	14:25-14:40
6th Lesson	14:40-15:30	Independent Home Study	Independent Home Study	Independent Home Study	14:40-15:30	Independent Home Study	14:40-15:25
End of Day Departure	15:30	14:40	14:35	14:35	15:30	14:40	15:25
Exit Point	Blaisdon Way Gate	Blaisdon Way Gate	Howell Road Gate	Blaisdon Way Gate	Howell Road Gate	Howell Road Gate	Howell Road Gate

## Ground Floor Site Map, Entrance and Exit Points



## One Way System

### Entry



### One Way



### Exit



- Students will enter each wing using the doors to the left hand side of each wing.
- Where there is one entry and exit point i.e. Bredon Ground and First floor, the entry point to the wing will be through the ICT rooms BG01 and B101.
- In Malvern First and Bredon Second Floor, the exit points will be the ICT rooms M106 and B206.
- This will eliminate any possible bottlenecks in these areas.
- Students working in M203 will access the room via M202 and exit via M204.
- One-way systems will continue to operate on all main corridors.

## Arrangements for Each Year Group

Year 7	
Learning Area	Malvern Ground/ Cotswold Hall/ Drama Studio
Academy Entrance and Exit	Cotswold Hall
Arrive	08:40
Leave	15:30
Break Area	Outside Malvern
Break	10:50-11:10
Lunch	13:00-13:30
Toilets	Malvern Ground Floor
Food Service	Manna
Water Refill	Malvern Ground water fountain



Year 8	
Learning Area	Second Floor Malvern, Bredon, Holst
Academy Entrance and Exit	Fire Door to Malvern Stairs
Arrive	08:50
Leave	14:40
Break Area	Outside Bredon using fire exit
Break	11:20-11:40
Lunch	13.35-14:05
Toilets	Malvern Second Floor
Food Service	External Catering Pod
Water Refill	Second Floor Malvern water fountain



Year 9	
Learning Area	First Floor Bredon and Cleeve
Academy Entrance and Exit	Main Reception Entrance
Arrive	08:50
Leave	14:40
Break Area	Outside Cleeve using Cleeve stairs
Break	10:50-11:10
Lunch	13:00-13:30
Toilets	Cleeve First Floor
Food Service	Dining Room
Water Refill	Dining Room



Year 10	
Learning Area	First Floor Bredon and Cleeve
Academy Entrance and Exit	Fire Door to Malvern Stairs
Arrive	08:40
Leave	14:40
Break Area	Outside Malvern
Break	11:20-11:40
Lunch	13.05-13:35
Toilets	Malvern First Floor
Food Service	Manna
Water Refill	Manna



Year 11	
Learning Area	Bredon Ground Floor and GLH
Academy Entrance and Exit	Main Reception Entrance
Arrive	08:40
Leave	15:30
Break Area	Outside Bredon
Break	10:50-11:10
Lunch	13:00-13:30
Toilets	Cleeve Ground Floor
Food Service	Pod outside Bredon
Water Refill	Welfare Office Fountain



Year 12 & 13	
Learning Area	Cleeve second floor, gym, dance studio, small teaching rooms
Academy Entrance and Exit	Gate adjacent to rear carpark and line up outside to use Cleeve stairs
Arrive	08:40
Leave	Y12: 14:25 Y13: 15:25
Break Area	Dining Room, Study Rooms
Break	11:20-11:40
Lunch	13:05-13:35
Toilets	Cleeve Second Floor
Food Service	Dining Room
Water Refill	Dining Room



### Learning Zones Ground Floor



LIFE Centre	
Learning Area	LIFE Centre
Academy Entrance and Exit	Main Reception Entrance
Arrive	09:30
Leave	14:30
Toilets	Malvern Second Floor
Food Service	Manna
Water Refill	Malvern Second Floor

### Learning Zones First Floor



### Sick Bay Ground Floor

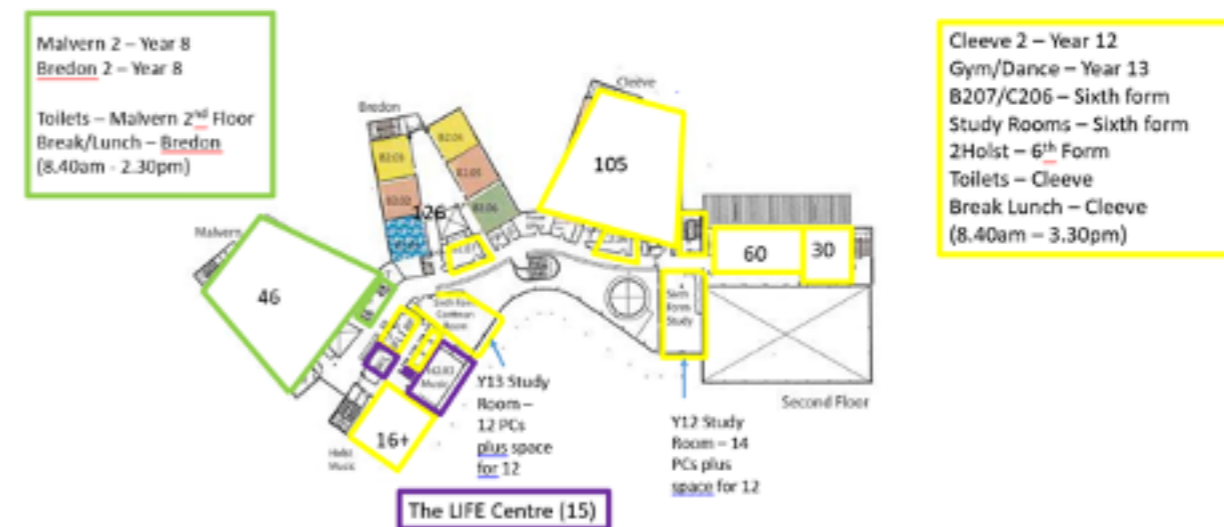
Fire doors will remain open to ensure ventilation



When a parent arrives at Reception to collect a sick child, they will be directed to the rear car park. The child will be escorted by a first aider to the Yellow Zone gate to meet with parents/carers.



