



Behaviour Management Policy

Author
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Introduction

Our Academy vision is “Living Well Together in Dignity, Faith and Hope”. We aspire to take dignified decisions and afford dignity to all members of our community, regardless of background or circumstance. Our position as a Church of England Academy means that the Christian faith has a central role in all of our actions and decisions. Positive relationships and dignity can only be maintained if students, staff and parents are clear about the expectations of standards and that rewards and sanctions are meticulously fair and consistent. Our Behaviour Management Policy should help our students to develop faith in the adults who support them and hope for their future well-being.

Our Academy takes its duties and responsibilities under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs very seriously and these are taken fully into account when putting this policy into practice.

Purpose

- To define the standards of the ‘All Saints Way’ and ensure students know how and when to put these into practice to become true ambassadors of All Saints Academy, (Appendix 1) and understand by following these standards in the classroom the best learning environment will be achieved.
- To ensure that Sponsors/Governors, students, parents/carers and all staff are clear about the standards of behaviour expected (Appendix 2) and how they reflect our vision of Living Well Together with Dignity, Faith and Hope.
- To define an appropriate set of proportionate sanctions and to give clear guidelines as to how they will be imposed. These guidelines will also outline which sanctions are likely to be imposed for defined breaches of our code of conduct (Appendix 3). Appendix 3 is not an exhaustive list of the situations where sanctions may be imposed.
- In cases where fixed period or permanent exclusions are imposed, the Academy will always have regard to the Department for Education’s Statutory Guidance on Exclusions and also to the Central Bedfordshire Council guidelines on managing such exclusions.

Guidelines

- The Principal will ensure that this policy is reviewed at least every year in consultation with parents/carers, students, staff and governors. Methods of consultation will include Student Voice meetings; Governors’ Committee meetings; Curriculum and Pastoral Team meetings.
- Parents/Carers should use the normal channels of communication with the Academy, starting with your child’s form tutor, if they have any queries relating to aspects of student achievement and/or behaviour.
- If a student’s behaviour causes serious concern the Principal can request that the concerns are heard by Governors at either an informal Governors’ Behaviour Panel or a formal Student Disciplinary Committee.

Rewards

- We consider it is important that praise and rewards should be given considerable emphasis within the Academy and students will thus achieve recognition for a positive contribution to Academy life giving them hope in their future achievements and a sense of aspiration
- Rewards in our Academy should not be limited only to those whose academic work is outstanding
- It is expected that good standards of behaviour will be encouraged through the consistent application of the All Saints' Way
- Our rewards are based on a graduated system rising from Level 1 to Level 3 and are recorded and monitored using the SIMS or Edulink One system

Sanctions

- Students have the right to learn and teachers have the right to facilitate the learning – this contributes to a dignified educational experience
- Students have the right to expect fair and consistently applied sanctions for poor behaviour, having faith in the adults who apply them. When using sanctions to manage behaviour, staff should always refer to the Climate for Learning (Appendix 2)
- With the use of common sense, sanctions will be applied taking into account the personal circumstances and particular needs of each student.
- Our sanctions are based on a graduated system rising from Level 1 to Level 3 and are recorded and monitored using the SIMS or Edulink One system.

Measures to Prevent Bullying

In line with our Academy vision of "Living Well Together with Dignity, Faith and Hope" we have an Anti-Bullying policy which sets out the acts which are considered to be bullying, the procedures which are followed by both students and the Academy and the actions that should be taken by staff.

All of our students are precious to us and their well-being and safety is of paramount importance. Our Anti-Bullying Policy ensures that we are compliant with Section 89 of the Education and Inspections Act 2006. The All Saints Way encourages students to be civil and friendly towards each other and not to be hurtful or unkind. Any bullying must be reported to a member of staff such as the Tutor, Head of Year or classroom teacher. There is also the option to send an email to speakout@asadunstable.org which provides a confidential and secure means of allowing students to report their concerns, even when the Academy is closed.

EXCLUSIONS

There is a shared commitment by all members of All Saints Academy to achieve two important aims:

- 1) The first is to ensure the safety and well-being of all members of the Academy community, and to maintain an appropriate educational environment in which all can learn and succeed.
- 2) The second is to realise the aim of reducing the need to use exclusion as a sanction.

The decision to exclude a student for a fixed term period or permanently will only be taken in the following circumstances:

- (a) In response to a serious breach of the Academy's Behaviour Management Policy
- (b) If allowing a student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy.

Rationale

Exclusion is an extreme sanction and this decision can only be taken by the Principal (or, in the absence of the Principal, a designated member of Senior Leadership who is acting in that role). Exclusion, whether fixed term or permanent, will be for a disciplinary matter across a range of behaviours which constitute unacceptable conduct and are infringements of the Academy's Behaviour Management Policy. Our Academy vision of "Living Well Together in Dignity, Faith and Hope" means that we use every opportunity to avert exclusion.

