



All Saints'
Academy
Cheltenham

READY TO LEARN POLICY



2021 - 2022

All Saints' Academy, Vision and Ethos

Our Christian 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 Christian Purpose

Is 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.

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 Christian Ethos

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 outside at the Year Group Zone before 8.35am to meet and greet students with the Progress Leader.
- Staff without a Tutor Group (TG) should prepare for the day and, if necessary, support other colleagues.



Morning registration



- Tutors meet students outside at their Year Zone at the start of registration and check uniform.
- Tutors escort students in single file to their tutor room.
- 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.
- Tutors check students have a pencil case and Knowledge Organiser. If students forget their pencil case twice in a week, their Tutor will contact home and log on SIMs.
- Tutors check uniform and send students to the Pastoral Office if necessary.
- Tutors 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 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.
- A bell sounds for staff and students to move to a new lesson and another sounds to indicate that all students should have arrived'

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 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 an 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.
- 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 and conversations should be carried out.
- 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.
- 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 to 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 and Progress leaders 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 Areas **our students:**

- Line up in an orderly, single file.
- Never push.
- Are always polite to catering staff.
- Dispose of cutlery, plates and packaging in the proper manner.
- Ensure that all food is eaten in the correct areas.

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.



Independent Learning

Students have to agree to complete and hand in their independent learning on time. Independent learning is monitored through Show my Homework, which helps students organise their work. A disciplined approach to independent learning 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: Students are given the opportunity to wear the school jumper as well as a blazer.

Skirts and Trousers: Must be purchased from Schooltogs or universal uniform. 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 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 LIFE Points directly to the students which they collect in their LIFE Record.

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 same day.

If a student fails to serve their detention, their Progress Leader will contact home to set a more severe sanction: an 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. If the student's behaviour is of significant concern, they will be put in Reflection.

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 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.

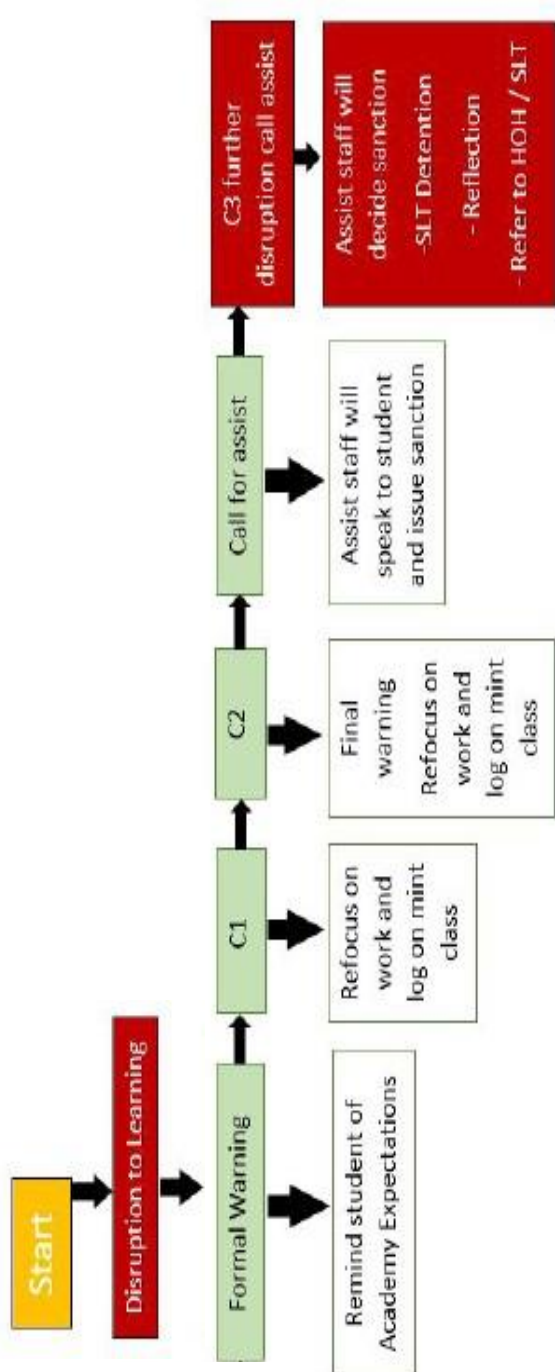
Teachers must follow up all detentions by discussing them with their HOD, agreeing action and logging the action they have taken as a result on the record on SIMs.