### Learning Zones Second Floor



## Student Expectations and Rules During the Coronavirus Pandemic

All students must follow these rules exactly.

1. Students must stay in Year Group Bubbles – please do not mix, at any time, with students in other year groups. This includes break time, lunch time, study periods and when travelling to and from school.
2. Students should go straight to their classroom at the start of each lesson by the most direct route.
3. Students must follow the One-Way-System.
4. Students should wipe down their table, keyboard, mouse etc. if they change classroom, in their dedicated learning zone, at the start of each lesson with the cleaning equipment provided.
5. Teachers will keep socially distanced from the students, and so cannot offer the usual close support.
6. All students must adhere to 2 metre social distancing at all times. Wait patiently for doorways to clear when busy and queue keeping 2 metres apart.
7. Good hygiene is essential, wash hands regularly, carry hand sanitiser with you, use a tissue for sneezes and coughs and bin it in the black safe disposal bins provided.
8. Students must not share equipment. Teachers may provide equipment that has been cleaned before use if necessary.
9. Students cannot leave their classroom or wander around the corridors to find a teacher.
10. Students cannot access classrooms at break and lunch. Students will need to carry their bags with them at all times.
11. Students should bring a suitable waterproof outdoor coat whenever rain is forecast. This is because students will not be able to congregate inside the Academy building at break and lunch times.
12. Students must go straight home at the end of the day. Do not wait for friends or other siblings at the Academy gates or grounds.
13. Senior Leaders, Progress Leaders, Teachers and Tutors will be available to offer support and guidance during the day. Essential Equipment: All students should bring with them every day:
  - hand sanitiser
  - small packet of disinfectant wipes
  - a face mask or covering
  - a clear exam style pencil case with pens, pencils, rule

### Rewards and Sanctions

To help encourage students to follow the above rules, we will:

Monitor good behaviour and ensure that positive phone calls/ text messages are used as appropriate. However, if students fail to follow the rules, we will sanction depending on the severity of the incident.

Example of Rule Breach	Suggested Range of Sanctions
Failure to follow staff instructions.	Student will be spoken to by the member of staff (or another member of staff if appropriate). If the issue has not been resolved, this will be referred to SLT.
Occasional forgetting of social distancing or other rules.	Reminder by staff of rule and reasons for the rule. Brief period of isolation from group if student does not heed advice.
Student purposefully leaves unnecessary mess or an untidy area.	Provided with appropriate PPE and cleaning material to clean their space.
Persistent failure to follow social distancing and other rules despite reminders as above.	Telephone call to parents Period of working with senior staff Detention at the end of the day
Deliberate breaking of the rules despite support	Period of isolation in the Reflection Room Fixed period of exclusion.
Deliberate spitting, coughing or threats to cause distress or fear in others	Fixed period of exclusion.

This table is to act as a guide but individual incidents will be judged in their context and the sanction will be decided having considered:

- The severity of the incident
- The intention of the student – whether the behaviour was accidental or deliberate
- The number of behaviour issues the student has had
- The needs of the child in managing their behaviour

Sanctions will be used to ensure all rules are followed to protect the safety of students and staff at all times.

SLT and pastoral staff will monitor the Assist system throughout the day and ensure that concerns are addressed quickly. Sanctions will be set and reviewed at the end of the day by the Progress Leader for each year group to ensure that behaviour issues have been resolved and outcomes have been communicated to staff.

Detentions will be served in a breakout area that is used by the year group. These will be managed by the Progress Leader for the year group with support from the AVP and VPs.

## All Saints' Academy, Vision, Ethos and Mission

### Our Vision

Where every member of our extended family realise their God-given potential, inspired by John 10:10. Jesus said 'I have come so you may have life in all its fullness'.

### Our Purpose

To be a beacon of hope founded on Christian values serving Cheltenham and the Diocese of Gloucester where there is excellence in learning, achievement and fulfilment.

### Our Ethos

All Saints' Academy is an Anglican Church Academy serving the community of Cheltenham, sponsored by the Diocese of Gloucester.

All Saints' Academy is a learning and loving community which seeks to be a sign of reconciliation, living in the hope of the Gospel. The Academy strives to live out the values of the Gospel and bear witness to the teaching of Jesus. In order to achieve this, the Academy will: recognise that every individual is created in God's image and is worthy of respect; fulfil the potential of all students by providing an excellent holistic education; nurture the spiritual development of all within the Academy community, whilst recognising that faith is a free response to God and cannot be imposed; foster a search for truth; work for the common good, instilling in students a desire to serve others and work for justice and peace.

The Academy will uphold the tenets, teachings and practices as governed by the Bishop of Gloucester.

### Our Mission

At the heart of All Saints' Academy is the belief that Christ is at the centre of all we do and are. Rooted in His teaching, we seek to fulfil in every member of our community their full potential so they are able to 'live life to the full' and recognise that they are called to use their gifts and talents for the benefit of all.

We seek to do this by:

- providing a safe and secure environment where faith, prayer, compassion and reconciliation are visible in word and in action;
- providing an excellent education with a broad, balanced and creative curriculum which will allow everyone to discover their potential and to develop and share their unique talents;
- providing opportunities for all to be nourished and challenged both academically and spiritually in their respective beliefs;
- respecting and valuing the diversity of all, believing that everyone is created as a unique individual in the image of God;
- building a resilient community able to reach out and support others, both locally and globally;
- modelling through the Academy's policies, practices and values a concern to serve the common good, a heart for justice, a desire for reconciliation and the need to protect and sustain the environment.

## Expectations of Staff

The purpose of this document is to ensure that there is consistency across all staff in the Academy. The consistent implementation of these daily routines across the Academy will have a positive impact on behaviour, safety, learning and progress. There is an expectation that all staff will work together on this as part of a team and will challenge if this is not done.

