



All Saints'
Academy
Cheltenham

READY TO LEARN POLICY



2024 - 2025

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 well-being. 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 8.30am 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.
- A whistle will be blown at 8.30am. Students line up in alphabetical order. Tutors check uniform and follow up with Progress Leader if necessary.
- Tutors lead students in single file to their tutor room, ensuring outdoor coats are removed before entry to the Academy and carried or put in bags.
- Students stand behind their chairs to say the Academy Prayer. Students then sit.
- Tutors take the register aloud. Students must respond 'Yes, Sir' or 'Yes, Miss'.
- If any students come in late, they should be given L mark and the number of minutes recorded. 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 ensure that students have the correct equipment and uniform, and send students to the Pastoral Office if necessary. Tutors to make contact home with parents.
- Mobile phones are turned off and given to the tutor to lock away (Year 7 & 8 initially).
- Tutors present information needed by the students for that day.
- Tutors check Pastoral Support Plan (PSP) cards and ensure that all students who need them have them.
- Students complete the reading session as directed by the tutor.
- Students should stand behind chairs and are dismissed one row at a time.

Corridors and stairs



- All staff must be present on corridors at the change of lessons.
- We all walk quietly on the left and in single file on the staircases and corridors. We always take the most direct route between lessons.
- We all respect other people's personal space and always behave safely.
- Any staff moving about should monitor student behaviour and address where necessary.
- Staff must not carry hot drinks and food on corridors or stairs whilst students are moving around the building.
- Sixth Form students must not use mobile phones or headphones in corridors.
- A bell sounds for staff and students to move to a new lesson and another sounds 4 minutes later to indicate that all students should have arrived.
- Students who arrive after the 4-minute bell without a valid reason will be given a detention.

Lessons

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



Break times

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



Afternoon registration

- Each afternoon's registration lesson supports the implementation of the Life Programme curriculum.
- Tutors meet and greet at the door at the start of afternoon registration and check uniform.
- Students line up quietly.
- Students enter when permitted by the teacher and stand behind their chairs until invited to sit down by the teacher.
- Take the register aloud. If any students come in late, then they should be given an L mark and the number of minutes recorded. If any student does not attend registration but has been present earlier send a 'Missing' email. If truancy is the reason for absence, a detention will be set.
- A collective act of worship will be extended once a week.
- Check PSP cards and that all students have them completed; where appropriate discuss the record with the student and sign it.
- Discuss any behaviour concerns with students.
- Follow up any absences by sending an Edulink email (template provided) to parents
- Reward gains in Life Points and demonstration of Academy values on the Values Board.
- Explain any messages, announcements and information as required.
- Ensure that the room is locked and left tidy, after an orderly dismissal of students' row by row.

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 via the nearest fire exits. Classroom doors are to be left closed and unlocked.
- All staff must move to their tutor group meeting point and lead with lining students up in silence, checking registers and supervising until given further instruction.



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, for students to prepare themselves for lessons and learning, and to demonstrate friendly and thoughtful behaviour towards others.

In the classroom students:

- Follow all Ready To Learn routines.
- Participate fully in their learning.
- Cooperate well with others and show our Academy values of respect, love, service, reconciliation, justice and peace.
- Have their pencil case and Curriculum Organiser on desk at start of lessons.
- Respect and care for all equipment.
- Leave the classroom in an orderly manner, properly dressed in full Academy uniform.
- Never leave the classroom without permission.



In the community:

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



Expectation of Students

Bullying and Child on Child Abuse

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 and/or CPOMS.

We have a zero-tolerance of any form of bullying or abuse. Students are regularly reminded that they can speak to any member of staff if they experience or see bullying or they can email Studentwelfare@asachelt.org



Homework

Students must complete and hand in their Homework on time and in accordance with the Homework timetable. Homework is set and viewed through Satchel One, which guides students with how to organise their work and submit it. Satchel One can be monitored by parents to oversee their child's progress. Where students require extra support with homework it is expected that they will raise this with their teacher in lessons or via Satchel One before the due date for submission.