Process for averting exclusion

Formal exclusion is the only legal way a student can be removed from the Academy site following a breach of the Academy Behaviour Management Policy.

IMPORTANT NOTE: The law allows the Academy to send students home without exclusions in order to change clothes/shoes or to remove jewellery if they are in breach of the Academy Uniform Policy as long as parent/carers are notified in advance.

Fixed Term Exclusion

- Most exclusions are of a fixed term nature and are of short duration (usually between one and five days).
- The DfE regulations allow the Principal to exclude a student for one or more fixed periods not exceeding 45 school days in any one academic year.
- Where a student becomes at risk of a permanent exclusion, the Academy will use a range of strategies, including external agencies, to avert this. It is normal practice for any student at risk of a permanent exclusion to attend a Governors' Behaviour Panel to review plans. The purpose of this panel is to ensure that all possible avenues have been explored before a permanent exclusion is issued.
- It is possible that the Principal may impose a fixed-term exclusion for an incident whilst further investigation takes place. This should be mentioned in the letter sent to the parent/carers. At the conclusion of the investigation, the Principal may decide that the incident is so serious that a student should be permanently excluded. If this occurs, a separate exclusion letter will be sent and work will need to be issued to cover the first five days of the exclusion.
- The Governors have established arrangements to review promptly all permanent exclusions from the Academy and all fixed term exclusions that would lead to a student being excluded for over 15 days in a term or missing a public examination
- The Governors have established arrangements to review fixed term exclusions which would lead to a student being excluded for over five days but not over 15 days in a term where a parent has expressed a wish to make representations.
- The Governors have established arrangements to consider representations made for exclusions of 5 days or less

Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and or use of an illegal drug on Academy premises.
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence.

Permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Refer to **Appendix 3 – Exclusion Guidelines** for list of behaviours and possible sanctions.

Refer to **Appendix 4 – Exclusion Procedure** for details the Academy's exclusion process.

General factors the Academy considers before making a decision to exclude

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the Academy or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Principal will:

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations
- Take into account the academy's duties and responsibilities in respect of the Equality Act 2010, safeguarding and pupils with special educational needs
- ensure the student has the opportunity to give her/his version of events
- Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment

Work for excluded students

The Academy has a duty to provide work for students to complete during any exclusion term; this will be sent home with the student in the first instance, along with the exclusion letter. If the exclusion exceeds six days the Academy has a duty to arrange a suitable full-time educational provision; this may be a provision at another school site. Further work can be requested by the parent/carer. In the event of a permanent exclusion, the Academy should provide work for the first five days of the exclusion.

Monitoring, Evaluation and Review

The Governing Body has delegated to the Principal the responsibility for reviewing the implementation and effectiveness of this policy. The Governing Body will approve all major changes to this policy. The policy will be prompted and published throughout the Academy.

Exclusion data is reported to the Governing Body.

Related Academy Policies:

- Anti-Bullying Policy
- Child Protection Policy
- Children Looked After Policy
- Equal Opportunity Policy
- Race Equality Policy
- Safeguarding and Promoting Student Welfare Policy
- SEND Provision Policy

Appendix 1

The All Saints’ Way

Our expectations are centered on our Academy Vision of “Living Well Together in Dignity, Faith and Hope” and closely linked to the virtues which underpin our daily life in the Academy.

Virtues	The All Saints Way
Friendliness and Civility	<p>I will always be polite to staff and students.</p> <p>I will greet my teacher at the door because I enjoy my lessons.</p> <p>I will always have a smart uniform and be well-behaved as my teachers have the highest expectations of me.</p> <p>I will arrive on time.</p> <p>I will not call out or talk over the teacher or students.</p> <p>I will always treat others in a way that is not hurtful or unkind.</p>
Good Sense and Good Humour	<p>I will be a positive person in lessons, showing my teacher I am enjoying the lesson.</p> <p>I will move around the Academy quietly; not shouting or making unnecessary noise.</p> <p>I will work hard at developing positive relationships with my teachers.</p> <p>I will think before I act.</p>
Courage, Good Speech and Self-Mastery	<p>I will try to achieve the Lesson Objective that the teacher has shared with me.</p> <p>I will present my work well by ruling off previous work, underlining titles and dates, ensuring my written work is always in ink, with diagrams drawn in pencil.</p> <p>I will be courageous and show resilience when trying new topics.</p> <p>I will answer questions, even if I am not 100% sure of the answer.</p> <p>I will push myself to achieve gold and then platinum targets, if I achieve the silver target.</p> <p>I will try my best to contribute verbally in class and always answer in full sentences.</p> <p>I will ask my teacher for extension work when I finish the task set to demonstrate that I am taking responsibility for my own learning.</p>
Generosity and Compassion	<p>I will receive praise from my teacher when I have done well to show me how much they enjoy teaching their subject to me!</p> <p>I will respect all teachers and students and show respect for the learning facilities of the Academy.</p> <p>I will help staff and students when I can by being generous with my time and showing I am a good member of the All Saints community.</p> <p>I will forgive others.</p> <p>I will try to understand what it is like to be in other people's shoes and show empathy.</p>
Stillness	<p>I will sit and listen quietly when the teacher asks me to do so.</p> <p>I will not distract others who are focussing on a task.</p> <p>I will be a thoughtful member of the group, reflecting before I speak or do anything.</p> <p>I will listen to others when they speak and think about their answers before commenting.</p> <p>I will reflect on my successes and areas of development at the end of a lesson.</p>
Gratitude	<p>I will show my teacher that I am grateful for the time they have spent marking my book by responding to the detailed written feedback at least once every three weeks to make sure I progress.</p> <p>I will be grateful for the wonderful building we have at All Saints and show this by not dropping litter.</p> <p>I will remember to say please and thank you.</p> <p>I will be grateful to all staff who have chosen to work in the Academy to support me in my education.</p>
Truthfulness and Justice	<p>I will behave in all lessons and around the Academy.</p> <p>I will be truthful if asked about my part in any behaviour incident.</p> <p>I will accept sanctions if I disrupt learning and expect others to be sanctioned for disrupting my learning.</p> <p>I will participate fully and respond truthfully when having a restorative conversation.</p> <p>I will not try to seek justice myself because I understand that there is a process to follow to ensure justice is carried out.</p>