### Before morning registration

- Teaching staff must be on site and sign in by 8.20am Monday – Friday (other staff according to contract).
- Staff should be at Tutor classroom before 8.40am to meet and greet students and let them into the classroom.
- Staff without a Tutor Group (TG) should prepare for the day and, if necessary, support other colleagues.



### Morning registration



- Tutors meet and greet at the door at the start of morning registration and check uniform.
- 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. Late students are met at the main doors by staff and names are logged. Students who are persistently late will be put in detentions after school.
- Registers must be saved immediately.
- Tutors should ensure that all students have put any coats and outdoor wear in their lockers or bags.
- Any student leaving class must have a corridor pass.
- Ask students to put pencil cases on the desk. If students forget their pencil case twice in a week, House Tutor should contact home and log on SIMs.
- Check uniform and speak to students who are not dressed correctly. Send students to Pastoral Office if necessary.
- Deliver any messages, announcements, information as required.
- Check report cards and that all students who need them have them.
- Students should stand behind chairs for an orderly dismissal.
- Tutors should ensure that the room is locked and left tidy.

## Corridors and stairs



- All staff must be on corridors at the change/end of lessons.
- Any staff moving about should monitor student behaviour and challenge where necessary e.g. earphones/personal electronic devices on display.
- Ensure that students walk on the left and in single file on the staircases.
- Ensure that all food is eaten inside the Dining Room or outside.
- Ensure that students respect other people's personal space and behave safely at all times.
- Staff must challenge any incorrect uniform.
- Staff must not carry hot drinks and food on corridors or stairs whilst students are moving around the building.
- Students moving between lessons must arrive within 2 minutes of the bell.

## Lessons

- Classroom staff meet and greet at the door at the start of each lesson and check uniform.
- Students must not enter classrooms unless permitted by staff, after lining up outside.
- Teaching staff must take the register aloud at the start of the lesson. Students must be marked as present or N, there should be no blanks. Registers must be saved immediately.
- Staff should note which students are absent and the reasons why. If any students have been marked present but are not in class then an email should be sent to 'missing' naming the students who have 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 or has an appointment with their Learning Mentor then this should be recorded on SIMs by the person they are with.
- Students must not be allowed out of class in the first 10 minutes and last 10 minutes of the lesson. 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. Students picked up 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.

- 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 for an orderly dismissal, and staff must check uniform.
- Staff will ensure that the room is locked and left tidy.



## 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.
- 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.
- Staff on duty are expected to be visible and proactive.



## Classroom environment

- Displays should be kept neat and tidy and regularly updated.
- Each classroom should have displays that follow the ASA Classroom Plan.
- Each teaching room should have a Fire Evacuation Policy displayed.
- Teaching rooms must have subject specific display and level descriptors.
- Tutor rooms should have a TG notice board displaying the homework timetable, attendance update and cross/crucifix. The Tutor must take ownership of this and regularly update it
- Staff must ensure they have recycling bins and these are used correctly.

- Lights should be turned off whenever the room is left empty.
- All electrical equipment should be shut down at the end of each day.
- Staff must remember that all areas of the Academy are shared working areas and so these must be left tidy at all times.
- At the end of the day staff must ensure that windows and fire doors are securely closed and the room is locked.

## Afternoon registration

- Tutors should meet and greet at the door at the start of afternoon registration and check uniform.
- Take the register aloud. If any students come in late then they should be given L mark and the number of minutes recorded. Challenge this lateness and record this on SIMs. If any student does not attend registration but has been present send a 'Missing' email. If truancy is the reason for absence, a detention will be set.
- There should be a collective act of worship each day, and this should be extended once a week.
- Any student leaving class must have a corridor pass.
- Check track records and that all students have them completed; discuss the record with the student and sign it.
- Discuss any behaviour concerns with students.



- Follow up attendance concerns with students.
- Achievement mentoring should be carried out according to the published programme.
- Deliver any messages, announcements, information as required.
- Ensure that the room is locked and left tidy.
- Each afternoon's registration period should be planned and delivered as effectively as lessons.



## Detention protocols

- Students are expected to check the detention list at break and ensure they are in the Cotswold Hall at the end of the day, even if not collected.
- Any student who is unable to complete their detention must have a letter from a parent/carer.
- Students must remain seated whilst in detention.
- Students should respond to the register with, 'Yes, Miss' or 'Yes, Sir'.
- Students may choose to read a book in detention.
- Students should remain silent and follow the Code of Conduct during the detention.
- Students who have completed their detention should leave in an orderly manner.

## Fire Evacuation Procedure

- All staff must familiarise themselves with the Fire Evacuation procedure around the Academy.
- In the event of a fire alarm, all staff must ensure the safe and orderly dismissal of students.
- All staff must assist with lining students up in their TG and must supervise them until the students are sent back to class.



## Off-site and working with the community

- Staff must ensure that students who go off site conduct themselves appropriately and are positive ambassadors for the Academy.
- Staff must ensure that students follow the Code of Conduct, especially with regards to uniform and personal electronic devices.
- Staff should ensure that students are polite and respectful to all.
- Staff should ensure that students dispose of their litter responsibly.



## Expectation of Students

### Code of Conduct

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

### Outside classrooms **our students:**

- Wear their full uniform correctly at all times.
- Arrive at lessons on time, and line up quietly outside the classroom.
- Enter the classroom in an orderly manner.
- Are always equipped and ready to learn.

### In the classroom **our students:**

- Never leave the classroom without permission.
- Participate fully in their learning.
- Work well with others and show respect for all.
- Put pencil case and knowledge organiser on desk at start of lessons.
- Respect the laptops and put them away at the end of lesson in the correct manner ready for the next person to use.
- Stand behind their chair at the end of the lesson.
- Leave the classroom in an orderly manner, properly dressed in full Academy uniform.

### SLT Learning Walk **our students:**

- When SLT arrive on a learning walk students will stand quietly and respond to questions about their learning.

### On stairs & corridors **our students:**

- Walk on the left hand side at all times.
- Respect other people's space and behave safely at all times.
- Never eat or drink on the corridor – only in the Dining Room or outside.
- Dispose of all litter.
- Always keep to the left hand side (and in single file) on the staircase.