Attendance

All students are set an attendance target of 100% at the start of each term. Parents must strive to make medical/dental appointments outside of the Academy day wherever possible to enable this to happen. Students are rewarded for their attendance with awards.

Punctuality

Students who are not in the Academy by 8.40am will receive a late mark. Students must return to their tutor room during afternoon registration to receive their attendance mark for the afternoon. Students who arrive after 8.40am twice in one week will serve an hour detention the following week. Students who arrive late to lessons or registrations persistently will receive detentions for this. Parents will be notified when their child is late to the Academy.

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 the Academy 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 the Reflection Room.

Coats

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

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

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

Ties must be always worn correctly.

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

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

Trousers must be formal style, not jeans.

Socks and tights must be black.

Shoes must be plain black school shoes, and not any form of sports shoes or pumps. Boots are not permitted. Heels more than 2 inches high are not permitted for Health and Safety reasons.

Headscarves may be worn for religious or cultural reasons, but this must be plain black.

Jewellery

This is generally inappropriate for the Academy 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. A single nose stud ring is allowed. No other body piercings are allowed and covering of such with plasters is not permitted.

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. All students must have a clear exam-style pencil case, containing a pen, pencil and ruler as a minimum, and their Curriculum Organiser.

Locker

All students can have a locker. A deposit of £5 is payable for the key. Students 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 these resources to support learning, 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 Use Policy Statement before they can access our ICT systems. Academy ICT filters identify any searches of concern made by students and these are reported the next day. Senior staff check this report daily and any concerns regarding inappropriate use of the system or for a student's well-being will be followed up with that student.

Students are reminded that access is a privilege, not a right and inappropriate use can result in that privilege being removed.



ICT Equipment:

- 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.

Mobile Phones

The use of mobile phones by students in Years 7-11 is not permitted in the Academy. This is to help students focus on their learning in class without distractions. We encourage students to engage with the real world around them and develop good social skills. This approach significantly reduces online bullying.

- Phones may not be used or seen during the day without staff permission.
- Phone will be switched off and given to the form tutor during MGP. These will be locked away and returned during afternoon registration.
- Phones must be switched off and put out of site, in a bag or an inside blazer pocket, before entering the Academy (Years 9 - 11)
- Staff will confiscate any phones that are seen.
- Confiscated phones will be taken to Reception and can be collected at the end of the day .
- If a phone is confiscated a second time, parents will be asked to collect the phone.
- Students spending the day in the Reset Room will hand their phone in at the start of the day. The phone will be returned after detention.



- If a student does need to contact a parent or carer during the day, they should speak to a member of staff who will support them with this.

Behaviour

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

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

We want to help students grow in safe and secure environments, and to become positive, responsible and increasingly independent members of both the Academy and the wider community.

Student Code of Conduct

Students should always be:

- Supportive of the Academy's Ready To Learn Policy.
- Polite and courteous.
- Smartly dressed in Academy uniform with correct equipment.
- Respectful of others, including their health and wellbeing.
- Aware of what is in their possession so not to bring in any banned items.
- Hardworking in all they do.
- Careful to look after their own and others' property.
- Well-behaved in and out of lessons, during transition between lessons and on the journey to and from the Academy.
- Supportive of the Academy's high standards and reputation.
- Good ambassadors for the Academy.

Unacceptable behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude.
- Incorrect uniform.
- Failure to bring equipment.
- Truancy or deliberate lateness.
- Sharing toilet cubicles
- Failure to follow Ready to Learn.

Serious misbehaviour is defined as:

- Repeated breaches of the Academy rules.
- Any form of bullying.
- Sexual harassment.
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism.
- Theft.
- Fighting.
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items, for example; knives or weapons, alcohol, illegal drugs or paraphernalia, stolen items, cigarettes, vapes, fireworks or pornographic images.