Appendix 2

Behaviour Consequences

The consequences for students who fail to meet expectations are set out in a consistent stepped response:-

1. Students will be given one non-verbal warning or a quiet reminder about the expectations of the All Saints' Way
2. If behaviour continues, a clear verbal warning is given to the student.
3. If the behaviour continues, the student is moved to a new position in class and a 10-minute sanction is set which is served at the end of the same day.
4. The next stage is removal to an exit room in the same curriculum area, with students expected to continue their work for the remainder of that lesson. A 60-minute sanction is set which is served on the next available occasion and parents/carers are notified.
5. If there is a refusal to follow instructions at any point the class teacher will call for LSL (Leaders Supporting Learning) and senior staff will assist with the move
6. If there is ongoing refusal, the student may be removed to an isolation room and repeated exit to an isolation room will result in a formal sanction of isolation. A 60-minute sanction is set which is served on the next available occasion and parents/carers are notified.
7. At all stages, students will be encouraged to make the right choices with support from classroom and pastoral staff, senior leaders and parent/carers as appropriate.
8. When all options to modify behaviour have been exhausted, a formal period of isolation or a Fixed Term Exclusion may be issued.

In the event of continued non-compliance or serious breach of the Academy's expectations, a B3 sanction is issued. A B3 incident is always investigated thoroughly and typically results in a serious sanction such as Isolation or Exclusion. For a student who continues to fail to meet the expectations of the Academy in regard to their behaviour, there are a number of recognised strategies which may be employed to modify outcomes:

1. Going for Green, Form Tutor Report, Head of Year Report

A parental meeting establishes the behavioural issues, targets and support are agreed and a report is issued for an agreed period of time, after which it is formally reviewed.

2. Pastoral Support Plan Level 1

A pastoral support plan sets out clear targets for behavioural improvement and identifies the resources within the Academy which will be allocated to support modification of behaviours. It is generally implemented across 4-6 weeks with a mid-point review.

3. Pastoral Support Plan Level 2

Where a Level 1 Pastoral Support Plan has not modified behaviour, a Level 2 Pastoral Support Plan will be put in place. At Level 2, external professional agencies will be engaged to support behaviour improvement.