### When off-site and working with the community

#### **our students:**

- Are always proud to represent the Academy in the community.
- Use polite respectful language to all.
- Dispose of their litter responsibly.
- Strive to make a positive difference in the community.



### In toilets **our students:**

- Treat the facilities with respect.
- Behave in a quiet and respectful manner.
- Wash their hands before leaving.

### In the Dining Room **our students:**

- Line up in an orderly, single file.
- Never push.
- Are always polite to catering staff.
- Sit on seats to eat their lunch.
- Clear away cutlery, plates and packaging in the proper manner.
- Ensure that all food is eaten inside in the Dining Room or outside.

### In offices **our students:**

- Always display good manners.
- Knock before entering a room.
- Only enter a room after receiving permission.

### In the Cotswold Hall **our students:**

- Enter the Cotswold Hall with permission.
- Enter the hall quietly and sit in their allocated row.
- Have their uniform checked by Tutors and Progress Leaders. Do not enter the Assembly Hall unless their uniform is correct.

### Sixth Form areas **our students:**

- Keep the Year 12 and Year 13 study rooms tidy.
- Will be banned from the common room/study room for a fixed period if they are being too noisy, not using their time wisely or being unpleasant.

## Expectation of Students

### In the Chapel **our students:**

- Understand that The Chapel is a spiritual place of worship.
- Treat all staff and students using The Chapel with kindness, respect and dignity at all times.

### At Reception **our students:**

- Understand that Reception is a 'showpiece' area for all visitors to the Academy and know that the best possible behaviour and manners are required here at all times.

### In the community **our students:**

- Understand that our community includes our local residents as well as everyone studying and working at the Academy.
- Must always treat the residents in the vicinity of the Academy with the greatest possible respect
- Must respect the residents' right to live in a quiet, litter-free community.
- Must always represent our Academy in a manner that makes everybody proud.
- Treat fellow students and all members of staff with good manners, courtesy and kindness at all times.
- Do not loiter outside the gates/ near the gates.
- Understand that they must follow instructions from the staff, and that they are representing the Academy until they arrive home.
- Leave the school site at 3.10pm unless supervised by a member of staff.
- Wear correct uniform all the way from home to the Academy, and back again.

### On Academy visits/trips **our students:**

- Always represent the Academy with exemplary behaviour and uniform.
- Always follow instructions, and never do anything to endanger themselves or their fellow students.
- Staff organising trips will follow the Trips Policy.

### Bullying

Bullying because of race, sex, religion, accents, disability or any other feature, is not acceptable in the Academy and will always be challenged immediately. Incidents will be reported so that patterns of behaviour can be detected, dealt with in accordance with the Academy policy and parents informed. Staff will log all incidents of bullying on SIMs.



### Homework

Students have to agree to complete and hand in their homework on time. Homework is monitored through Show my Homework, which helps students organise their work. A disciplined approach to homework in the years leading up to GCSE and other qualifications adds up to the equivalent of an extra year schooling.

### Attendance

All students are set an attendance target of 100% at the start of the each term. Parents must strive to make medical/dental appointments outside of the Academy day wherever possible. Students are rewarded regularly with certificates during Assemblies for excellent attendance.

### Punctuality

Students must be in registration by 8.40am or they will receive a late mark. Students must also return to their form room during afternoon registration to receive their mark for the afternoon. Students who arrive after 8.40am twice in one week will serve an hour detention the following week.

### Holidays during term time

Parents are asked not to book holidays during term time. If they must request to take their child out of the Academy then they need to collect a Planned Absence Form from reception and return it completed. A letter will be sent giving the outcome of the request. Permission will be refused in all but very exceptional circumstances and a fine may be issued if students go without permission.

## Expectation of Students



### Uniform & Appearance

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

Coats: May be worn to school but must be put in lockers upon arrival. If carried around school it may be confiscated by a teacher.

Blazer: Must be worn every day and to all lessons.

Shirt: Must be worn tucked into trousers or skirt. Top button to be fastened.

Tie: Must be worn correctly at all times.

Jumper/tank top: Students are given the opportunity to wear the school jumper, cardigan or tank top.

Skirts and Trousers: Must be purchased from Schooltogs or be in the correct style. Skirts must be at least 22 inches long.

Socks: Black for boys and girls.

Shoes: Plain black. Must be suitable for school and worn to and from the Academy. High heels are considered dangerous and not allowed.

Headscarves: Girls may wear a headscarf for religious or cultural reasons but this must be plain black.

No hooded or sports tops are permitted.

### Jewellery

This is generally inappropriate for school and can be a hazard. Therefore it should be limited to a watch and one pair of small stud earrings to be worn in the lobe of each ear. No other body piercings are permitted as covering of such with plasters is not sufficient. Nose studs, ring etc. are not to be worn in school or plastic items in piercings.

### Make-up

Make up, is not permitted. False tan and false eyelashes are not permitted and eyebrows may not be drawn. Nail varnish or false nails are not allowed. Tattoos are not permitted and should not be seen.

### Hair

No extremes of fashion will be allowed.

Students' hair should be smart. Extreme haircuts are not permitted (minimum grade 2 length).

Brightly coloured dyes are not acceptable.

Long hair should be tied back when directed by staff.

Any hair bands should be simple and plain.

### Equipment

All students must have a bag appropriate for study and the necessary equipment which includes a pen, pencil and ruler as the minimum. All students must have a clear exam-style pencil case and their knowledge organiser.

### Locker

All students can have a locker. A deposit of £5 is payable for the key. They are responsible for looking after their own key.

### Meal Arrangements

A biometric system is used whereby students pay for any food by placing their finger on a reader. Free School Meals allocation goes onto student accounts automatically each day.

## Expectation of Students

### Acceptable ICT Use

The Academy has provided computers for use by students. The computers are provided and maintained for the benefit of all students, who are encouraged to use and enjoy these resources, and ensure they remain available to all. Students are responsible for good behaviour on the Internet just as they are in a classroom or elsewhere in the Academy. Students are required to sign an Acceptable User Policy Statement before they can access our ICT systems. Remember that access is a privilege, not a right and inappropriate use will result in that privilege being withdrawn.