Rewards

The formal systems for rewarding students are outlined below, but equally important are regular positive conversations that happen in every lesson and every day around the Academy. Staff are encouraged to contact parents/carers frequently by phone, email or with Staff Commendation Postcards which can be sent by using actual postcards which administration staff will address and post, or through the virtual version on EduLink. All teaching staff are expected to send at least 3 Staff Commendation Postcards per week.



Life Points



Staff should be actively looking out for the opportunities to genuinely reward students for their effort and hard work in their subject, as well as for always demonstrating our Academy Values. The examples below are just a guide to how Life Points should be awarded, and the emphasis is on staff looking to positively reward outstanding work and attitude when it is seen. The expectation is that all students should be receiving some Life Points every week, if not every day.

1 Life Point	3 Life Points	5 Life Points
<ul style="list-style-type: none"> • Good effort in lesson • Improved effort in lessons • Improved punctuality • Improved organisation • Picking up litter • Tidying classrooms • Service in Tutor Group • Effective contributions in class 	<ul style="list-style-type: none"> • 100% attendance for week • Excellent homework/project • Excellent assessment result • Leading/writing prayer for TG • Ambassador at Open Evening • Student Guide for transitions • Litter picking for a week • Consistently helpful in TG 	<ul style="list-style-type: none"> • Organise a charity event • Sustained outstanding work • Academy Production • Member of Sports Team • Speaking competition • Whole Academy Service • Run sports practices for term • Carrying out role within TG

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Staff can award Life Points by:

- Giving students gold Life Point stickers which students can collect in their Student Handbook
- Logging Life Points directly onto SIMs or EduLink

Each week, during Friday's review of the week in afternoon registration, tutors will start the session by updating each student's Life Points total on SIMs, remembering to add Life Points for the week's attendance as well as the total for their gold Life Points stickers.

The Life Points totals will be collected on SIMS and will be centrally monitored by Progress Leaders to reward students with prizes, staff commendations, phone calls or letters to home and the final reward trips at the end of the year. Parents will be made aware of their child's Life Points total through EduLink.

Life Point Prizes



50 Life Points	Tutor Commendation Card with Bar of Chocolate or 'Equipment Dip'
100 Life Points	Tutor Commendation Card with Bar of Chocolate or 'Equipment Dip'
200 Life Points	Progress Leader Commendation Card with Bar of Chocolate or 'Equipment Dip'
300 Life Points	Progress Leader Commendation Card with £5 Voucher
500 Life Points	SLT Commendation Card with £10 Voucher
Students continue to collect Life Points and at the end of the academic year, the top five in each Year Group receive a letter of commendation from the Principal and a £10 Voucher	

Subject areas may choose to reward their students through subject badges, stickers, postcards, star students display, phone calls to parents, gift vouchers or any other appropriate methods.

The Bishop's Award

Throughout the year, students are expected to demonstrate the 6 spiritual values of the Academy and each term has a particular focus on one of these values. Staff will inform tutors when they observe students putting these values into practice and this is recorded on the posters in each Tutor Group.

In July, those students who have achieved the bronze, silver or gold Bishop's Award will attend a celebration in Tewkesbury Abbey to receive their award in front of an audience of students, staff and parents.



In Class Behaviour

All Saints' Academy expects the behaviour of its students to be of a high standard at all times. We expect students to behave in a sensible and responsible manner both on and off the Academy site, showing respect for staff and other students. Positive behaviour within a classroom will allow all students to engage in the learning, make progress and achieve. Reasonable adjustments will be made to meet the needs of all our students and support put in place as and when is necessary.