4. Adjusted Timetable or Managed Move

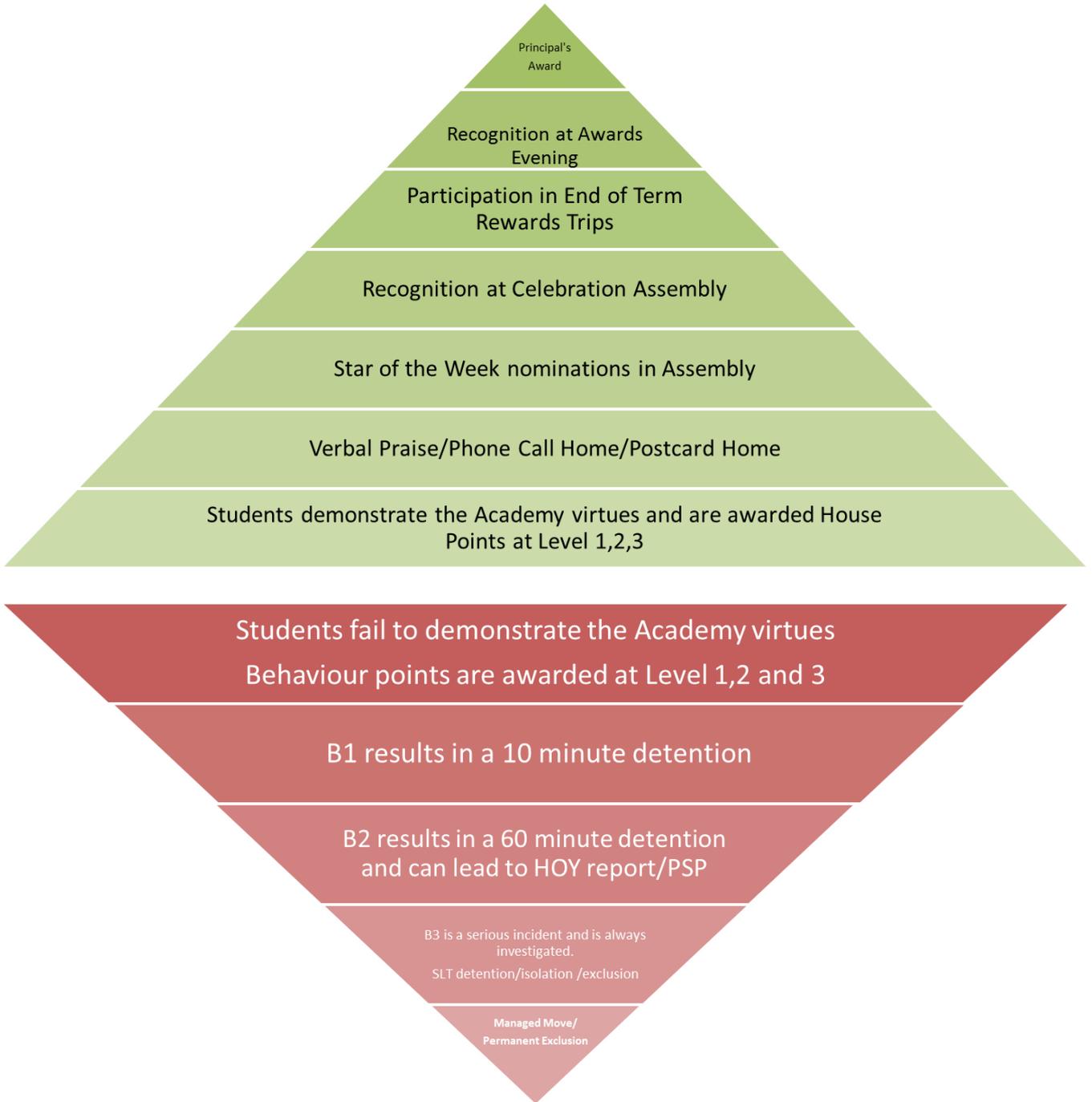
Where behaviour impacts on the well-being and education of others, it may be necessary to adjust the timetable and curriculum of student. In some cases, a Managed Move to another educational setting may be explored invoking the Academy's right to direct a student's education to another institution or venue as a strategy to avert permanent exclusion.

5. Governors' Behaviour Panel

Students and their parent/carers may be invited to attend at Governors' Behaviour Panel which will review all support put in place and make any final recommendations before a permanent exclusion is considered. Targets will be set for the student, support identified and a timeframe for review agreed.

Appendix 3

Rewards and Sanctions Diamond



Appendix 4

Exclusion Guidelines

The table below gives guidelines as to the sanctions that the Academy might apply following breaches of the Behaviour Management Policy. This is not an exhaustive list and there may be other types of behaviour that contravenes this policy where the Principal makes the judgement that exclusion is an appropriate sanction. At all times, we believe it is our Christian duty to try to retain students within the Academy family, only using exclusion as a last resort

It should be noted that consideration will always be given to individual circumstances, the degree of deliberate intent, and past disciplinary record, as well as any special needs that the student might have.

It should also be noted that students who **persist** in committing behaviours which warrant short fixed term exclusions and which undermine our Academy vision of "Living Well Together in Dignity, Faith and Hope" will be at risk of permanent exclusion.

The Academy policy is to avoid exclusion wherever possible due to the impact on education and learning. This is achieved through the use of isolation and other interventions. The academy looks very carefully at how best to support a student to avoid exclusion wherever possible.

The following is intended to provide a guideline for exclusion decisions but any sanction will be subject to consideration of the outcomes of the action, the frequency of such behaviours for the student, the impact of the sanction on the student and the impact of the action of the student on the school community. Exclusion can occur for behaviour outside school.