### Computer Equipment *our students:*

- Do not install, attempt to install or store programs of any type on the computers without permission.
- Do not damage, disable, or otherwise harm the operation of computers, or intentionally waste resources.
- Do not use the computers for commercial purposes, e.g. buying or selling goods.
- Do not use removable media (such as CDs, USB flash drives etc.) that is known to contain viruses and other malicious software.
- Do not connect mobile equipment to the network (e.g. phones, laptops, tablet PCs, PDAs etc.) without permission.
- Do not eat or drink near computer equipment.



## The 100% Classroom

Every child can succeed.

Believing is the first stage of making it happen.

Positive reinforcement and consistent praise encourage desirable behaviour and enhance student performance. Strong routines together with the encouragement of self-discipline and self-reliance develop character in students and liberate their learning.

The only suitable percentage of students following a direction is 100%. Expecting anything less is a lowering of your personal standards. Accept NO EXCUSES.

Adopting the phrase 'This is a 100% classroom' signals to your students that you want:

- 100% on task
- 100% behaving
- 100% achieving
- 100% succeeding

Everyone, teachers, support staff and students alike, must clearly understand the Behaviour for Learning system.

Discipline includes a good deal more than mere order and is at the heart of all outstanding teaching, regardless of subject, age range or intellectual ability. Many disciplinary problems can be cured before they arise by careful preparation and exercising the professional expertise, which all outstanding teachers develop.



## The Classroom Learning Environment

The discipline procedures are designed to encourage appropriate student behaviour and attitudes to learning with staff using positive reinforcement and rewards. They will only succeed when staff are CONSISTENT and initially take responsibility for their own discipline in the classroom which will in turn enhance their own professional status and standing with the students. The system is not a personal conflict. It is a clear and simple system.

### Rules of the Classroom

- Follow staff instructions the first time.
- Arrive on time and with the correct equipment.
  - Listen to others and allow all to learn.
- Engage in work and focus on your learning.
  - Be positive and polite to all.

Students are expected to follow the 5 rules of the classroom and staff need to develop a range of strategies for addressing minor issues that may arise to avoid them escalating. Staff will work together to develop expertise within the Department. HODs should seek guidance and support from their line manager if required.

In addressing concerns, staff should adopt the approach set out on the 100% Classroom Behaviour Map. Staff unable to resolve an issue during a lesson can use the Assist email for support if necessary.



### Assist

When called by a teacher, the Assist staff should establish what action has already been taken to resolve the situation. They should speak to the student about the issues in the lesson. The aim is always to reintegrate the student back into the lesson. If the Assist staff feel it is necessary, they may take the student away for a short period of time before they are reintegrated into class. It may be deemed appropriate to place the student with another member of staff for the remainder of the lesson. The student's class teacher must provide the work. Assist staff will ensure any extra actions beyond those of the class teacher and HOD are logged.

## All Saints' Academy Effective Behaviour Management

### First Focus:

Use the 5 steps to de-escalate a behavioural situation

- I've noticed that...
- I need you to...
- Contextualise and build on a students' successes, e.g. remember when...
- I know you can... or I believe in you because you...
- Thank you, well done!

### Second Focus:

When a situation arises that results in a sanction, ensure you do have a restorative justice approach as a follow up.

- What happened?
- How can I help you get it right next time?
- What will this look like?
- How will we celebrate success? (I'll be looking for this)

### Habits of teachers who manage behaviour well:

- They meet and greet at the door of the room.
- They persistently catch students doing the right thing.
- They teach students the behaviours that they want to see.
- They teach students how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context
- They agree rules / routines / expectations with their students and consistently apply them with positive and negative consequences.
- They sustain a passion for their subject that breaks through the limiting self-belief of some students.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up on any student.
- They keep their emotion for when it is most appreciated by students.

*"The only behaviour that you have absolute control over is your own"*

Paul Dix  
Pivotal Education

## Rewards and Sanctions

### Pastoral System

The pastoral system at All Saints' Academy is designed to reinforce the curriculum and is in fact an integral part of it. We view the system as one that attempts to promote the right climate in which students can learn and grow. It is also important to remember that as teachers we view our pastoral responsibilities as central to our role. The pastoral system should not be viewed as one that simply reacts to crisis situations. The Pastoral system will depend for its effectiveness not only on the positive response of House Tutors but also on the effective recording and communication system, thus providing a total picture of the individual child. It is therefore essential that all staff have full regard to agreed procedures as stated in all Academy policy documents.

### Tutors

The effectiveness and success of the pastoral system will depend upon the quality of relationships that develop between students and their tutors. If Staff are to satisfy the requirements of a positive pastoral system based upon the importance of the tutor, they must see their role as being central to the pattern of caring in the Academy and must be seen by colleagues in this light. The tutor is the first line of contact when dealing with individual students. The tutor will also have basic functions to perform and these are clearly defined.

### Rewards

Non-verbal and verbal praise are the quickest and easiest ways of rewarding good work and behaviour, and of raising student motivation and self-esteem. The most effective teachers are alert and observant in 'catching students being good' and giving appropriate praise, and contact home with positive comments using certificates, letters or phone calls. Staff can issue House Points directly on to the Sims system.

Students in each year group are rewarded throughout the year by teachers, tutors and learning mentors. There is a wide range of rewards opportunities planned throughout the year, including 100% attendance prizes each term and the Year Graduations and Bishops' Award in Term 6.

### Internal Truancy

In the event of a student not arriving to class or a student being seen truanting, staff should use the email 'Missing' to make the appropriate staff aware of this. The people in the email group will receive the message and support by looking for the student, using radio communication if necessary. Students found truanting will be issued with a detention. Students leaving class without staff permission will usually be issued with a detention.

### Detention

Any student who is given a detention will be told clearly when they will serve it, usually the following day. It is the student's responsibility to inform their parent. Assist staff will issue a detention postcard. If staff require a student to serve a detention on the day it is issued, they will contact home.