Classroom Expectations:

- Arrive promptly to lesson.
- Line up in a calm, orderly and quiet fashion until the teacher invites the class in.
- Ensure all equipment needed is brought to each lesson.
- Place Curriculum Organiser and pencil case on the desk.
- Start work promptly.
- Maintain all uniform expectations and correct if challenged.
- Positively respond to any request made by the member of staff.
- Do not eat, drink or chew in lesson (water is an exception, where permitted).
- If requested to move within the classroom, do so safely and quickly.
- Respect the environment.
- Use items of Academy equipment as intended, minimising the risk of damage or unnecessary replacement.
- Always produce work to the best of their ability.

There is a reciprocal responsibility for staff to behave in a supportive, non-confrontational manner towards students to help build positive relationships, encouraging the students to achieve. Staff are expected to challenge poor behaviour in a consistent and appropriate manner.

Disciplinary Procedures

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

- a 60 minute "Learning Duty detention" at the end of the day,
- a 90 minute "Principal's detention" at the end of the day,
- a period of close supervision by means of a Pastoral Support Plan,
- Removed from lesson(s) to work supervised in the Reset room,
- an Academy based suspension,
- a period of fixed term suspension from the Academy,
- permanent exclusion.

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

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

In Class Behaviour continued

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

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

Behaviour Outside Lessons

When outside of lessons, students should;

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

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

The Student Behaviour Support Ladder and Pastoral Support Plans

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

Levels of support and intervention:

1. Tutor Pastoral Support Plan
2. Progress Leader Pastoral Support Plan
3. Senior Leadership Team Pastoral Support Plan
4. SLT/SENDCo Review of provision
5. Alternative Curriculum Provision provided at Life Centre/Abbey View
6. Managed Move

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

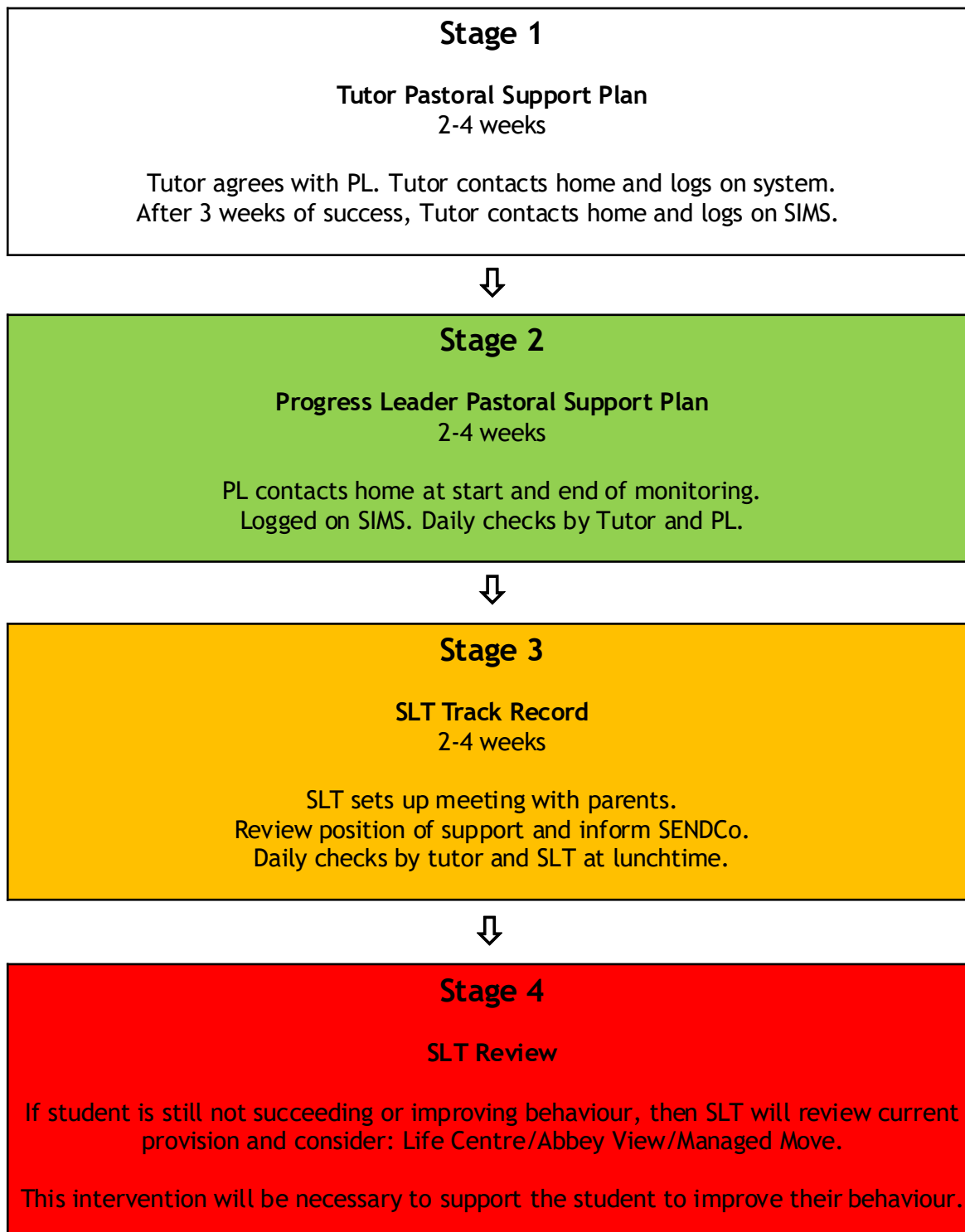
At all levels, the students will have the support needed to be successful, if the student does not engage and displays persistent poor behaviour, the Academy, as a last resort may be forced to permanently exclude.