Examples of behaviours where a fixed term exclusion may be considered:

- Fighting -
- Abusive language to staff or other students
- Refusal to follow staff instructions on a repeated basis
- Persistent refusal to wear appropriate uniform/ infringements on jewellery
- Willful disruption of an examination
- Abuse of fire alarm
- Racist, sexist, homophobic or 'religionist' abuse towards another individual.
- Unprovoked physical assault
- Theft of, or deliberate damage to, someone else's property
- Receiving stolen goods in full knowledge of the situation
- Aggression towards staff
- Bullying/intimidation of another student(s) (including cyber bullying) and failure to respond to warnings
- Persistent disruption to the learning of others and failure to respond to support
- Supplying or consuming class 'C' illegal drugs on Academy premises, at the Academy gate, or during an Academy visit
- Consuming alcohol on Academy premises or during an Academy visit
- Smoking on Academy premises or during an Academy visit.
- Refusal to accept the authority of the Academy Leadership Team.
- Dangerous behaviour.

Examples of behaviours where a permanent exclusion may be considered:

- Supplying or consuming class 'A'/'B' illegal drugs (eg Cocaine, Heroin, Crack, LSD, Amphetamines, Ecstasy and others) on Academy premises, at the Academy gate, or during an Academy visit.
- Supplying drugs for financial or similar gain.
- Carrying an offensive weapon* with or without evidence of intent to use it.
- Using an offensive weapon*.
- Persistent disruptive behaviour
- Serious physical assault (provoked or unprovoked).
- Inciting physical assault.

**** Offensive weapons are defined in the Prevention of Crime Act 1953 as "Any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him."***

Appendix 5

Exclusion Procedure

The following procedure should be adhered to in order for the relevant paperwork to be gathered and a decision made on the exclusion length or other sanction:

- Witness reports are gathered from staff and students.
- These are presented to the Principal who refers to the Statutory Guidance on Exclusions and Exclusion Guidelines (Appendix 3) and proposes an appropriate sanction.
- The Principal reviews all the evidence, the Academy's obligations outlined in this policy and the Statutory Guidance on Exclusions and then decides whether a student should be excluded and the reason(s) for the exclusion.
- The parent/carer is contacted immediately, where possible, to explain the incident and to arrange for the student to be sent home. Where an exclusion is for 10 days or more, the parents are invited in for a pre-exclusion meeting to explain the incident and to advise of the outcome.
- The exclusion letter is prepared for parents/carers and work is gathered for the student to take home the same day. The letter, giving details of the exclusion and the date the exclusion ends, is given to the student by hand and a second copy is sent to parents/carers by post. Parents/carers have a right to make representations to the Governing body, as directed in the letter.
- Work is requested for the excluded student. Work for the duration of the exclusion, not exceeding five days, is provided on the day the student is sent home.
- A reintegration meeting is organised for the student and parent/carer to attend where the exclusion is for a fixed term or a student is reinstated following a review of a permanent exclusion.
- During the course of a fixed term exclusion where the student is to be at home, parents/carers are advised that the student is not allowed on the Academy premises, and that daytime supervision is their responsibility, as parents/guardians. Failure to do so should result in a fine.
- Exclusion is recorded on SIMS and on the AnyComms system which notifies the Local Authority.
- Parent/carer attend reintegration meeting. A record of the meeting is kept in the student's file.
 - Where appropriate referral to Student Services is made.
 - For students at risk of permanent exclusion a PSP is prepared.
 - A student may not return to the Academy until a reintegration meeting with parent/carer and student has taken place.

The Student Discipline Committee of the Governing Body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed-period exclusion which would bring the student's total number of school days of exclusion to more than 15 in a term; or
- it would result in a student missing a public examination or national curriculum test.

Appendix 6

Rewards (House Points) and Sanctions (Behaviour Points)

Our rewards and sanctions are based on the “virtues” that underpin our Character Education programme and our Christian ethos. House Points are awarded for positive displays of our virtues.

House Point	Example
H1: Demonstrating Good Sense	Moving sensibly and purposefully between lessons
H1: Demonstrating Courage	Showing resilience in daily life
H1: Demonstrating Self-Mastery	Managing own behaviour in class or social time
H1: Demonstrating Stillness	Showing an ability to listen and wait patiently
H1: Demonstrating Friendliness & Civility	Showing courtesy and warmth to others
H1: Demonstrating Good Humour	Maintaining a sense of humour, even when challenged
H1: Demonstrating Good Speech	Speaking effectively and with courtesy and clarity
H1: Demonstrating Good Temper	Maintaining good temper, even in challenging circumstances
H1: Demonstrating Truthfulness	Showing honest and admitting to faults or incidents
H1: Demonstrating Compassion	Caring for others and supporting friends
H1: Demonstrating Gratitude	Saying thank you and showing appreciation of others
H1: Demonstrating Justice	Participating in restorative conversations and being fair
H1: Demonstrating Generosity	Sharing with others; supporting charity projects

Students who exhibit behaviours which do not support our virtues are awarded behaviour points and these feed into the sanction system described in Appendix 2.