A student who is absent when they are due to serve a detention will be added to the list for the following day. A student unable to attend a detention must bring a note from a parent/carer which they should bring to the Pastoral Office by break. Pastoral staff will decide whether it is appropriate to move the detention. Staff will usually contact home by letter or telephone if students are put into a SLT Detention which lasts 80 minutes and runs once a week on Thursday or a Principal's Detention which runs on Friday for 2 hours.

### Reflection

Senior Academy Leadership or Progress Leaders may request that students are placed in reflection if their behaviour is persistently disruptive or if there has been one incident that is viewed to be serious enough.

### Exclusions

Students will only be excluded from the Academy by the Principal or Vice Principals. Excluded students will be sent home following parent/carer being notified by telephone. A letter will be sent home following this. Prior to readmission, conditions will be agreed between student, parent and the Academy.

## Rewards and Sanctions

### Teacher Response to Students Causing Concern Through Lack of Work in Lessons

How staff can try to ensure classroom expectations are met:

- Meet and greet students in a positive manner in the learning area.
- Reward responsible behaviour and good ATL with House Points.
- Plan lessons to ensure they have pace, engage and challenge students.
- Differentiate materials and tasks to suit students' needs.
- Have high expectations of students.

Use a consistent, insistent, persistent approach. Treat each lesson as a new learning experience.

#### Response to First Concern

Following a lack of work in lesson, the teacher should discuss this with the student, and refer to their HOD or Assistant HOD if necessary. The usual expectation is that the missing work is completed in the Department at break, lunchtime or at home. Student is monitored by teacher.

The concern and action to be logged by the teacher on SIMs. (On class register, click on student's name. Click on Behaviour Management on right, click on Behaviour at the top, click on 'New'. Log details and teacher intervention. The issue should be resolved (Click on Save).

#### Response to Second Concern

Further concerns for lack of work the teacher should discuss with their HOD or Assistant HOD for action to be agreed – this will include contact with home, a Department Detention after school or at lunchtime. Teacher monitors student and keeps Head of Department informed. The Teacher should inform the student's Tutor of the issue and the action that has been taken. Concern and action to be logged by the teacher on SIMs.

#### Response to Third Concern

Following further concerns for a lack of work will result in the teacher referring to a House Tutor to see if there are issues in other subjects.

Yes = Tutor starts Track Record and contacts home. Tutor informs Progress Leader. Concern and action logged by Tutor on SIMs

No = Teacher and HOD meet with parents to identify issues and set targets for improvement. Concern and action logged by the teacher on SIMs.

Over time, if there are further concerns or no improvement

A written record of concerns and actions taken should be referred to the SLT Line Manager for the Department.

Assistant Principal will review the issue and suggest next action or refer to SLT or Progress Leader as appropriate.

Failure to complete Homework should be addressed through Department Policy.

This is 100% Classroom

## Rewards and Sanctions

### Teacher Response to Behaviour which Disrupts the Learning of Others

The Assist system is to support staff in managing seriously disruptive behaviour for example: persistently and seriously disrupting the work of others or persistently dangerous behaviour  
Defusing strategies for managing poor behaviour should be employed first.

- Make sure the student has all they need to begin the work, for example a pen.
- Identify students demonstrating the positive behaviour you want and praise them.
- Try general rule reminders to set the tone, rather than comments directed at individuals first.
- Use non-verbal signals to remind students of expectations
- Move student to a seat near you or away from the main group.
- Focus on main disruptive behaviours and ignore low level issues, for example inappropriate laughter.
- 'Broken Record Technique' – calmly repeat instructions for task and refocus on the work
- Make aware of the effect of their behaviour on others eg 'John is waiting to give us his answer'.
- Instruct and retreat. Give instruction and retreat to give them a chance to comply.
- Avoid threatening to give Assists as this becomes a challenge to the student.
- Move around the room and speak quietly to students who need to refocus.
- Positive Picking - focus on positives and find reasons to praise the class and individuals.
- Try not to overreact to minor issues – stay calm and in control.

Assist would not usually be used in the first 15 minutes of the lesson. A second Assist should never be used lightly as it means excluding a child from learning. Staff need to be very clear that the use of Assist was justified.

#### The Consequence System

If a student continues to disturb the learning environment despite defusing tactics being employed, a teacher should consider using the Consequence System. This should be done quietly but assertively.

Formal verbal warning: Clear instruction of expectations and retreat to give time to comply ➡ C1 Issue sanction and refocus on work ➡ C2 Issue sanction and refocus on work. ➡ Teacher should use 'Assist' and copy in HOD . Wait for response as long as possible. Assist Staff will arrive, speak to the student, issue a 1hr C2 detention , settle them and return them to class.

➡ Further disruption by the student = C3 : Staff will email Assist again and this will result in an SLT detention or day in reflection

At the end of the lesson, Assist Staff and PSMs will ensure all detentions for the lesson have been logged and ensure the students have been informed of their detention. SLT/Reflection Letters will be sent to inform parents.