Ladder of Behaviour Monitoring

A decision to place a student on Stage 1 PSP will be taken as a result of a student receiving 3 Learning Duties in different areas or Tutor and Progress Leader concerned by persistent low-level behaviour in lessons.

The tutor retains responsibility for supporting and monitoring as the student moves through the stages but is increasingly supported as the student moves through the process.

Evidence of communication with parents and support should be logged in SIMS at every stage.



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The Academy will use pastoral support plans as a form of monitoring, this will provide a snapshot of the student's behaviour over a period of time. The level of PSP will determine the frequency that the report is monitored, and to which member of staff the student will report. Students are responsible for maintaining their report, ensure they produce it at the beginning of each lesson and collect it at the end. Failure to complete the report will be deemed as unsuccessful and the student will move to the next level of the Behaviour Ladder.

The member of staff monitoring the PSP will communicate with parents at the start and end of the process, as well as during the period of monitoring. This member of staff will decide if the student has been successful and can end the PSP or whether they need to move to the next level of monitoring.

Subject Reports

In addition, there are also Subject Reports, these will focus on specific behaviours within specific subject areas. The report will aim to rectify any poor behaviour in a specific class or with a specific member of staff. These reports will be kept in subject areas.

Each of these reports will come with different interventions but will focus on very clear personalised targets that all students should be achieving. It is important to understand that the movement up to a higher level of report will come with additional behaviour support and monitoring. When a student is successful, they will move down through each level as an additional supportive measure.

Out of Academy Behaviour

consequences may be applied where a student has misbehaved off-site when representing the Academy, such as on an Academy trip or when using public transport on the way to or from the Academy. There may be times when students will need to be challenged on their behaviour when not representing the Academy, this will include their general behaviour in the local community.

All staff have the authority to challenge students whose behaviour is unacceptable or who break the Academy rules or who fail to follow a reasonable instruction. Their power of discipline applies to student behaviour in the Academy and certain behaviour outside of the Academy, including but not restricted to the following:

- Taking part in any Academy organised or Academy related activity.
- Travelling to and from the Academy.
- Taking part in behaviour whilst wearing Academy uniform.
- Behaviour which could have repercussions for the orderly running of the Academy.
- Behaviour which poses a threat to another student or member of Academy staff.
- Behaviour against other people, which is related to their involvement with the Academy e.g. Bullying/including Cyber Bullying of another student outside of Academy hours.
- Any form of anti-social behaviour both inside and outside of the Academy.

consequences will be issued depending on the behaviour, these may include detentions, community service on or offsite etc.