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

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. Tutors will still monitor the student's PSP 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

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. Tutors will still monitor the student's PSP 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

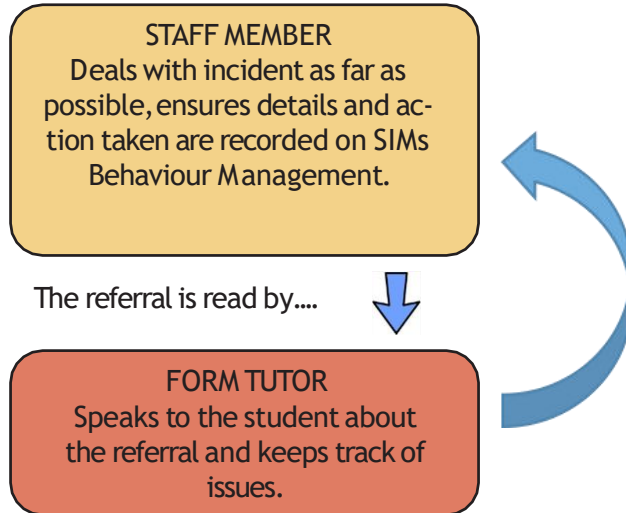
Each day the student will report to a member of SLT on duty in the Reception at the end of the day. A record will be kept. At the end of the period of monitoring, the SLT mentor should discuss with the student if they have been successful. If they have, home should be contacted and the period of monitoring 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

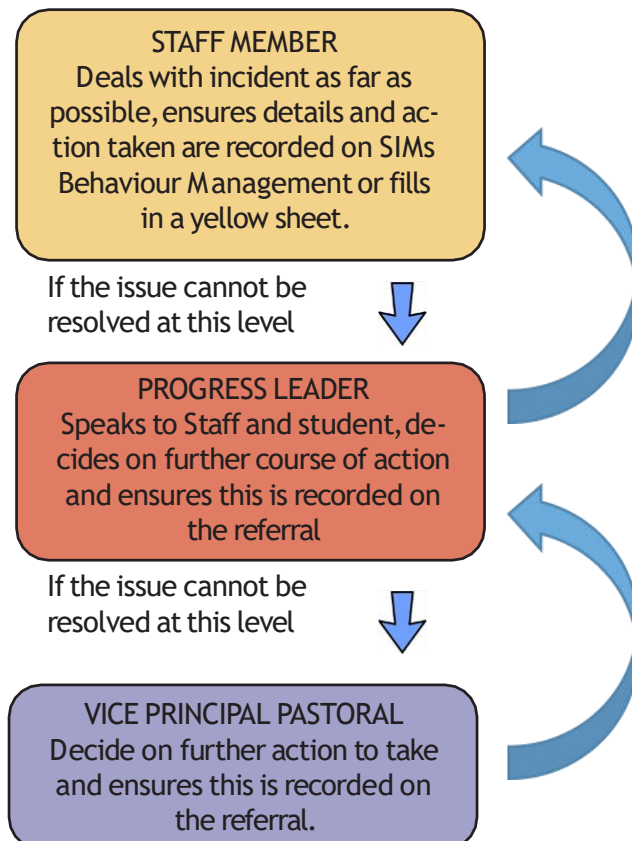
All staff have a duty to deal with these offences in the first instance and to ensure that the incident is written up on SIMs behaviour management by either the staff member or given to admin to complete, clearly stating what action has already been taken by the referring teacher.



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