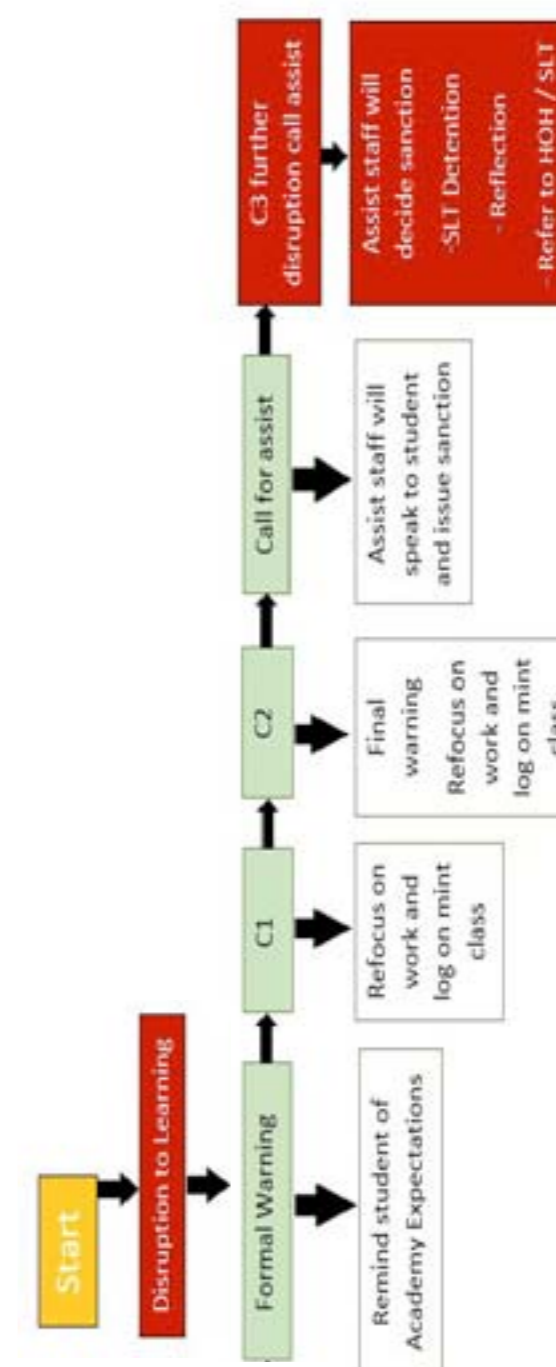
Teachers must follow up all detentions by discussing them with their HOD, agreeing action and logging the action they have taken as a result on the record on SIMs.

Use of sanctions are monitored across ASA to identify students causing concern. Staff who want support in developing their behaviour management skills can be supported by their HOD or SLT.

Serious Concerns = if a student's actions are deemed extreme, the matter will be referred to the Academy Leadership Team. C4 = Reflection, an SLT detention, Principal Detention or a Fixed Term Exclusion.

## Rewards and Sanctions

### Managing Disruptive Behaviour



#### The Assist System

The Assist system is to support staff in managing **seriously disruptive** behaviour for example: persistently and seriously disrupting the work of others or persistently dangerous behaviour.  
**Defusing strategies for managing poor behaviour should be employed first.**  
**Always try strategies in page 14 before C1/C2.**

## Rewards and Sanctions

### Behaviour Points

Whenever a behaviour issue is logged for a student by a member of staff, there will be behaviour points added to their record. The system is regularly monitored by pastoral staff to ensure students who are poorly behaved persistently, though at a less significant level, are picked up as well as those who are involved in major incidents.

### Student Discipline Reports

#### Departmental Report

This report is between students and subject teachers. The subject leader and parents must be informed of all students on department report. At the end of each lesson, the subject teacher fills in the report. If the report is unsatisfactory, the HOD will be informed so that an appropriate sanction can be put in place. At the end of two weeks, if the student's performance has been satisfactory, then the students may be taken off report. If the report has been unsatisfactory then this will result in either extending the report period or the student being moved to a Stage 1 Tutor Report if this is appropriate and in consultation with the student's Tutor/ Progress Leader.

## Rewards and Sanctions

### Stage 1 Pastoral Support Plan 1

A Tutor may place a student on report to monitor progress, attitude to learning or as a result of parental request. The student will focus on the 5 Rules of the Classroom and be given an overall mark 1-4 at the end of the lesson. The period of monitoring should usually be 2 weeks. The Tutor should inform parent/carer at the start of the period of monitoring. Ideally this should be at a meeting with parent and student.

The report must be signed each day by:

- the teacher of each lesson
- the Tutor
- the parent/carer

At the end of the period of monitoring, the Tutor should discuss with the student if they have been successful. If they have, home should be contacted and the period of monitoring can end. If the student has not been successful, they should be informed that they will move to Stage 2 of monitoring. All contacts with home should be logged on Sims by Tutor.

### Stage 2 Pastoral Support Plan 2

Progress Leader will meet with parent/carer at the start of the monitoring period and will carry out daily checks on the student. Progress Leader will work with the student to identify 3 of the 5 rules of the classroom that the student will focus on to achieve success. Class teachers will give a mark 1-4 for each of the 3 targets. House Tutors will still monitor the student's Track Records in registrations. The period of monitoring should usually be 3 weeks.

The report must be signed each day by:

- the teacher of each lesson
- the Tutor
- by the Progress Leader
- by the parent/carer

At the end of the period of monitoring, the Progress Leader should discuss with the student if they have been successful. If they have, home should be contacted and the period of monitoring can end. If the student has not been successful, they should be informed that they will move to Stage 3 of monitoring. All contacts with home should be logged on Sims by Head of House.

## Rewards and Sanctions

### Stage 3 Pastoral Support Plan 3

A SLT mentor will meet with parent/carer at the start of the monitoring period. SLT will work with the student to identify 3 of the 5 rules of the classroom that students will focus on to achieve success. Class teachers will give a mark 1-4 for each of the 3 targets. House Tutors will still monitor the student's Track Records in registrations. The period of monitoring should usually be 3 weeks.

The report must be signed each day by:

- the teacher of each lesson
- the House Tutor
- the SLT mentor
- the parent/carer

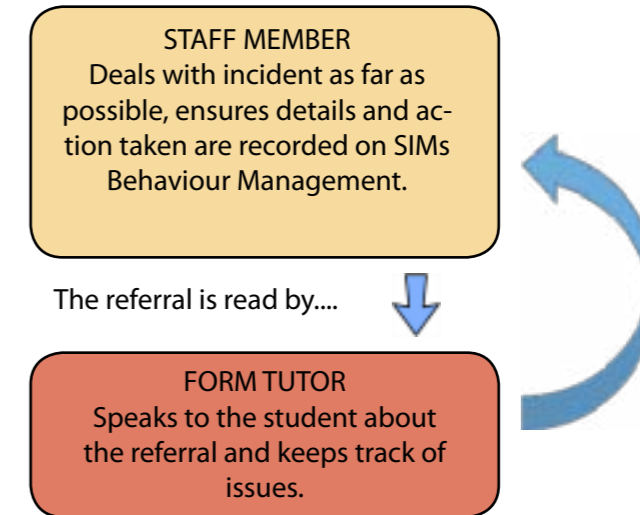
Each day the student will report to a member of SLT on duty in the Reception at the end of the day. A record will be kept. At the end of the period of monitoring, the SLT mentor should discuss with the student if they have been successful. If they have, home should be contacted and the period of monitoring can end. If the student has not been successful, they should be informed what action will be taken. All contacts with home should be logged on SIMS.