Academy consequences

Detentions

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

Reset Room

Where a student's behaviour in a classroom is persistently disruptive and they are not able to make the necessary changes to return to the classroom setting, they will be taken to the Reset Room for the remainder of the lesson. During that time, they will be supervised and required to discuss their behaviour. They will complete a reflection record to enable them to reset and prepare to return to their next lesson ready to learn. They will complete a 60-minute detention at the end of that day. If a student is taken to the reset room from a second lesson in the same day, they will remain in the reset room for the rest of the day. They will complete their learning using the resources available to access their curriculum. A computer will be provided, and work will be set by their teachers. Students will be escorted to detention for the final hour of their day. Mobile phones are collected from students for the rest of the day and returned after detention has been completed. They will complete a 60-minute detention at the end of that day.

Academy based suspensions

On some rare occasions a student may be given an Academy based suspension which will be held in the reset room and will follow the structure of the Academy day; students will have break and lunch; however, this will be conducted in the reset room, supervised by members of the duty staff. Students will be required to follow their normal timetabled lessons. A computer will be provided, and work will be set by their teachers. Students will be escorted to detention for the final hour of their day. Mobile phones are collected from students at the start of the day and returned after detention has been completed. When students are successful, they will be supported back into their timetabled lessons.

Fixed Period Suspensions

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

Academy consequences continued

Permanent Exclusion

Any student engaging in severely inappropriate behaviour will be permanently excluded.

The following are examples of the types of behaviour which could lead to permanent exclusions:

- bringing the Academy into serious disrepute,
- possession of a dangerous weapon or use of an item as a weapon,
- behaviour that presents a danger to the welfare of others,
- possession or use of an illegal substance or alcohol,
- possession of drug paraphernalia,
- acts of violence/intimidation/bullying (including cyber bullying) harassment/sexual assault (of students or staff),
- damage to property,
- theft,
- persistent disruption to the learning of others,
- persistent refusal to comply with the discipline procedures of the Academy,
- deliberately setting off a fire alarm,
- malicious accusations against staff.

These are only examples and there may be serious incidents not covered above which may also lead to a permanent exclusion at the discretion of the Principal.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. The act of bullying, either in the Academy or out of the Academy (including incidents online), will not be tolerated. It is the responsibility of all (parents, staff and students) to report a bullying incident to any member of the teaching staff.

Bullying will be dealt with seriously. Senior and Pastoral staff are very experienced in dealing with bullying incidents and will advise/support any member of staff who has to deal with any such incident.

The Academy will consequence pupils that are identifiable as members of the Academy when their behaviour online poses a threat or causes harm to another pupil, have repercussions for the orderly running of the Academy or harm its reputation in the local community.

The Academy will never tolerate our students being subjected to sexual violence or sexual harassment or any form of child-on-child abuse. All incidents of sexual violence, harassment and abuse will be dealt with in accordance with our Behaviour Policy and Safeguarding Policy.

At our Academy, various systems are in place to support children. These include supporting and promoting the anti-bullying week and regular promotion of the anti-bullying messages and the celebration of diversity and tolerance through the curriculum.

Care, Control and Restraint

The purpose of a Care Control and Restraint Policy and Guidelines is to support the educational and other aims of the Academy and to ensure that the conduct of all members of the Academy community is consistent with the values of the Academy. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the document *Use of Reasonable Force (DfE guidance July 2013)*.

Physical control may be necessary on some occasions and the Academy reserves the right to use reasonable force when necessary. The degree of force would be the minimum required to control the behaviour and it would be applied in a manner that attempts to reduce, rather than provoke aggressive action. Teachers may for example, physically separate students found fighting, or may physically remove a student who is refusing to leave a room.