House Point	Example
H1: Lacking Good Sense	Inappropriate behaviour in the building and in lessons
H1: Lacking Courage	A lack of resilience or unwillingness to support others
H1: Lacking Self-Mastery	Inappropriate behaviour in class or in social time
H1: Lacking Stillness	Not listening, calling out, inappropriate class behaviour
H1: Lacking Friendliness & Civility	Unkindness to others; rudeness
H1: Lacking Good Humour	Displaying aggression to others
H1: Lacking Good Speech	Rudeness, verbal abuse, swearing
H1: Lacking Good Temper	Displaying anger, verbal abuse, physical abuse
H1: Lacking Truthfulness	Lying, stealing, cheating or other deception
H1: Lacking Compassion	Not supporting others; bullying
H1: Lacking Gratitude	Rudeness, not appreciating the efforts of others
H1: Lacking Justice	Not participating in restorative work; unfair behaviour
H1: Lacking Generosity	Unwilling to share resources; unsupportive of charity work

Appendix 7

Virtues guide for students

	Expectations	Possible Rewards	Reward Points	Possible Sanctions	Behaviour Points
<p>On the way to the Academy <i>Students attending All Saints Academy are representatives of the school at all times, especially whilst wearing the Academy uniform.</i></p>	<ul style="list-style-type: none"> Any student walking to school must ensure they are doing so safely whilst being considerate to other pedestrians, cyclists and drivers. They must cross at recognised/manned crossings at all times. Any student cycling to school must ensure that their bike is roadworthy and that they wear a cycle helmet. Students must ensure that they comply with aspects of the Highway Code linked to safe cycling. https://www.gov.uk/guidance/the-highway-code/rules-for-cyclists-59-to-82 Students must be respectful and polite to all adults and young people in our community. Students must make sure that they time their journey to school to ensure they arrive promptly and by 8.25am at the latest. 	<p>House points awarded based on demonstrating aspects of the All Saints Way and our Virtues. Recognition and praise in Year and House Assemblies</p> <p>Given Ambassador status as recognition of enhancing the reputation of the academy.</p> <p>Rewards Trips based on a minimal number of behaviour points received.</p> <p>Rewards Trips based on good attendance and punctuality – Academy expected attendance of 96%</p>	<p>H1 Demonstrating Good Sense</p> <p>H1 Demonstrating Good Sense</p> <p>H1 Demonstrating Friendliness and Civility</p> <p>H1 Demonstrating Self-Mastery</p>	<p>Behaviour Points issued as a result of contradiction of our Virtues.</p> <p>Not being able to have the privilege of cycling or scooting to school. Not being able to bring a bicycle or a scooter onto the school site.</p> <p>Not being able to attend rewards trips</p> <p>Detentions for late arrival to school after 8.30am</p>	<p>B1 Lacking Good Sense</p> <p>B1 Lacking Good Sense</p> <p>B1 Lacking Friendliness and Civility</p> <p>B1 Lacking Self-Mastery</p>

	Expectations	Possible Rewards	Reward Points	Possible Sanctions	Behaviour Points
<p>Once on the Academy Site <i>We are aware that some students arrive on site early and, even though, we do not offer a breakfast provision until 7.30am students are welcome to be in school if they behave in a responsible manner at all times and remain in the designated area. It is vitally important that students self-regulate during this period as staff are not on formal duty until 8.15am.</i></p>	<ul style="list-style-type: none"> Once students arrive through the school gates they must walk on the footpath and if they have a bicycle/scooter they must walk their bicycle /scooter towards the bike sheds. 	<p>Given Ambassador status as recognition of enhancing the reputation of the academy.</p>	H1 Demonstrating Good Sense	<p>Not being able to have the privilege of cycling or scooting to school. Not being able to bring a bicycle or a scooter onto the school site.</p>	B1 Lacking Good Sense
	<ul style="list-style-type: none"> Students must ensure that they secure their bicycle/scooter with a lock in the bike sheds. If students arrive prior 8.15am to they must go straight to the café and not wander the building. All food and drinks must be consumed in the café. Students are not to be upstairs until after the first bell at 8.25am. 	<p>Rewards Trips based on a minimal number of behaviour points received.</p> <p>Given Ambassador status as recognition of continual following Academy expectations.</p> <p>Rewards Trips based on a minimal number of behaviour points received.</p>	H1 Demonstrating Gratitude H1 Demonstrating Self-Mastery	<p>Behaviour Points issued for repeated occurrences of not being in the café prior to 8.25am</p>	B1 Lack of Gratitude B1 Lacking Self-Mastery
	<ul style="list-style-type: none"> Students must adhere to school rules once they are on site and this includes a not chewing gum, dropping litter and ensuring they are well-presented. 	<p>Rewards Points awarded for respectful behaviour in and around the Academy.</p>	H1 Demonstrating Friendliness and Civility	<p>Behaviour Points issued for showing a lack of respect for the Academy Expectations.</p>	B1 Lacking Friendliness and Civility
	<p>Students must move to registration promptly when the bell rings at 8.25am</p>	<p>Rewards Trips based on good attendance and punctuality – Academy expected attendance of 96%</p>	H1 Demonstrating Good Sense	<p>Behaviour Points issued for late arrival to registration. Not being able to attend Rewards Trips</p>	B1 Lacking Good Sense