## The 100% Classroom

### Dealing with minor offences outside the classroom environment

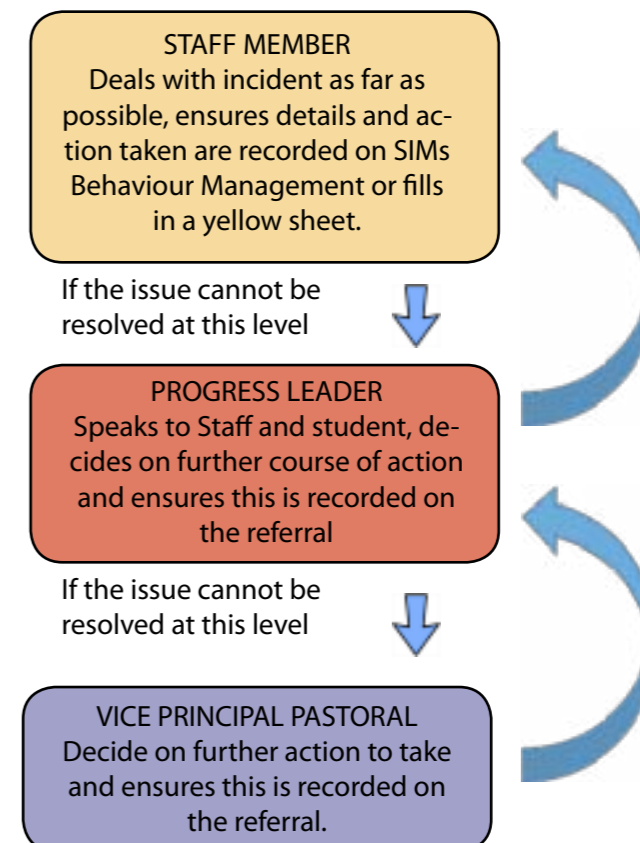
All staff have a duty to deal with these offences in the first instance and to ensure that the incident is written up on SIMS behaviour management by either the staff member or given to admin to complete, clearly stating what action has already been taken by the referring teacher.



It is the duty of the Tutor resolving the behavioural issue to feedback outcomes to the staff member and to ensure the outcome and action taken is recorded on SIMs.

### Dealing with major offences outside the classroom environment

Staff should attempt to deal with these incidents themselves so those students perceive them as being in control of the situation. If further action or assistance is required then staff should pass their concern on to the Progress Leader or SLT as appropriate. The flow chart below gives guidelines.



It is the duty of the appropriate leader who is resolving the behavioural issue to feedback outcomes to the staff member and to ensure the outcome and action taken is recorded on SIMS.



## Expectation of Sixth Form Students

### Entry to Sixth Form

Students will be offered a place in the Sixth Form subject to the following conditions:

- That an appropriate course is available for the student.
- That the student has achieved the entry requirement for the course chosen.
- The student has shown a commitment to learning.
- The student has a good behaviour record in Year 11.

If a student has failed on criteria 3 or 4 a conditional place may be made. Continued entry to the Sixth Form will be dependent on the conditions of the place being met and will be reviewed in October of that academic year.

Any conditional place will require a contract to be drawn up and agreed by the academy, student and parent. This will form the basis of the half-termly review. If the student fails to meet the agreed academic, behaviour, attendance or punctuality targets they may lose the right to their place in the Sixth Form.

### Sixth Form Behaviour Expectations

In addition to the expectations set out in this policy for all students, students within the Sixth Form are considered young adults who should set a model of good behaviour for students in younger years. As such, they are considered to be able to make informed choices about their conduct.

### Sixth Form Sanctions/Intervention

Persistent failure to meet the expectations of Sixth Form students will trigger a number of interventions strategies being put in place by Subject Area/Sixth Form, which include:

- Subject concern letter sent home
- Meeting with parents
- Subject Report
- Sixth Form Report

Persistent failure to meet expectations/displaying the above behaviour will result in the following formal procedure:

Stage One: A verbal warning

Stage Two: A first written warning will be issued to student with a request to meet with parents. This meeting will be with the Director of Sixth Form. The student may be placed on report.

Stage Three: If no improvement is made by the student, then a second written warning will be issued.

Stage Four: Third and final written warning. Meeting with the Principal and Director of Sixth Form. This meeting will be to decide the future of the student, with the likely outcome being that the student is asked to leave the Sixth Form.



## Behaviour for Learning Expectations

### Sixth Form place withdrawn

- Failure to improve following SALT intervention
- Gross misconduct towards students or staff

### SALT Intervention - Third and final written warning.

Meeting the Principal and Director of Sixth Form

This meeting will be to decide the future of the student, with the likely outcome being that the student is asked to leave Sixth Form.

### Second Written Warning

If no improvement is made by the student, then a second written warning will be issued. Revised support plan reporting to Director of Sixth Form - Reviewed in 2-4 Weeks.

### Written Warning

A first written warning will be issued to student with a request to meet with parents. This meeting will be with the Head of Year. (Student will be placed on a support plan) - Reviewed in 2 - 4 Weeks

### Verbal Warning from Head of Year

### Form Tutor Concern

Speak to student regarding your concern  
Monitor student as appropriate  
Discuss with parents  
Pass to Head of Year if not resolved

### Subject Teacher Concern

Speak to student regarding your concern, repeat work  
Subject detention if necessary  
Discuss with parents - Pass to hear of Year if not resolved