Physical restraint is the positive use of force and may be used in order to protect a child from risk, harming others or seriously damaging property. It may also be used when serious disruption prevents others receiving their educational entitlement.

Searching of Students

The Academy Ready to Learn Policy takes full cognisance of the DfE advice regarding screening, searching and confiscation; use of reasonable force, behaviour and discipline in schools.

In the first instance staff who suspect students of having inappropriate or banned items should speak to SLT who will ask the student politely to hand over items that are not allowed in the Academy that they have in their possession. If the student refuses the matter should be referred to the Principal or Vice Principals.

The Role of Staff

- Uphold the whole Academy Ready to Learn Policy by teaching and modelling expected behaviour to their students.
- Challenge students to meet the Academy expectations and maintain the boundaries of acceptable conduct.
- Communicate the Academy expectations, routines and values by both explicitly teaching behaviour and in every interaction with students.
- To consider the impact of their own behaviour on the Academy culture and how they can uphold the Academy rules and expectations.

The Role of Parents and Carers

- The Academy is required to have, and to ask parents to sign, a Home-Academy Agreement that outlines the responsibilities of the parent and the Academy; including behaviour and attendance.
- The Academy collaborates actively with parents and carers, so that young people receive consistent messages about how to behave at home and at school.
- We explain the Academy rules to students, and we expect parents and carers to understand and support them.
- We endeavour to build a supportive dialogue between the home and the Academy, and we inform parents and carers as soon as possible if we have concerns about their child's welfare or behaviour.
- If the Academy applies consequences to punish a young person, we expect parents and carers to support the actions of the Academy. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the Academy. If parents or carers wish to pursue the complaint, they should contact the Academy in accordance with All Saints' Academy's Complaints Policy.



Appendix 1



Sanctions and Escalation Framework

	Examples
Positively phrased verbal warnings (all staff)	<ul style="list-style-type: none"> *Wearing uniform incorrectly (tutor check during MGP and pm reg) *Eating in out-of-bound areas *Not following instructions *Chewing gum
10 min break time (10:00 and 11:00 am) Reset Room	<ul style="list-style-type: none"> * Late to the Academy (parents receive an Edulink message) * Learning Duty periods 1 or 2 (remaining 30 min served after school)
10 min lunch time (10:00 and 11:00 am) Reset Room	<ul style="list-style-type: none"> * Late to the Academy (parents receive an Edulink message) * Learning Duty periods 2 - 4 (remaining 30 min served after school)
60 min after school detention *30 min if break/lunch LD detention served AND if silent reading	<ul style="list-style-type: none"> *Learning Duty x1/day (parents receive an Edulink message) *Failure to attend late detention *Unpermitted use of mobile phone (also results in confiscation) *Rudeness/defiance to member of staff *Use of foul/obscene language/gestures (not towards a member of staff) *Repeatedly out of bounds
Academy community service Mon – Fri (with site staff)	<ul style="list-style-type: none"> *Deliberate littering *Chewing gum on floor/ desks, etc. *Defacing school property (desks, walls, textbooks, etc.) *Deliberately causing damage
Internal suspension Reset Room (all day)	<ul style="list-style-type: none"> *Use of racist, sexist or homophobic language *Refusal/failure to attend after school detention *Truancing off site *Other excessive behaviour issues *Failing 90-minute detention *Throwing from a balcony *Sharing a toilet cubicle *Rudeness/defiance/walking away from staff
External suspension	<ul style="list-style-type: none"> *Physical violence *Directed use of racist, sexist or homophobic language *Swearing/obscene gesture at a member of staff *Sexual harassment *Failing internal suspension *Other persistent and excessive behaviour issues *Vaping *Refusing to go to the Reset Room *Using mobile phone to film or photograph (also results in confiscation)

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

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

From Term 2 – 30 minute detention for:

No bag.

Not wearing a blazer or tie.

Deliberately late to lesson.

Not having a timetable.