	Expectations	Possible Rewards	Reward Points	Possible Sanctions	Behaviour Points
<p>Once registration has started <i>Registration is a legal requirement and all students must be in their form room by 8.30am. As a Church Academy, we use this time to focus on our virtues and join in Collective Worship. Regardless of personal faith or belief, all students are expected to be respectful and reflective during this period.</i></p>	<ul style="list-style-type: none"> • All students are expected to attend the morning registration session and engage in the activities provided. • Students will be expected to attend collective worship assemblies with their peers, this is an opportunity for students to demonstrate stillness and to reflect upon the world around them. • Students will be expected to show their form tutor that they have their iPad charged for the day ahead. • Students will collect their stationery equipment from their tutor and be responsible for it for the day and will return it, complete, at the end of the day. 	<p>Rewards Trips based on good attendance and punctuality – Academy expected attendance of 96%</p> <p>Given Ambassador status as recognition of enhancing the reputation of the academy. Rewards Trips based on minimal number of behaviour points received.</p> <p>Rewards Trips based on minimal number of behaviour points received. Given Reward Points as recognition of their continual respect and gratitude for the equipment which is given to them on a daily basis.</p>	<p>H1 Demonstrating Friendliness and Civility</p> <p>H1 Demonstrating Self-Mastery</p> <p>H1 Demonstrating Stillness</p> <p>H1 Demonstrating Gratitude</p> <p>H1 Demonstrating Self-Mastery</p> <p>H1 Demonstrating Gratitude</p>	<p>Behaviour Points issued as a result of contradiction of our Virtues and Expectations.</p> <p>Behaviour Points issued as a result of not having the correct equipment for a day in the Academy. Behaviour Points issued as a result of contradiction of our Virtues and Expectations relating to the issuing of equipment needed for the Academy day.</p>	<p>B1 Lacking Friendliness and Civility</p> <p>B1 Lacking Self-Mastery</p> <p>B1 Lacking Stillness</p> <p>B1 Lack of Gratitude</p> <p>B1 Lacking Self-Mastery</p> <p>B1 Lack of Gratitude</p>

	Expectations	Possible Rewards	Reward Points	Possible Sanctions	Behaviour Points
<p>Once lessons have started <i>All students are expected to learn in a safe and well-planned environment. Students will arrive promptly and engage in all learning activities, showing respect for others.</i></p>	<ul style="list-style-type: none"> Students will remain in lessons unless permitted to leave by their teacher. If this is allowed they will be issued with a corridor pass. 	<p>Rewards Points will be issued for the continual meeting of expectations in lessons.</p>	<p>H1 Demonstrating Friendliness and Civility</p> <p>H1 Demonstrating Good Sense</p>	<p>Behaviour Points will be issued to students who are out of lessons without expressed permission from a member of staff.</p> <p>Steps followed of the behaviour consequences Step 1: Quiet reminder of expectations by the Class Teacher Step 2: Verbal request by the Class Teacher Step 3: Student moved to another seat in the room (B1 Sanction) Step 4: Student sent to an Exit Room within the Curriculum Area and a Curriculum Area detention of one hour issued (B2 Sanction) Step 5: Student refusal to comply with the Climate for Learning (B3 Sanction)</p>	<p>B1 Lacking Friendliness and Civility</p> <p>B1 Lacking Good Sense</p>
	<ul style="list-style-type: none"> Students should follow the expectations for the Virtues as detailed in the All Saints Way. 	<p>Rewards Points will be issued for the continual meeting of expectations as detailed in the All Saints Way.</p>	<p>H1 Demonstrating Good Sense</p>	<p>Behaviour Points issued as a result of contradiction of our Virtues and Expectations</p>	<p>B1 Lacking Good Sense</p>
	<ul style="list-style-type: none"> Students will not disrupt the learning of others by calling out answers, talking over the teacher or refusing to follow requests.. 	<p>Reward Points will be issued as a means of congratulating students for working hard.</p>	<p>H1 Demonstrating Compassion</p> <p>H1 Demonstrating Self-Mastery</p>	<p>Behaviour Points will be issued for disruption to Learning.</p>	<p>B1 Lack of Compassion</p> <p>B1 Lacking Self-Mastery</p>

	Expectations	Possible Rewards	Reward Points	Possible Sanctions	Behaviour Points
<p>Behaviour around the Academy <i>We want our Academy to be a calm and orderly environment, which is safe for all of our students.</i></p>	<ul style="list-style-type: none"> • Students should only use the designated student areas within the Academy • Students should follow instructions from all staff and show respect, good sense and good temper. • Students should be aware of how their behaviour may be perceived by others and boisterous behaviour will not be tolerated. 	<p>Rewards Points will be issued for the continual meeting of expectations as detailed in the All Saints Way.</p> <p>Rewards Points will be issued for the continual meeting of expectations as detailed in the All Saints Way.</p> <p>Rewards Points will be issued for the continual meeting of expectations as detailed in the All Saints Way.</p>	<p>H1 Demonstrating Self-Mastery</p> <p>H1 Demonstrating Good Sense</p> <p>H1 Demonstrating Good Temper</p> <p>H1 Demonstrating Compassion</p> <p>H1 Demonstrating Self-Mastery</p>	<p>Behaviour Points issued as a result of contradiction of our Virtues and Expectation</p> <p>Behaviour Points issued as a result of contradiction of our Virtues and Expectations</p> <p>Behaviour Points issued as a result of contradiction of our Virtues and Expectations</p>	<p>B1 Lacking Self-Mastery</p> <p>B1 Lacking Good Sense</p> <p>B1 Lacking Good Temper</p> <p>B1 Lack of Compassion</p> <p>B1 Lacking Self-Mastery</p>

	Expectations	Possible Rewards	Reward Points	Possible Sanctions	Behaviour Points
<p>Behaviour at the end of the day <i>Students will remain on the Academy site until any additional classes or sanctions have been completed. Students who leave the site must do so in an orderly and safe manner.</i></p>	<ul style="list-style-type: none"> Students leaving the site at 3.00pm must walk sensibly along the paths. Students cycling must walk their cycles along the paths with due care for other students. All students must be aware that their conduct in the local community on their way home is a reflection of the Academy. 	<p>Students who do not receive any sanction will be allowed to leave promptly at 3pm.</p> <p>Given Ambassador status as recognition of enhancing the reputation of the Academy.</p> <p>Given Ambassador status as recognition of enhancing the reputation of the academy.</p>	<p>H1 Demonstrating Self-Mastery</p> <p>H1 Demonstrating Good Sense</p> <p>H1 Demonstrating Friendliness and Civility</p>	<p>Students who have received a B1 sanction during the course of the Academy day will be expected to complete a sanction with their form tutor at 3.00pm</p> <p>Not being able to cycle or scoot to school or not being able to bring a bicycle or scooter onto the school site.</p> <p>Not being able to attend Rewards Trips</p>	<p>B1 Could be issued for a number of reasons</p> <p>B1 Lacking Good Sense</p> <p>B1 Lacking Friendliness and Civility</p>

	Expectations	Possible Rewards	Reward Points	Possible Sanctions	Behaviour Points
Behaviour during social time <i>Social time is important for all students and we expect behaviour to be sensible and safe for all students.</i>	<ul style="list-style-type: none"> Students should eat break and lunchtime food in the Café (hot food) or the Main Hall/Drama Studio (packed lunches) Food should not be taken outside as it represents a health hazard. Ball games should be played on the MUGA or Tennis Courts as directed by staff. Students should be sensible in their play or movement around the Academy site with regard for the safety of others. 	<p>Rewards Points will be issued for the continual meeting of expectations as detailed in the All Saints Way.</p> <p>Given Ambassador status as recognition of enhancing the reputation of the academy.</p>	<p>H1 Demonstrating Good Sense</p> <p>H1 Demonstrating Friendliness and Civility</p>	<p>Behaviour Points issued as a result of contradiction of our Virtues and Expectations</p> <p>Not being able to attend Rewards Trips</p>	<p>B1 Lacking Good Sense</p> <p>B1 Lacking Friendliness and Civility</p>

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<p>Behaviour on social media <i>Social media is a way of modern life but as an Academy that has issued all students with iPads or laptops it is essential for all students to behave in an appropriate manner with these devices. It is also deemed unnecessary for any student to use a mobile phone on the school site.</i></p>	<ul style="list-style-type: none"> • Students should ensure that they would be happy that any comment made, sent or forwarded to other people, on social media, is of a nature that would not cause offence to others or embarrassment them or the Academy. • Mobile phones should not be seen during the Academy day. 	<p>Rewards Points will be issued for the continual meeting of expectations as detailed in the All Saints Way.</p> <p>Rewards Points will be issued for the continual meeting of expectations as detailed in the All Saints Way.</p> <p>Given Ambassador status as recognition of enhancing the reputation of the academy.</p>	<p>H1 Demonstrating Good Sense</p> <p>H1 Demonstrating Good Sense</p> <p>H1 Demonstrating Friendliness and Civility</p>	<p>Behaviour Points issued as a result of contradiction of our Virtues and Expectations</p> <p>Behaviour Points issued as a result of contradiction of our Virtues and Expectations</p> <p>Not being able to attend Rewards Trips</p>	<p>B1 Lacking Good Sense</p> <p>H1 Lacking Good Sense</p> <p>H1 Lacking Friendliness and Civility</p>