



# Behaviour & Attitudes Policy

Author:	Deputy Principal Behaviour and Attitudes
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## **1.1 Introduction**

Our Academy vision is “Living Well Together with 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 and Attitudes 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, 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 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. This 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 Executive 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 the child’s form tutor, if they have any queries relating to aspects of student achievement and/or behaviour.

Love your neighbour as yourself. There is no commandment greater than this.  
Mark Chapter 12: Verse 31

- If a student's behaviour causes serious concern the Executive Principal can request that the concerns are heard by Governors at a Governors Final Warning panel.

## 2.1 Behaviour and Conduct

***The school has high expectations for pupils' behaviour and conduct. These expectations are applied consistently and fairly. Low-level disruption is not tolerated and pupils' behaviour will not be allowed to disrupt lessons or the day-to-day life of the school. Leaders support all staff in managing pupil behaviour.***

### 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 but also for improved performance and sustained effort.
- 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 of House Points rising from Level 1 to Level 3 and are recorded and monitored using the Edulink-One system
- Heads of Year will reward students each week, half-term and term that have been nominated for students of the week by their subject teachers.
- Parents/carers will be contacted with positive phone calls when students have done particularly well.
- Heads of Year and SLT can award extra House points to recognise particular achievements of students, for example when representing the Academy.

### Platinum Perfection

Students will be monitored in their achievements through all aspects of the Academy. Students strive to achieve 'Platinum Perfection'. Students work towards achieving platinum in these 6 areas –

- Attendance
- Presentation
- 6Ps in class
- Social Times
- Community
- Homework

The table below gives some examples of where house points may be given:

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

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Our expectations are centred on our Academy Vision of “Living Well Together with Dignity, Faith and Hope” and closely linked to the virtues which underpin our daily life in the Academy. Each lesson the Academy will follow the 6Ps to allow students to achieve a perfect lesson.



### **Prompt Start**

- A two-minute warning whistle will blow meaning students have two minutes to get into line. When the second whistle sounds students are to be in line, silent and in correct uniform.
- When entering the building, this should be done in silence.
- The reading link activity is to be started as soon as students are in the lesson.

### **Perseverance**

- Students are to complete their work to the best of their ability and attempt to move onto the star tasks.
- If students have finished all the work, they should ask the teacher for extension tasks or ask for help if they find it to be too difficult.

### **Pay Attention**

- When the teacher is talking:
  - Students are to listen.
  - Students are to be sitting properly on their chair, upright and not slouching.
  - Students are not having other conversations.
  - Students should not doodle when the teacher is talking.
  - When there is a class discussion, students are to listen to their peers.

### **Participation**

- Students are actively engaged in the lesson.
- When a teacher asks a question, students are to be willing to attempt an answer.
- If there is a class discussion, students are listening to others and are ready to contribute.
- If students find the work too accessible, they must ask the teacher for more. If they find the work too difficult, they should ask a partner for assistance before asking the teacher.

### **Progress**

- Students need to have made progress in the lesson and must be able to explain what they have learnt, linking to the lesson objective outcomes.

### **Perfection**

- Student's work needs to be completed to the best of their ability.
- Work should be presented neatly with no doodling or damage to their exercise books.
- Work is to be presented clearly and in line with teacher expectations.

### **Sanctions**

- Students have the right to learn and teachers have the right to facilitate the learning – this contributes to a dignified educational experience. Therefore, low level disruption (LLD) is not tolerated at the Academy.
- 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 behaviour consequences

- 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 Edulink One system.

The table below gives some examples of why LLD and 6P behaviour points may be given:

<b>Behaviour Points in lessons:</b>	<b>Example</b>
B1 LLD: Lacking Good Sense	Prompt start – not lining up correctly Prompt start – not moving with purpose towards the lesson Prompt start – prompts needed to start the lesson
B1 LLD: Lacking Self Mastery	Perseverance – not trying hard in tasks set by teacher Pay attention - Talking and chatting when teacher is speaking Pay attention - Disrupting other students Pay attention - Fidgeting or fiddling with equipment Pay attention - Calling out or making inappropriate noises Progress - not getting on with work
B1 LLD: Lacking Stillness	Perfection – not producing work of a good standard Pay attention – not listening attentively and with interest to others in the lesson Progress – not being focusing on independent work
B1 LLD: Lacking Good Speech	Participation – not engaged in the lesson
B1 LLD: Compassion	Participation – not supporting others
B1 LLD: Courage	Participation – not contributing to group discussions Progress – lack of resilience

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 set which is served at the end of the same day with their form tutor.
4. The next stage is removal to a Department Support room within the faculty where their lesson is taking place. Students are expected to continue their work for the remainder of that lesson. A 30-minute sanction is set which is served on the same day and parents/carers are notified by text.
5. If there is a refusal to follow instructions at any point the class teacher will call for monitoring and senior staff will assist with the move
6. If there is ongoing refusal, the student may be removed to the Isolation room for the remainder of the day. A 60-minute sanction is set which is served with the Head of Year 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 students have received more than 5 behaviour points for LLD in the week, their tutor will place them on a LLD report. Students will also be placed on Head of Year and Assistant Principal reports to help monitor their behaviour if they are persistently receiving behaviour points.
9. Students who do not take responsibility for their behaviour report or who continue to obtain B2 and B3 points will sit a 2 hour Senior Leadership detention on a Friday. Parents/carers will be notified.
10. When all options to modify behaviour have been exhausted, a formal period of isolation or a Fixed Period Exclusion may be issued.

The detention system is summarised below:

Length of detention	Day of week held	Served with	Served for	Other information
10 minutes	All	Tutor	B1 behaviours	Held on same day as sanction, parents/carers not notified
30 minutes  1 hours	All	Allocated member of staff on rota	B2/ B3 behaviours  B3 Truancy from lessons	Held on same day as sanction, parents/carers informed by text  Held on same day as sanction, parents/carers informed by text
1 hour  2 hour	Will be arranged with parents/carers and Head of Year  Friday from 3pm – 5pm	Head of Year  Members of the Senior Leadership team	B3 behaviours  Failing behaviour report  Repeated B2 and B3 behaviours in the week	Parents/carers informed via phone call or email if phone contact cannot be made

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:

**Form Tutor Report, Head of Year Report, Assistant Principal Report**

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

**Pastoral Support Plan Level 1 (PSP1)**

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.

**Pastoral Support Plan Level 2 (PSP2)**

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.

**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 a student. In some cases, a Managed Move to another educational setting may be explored as a strategy to avert permanent exclusion.

**Governors' Behaviour Panel**

Students and their parents/carers may be invited to attend a 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.

### 3.1 Exclusions

***Fixed-period and internal exclusions are used appropriately. The school will hold a reintegration meeting with excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.***

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:

- In response to a serious breach of the Academy's Behaviour and Attitudes Policy
- 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 Executive Principal (or, in the absence of the Executive Principal, a designated member of the Senior Leadership Team 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 and Attitudes Policy. Our Academy vision of "Living Well Together with 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 Period 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 Executive 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.

- The Governors have established arrangements to review promptly all permanent exclusions from the Academy and all fixed period 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 period 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
- In exceptional circumstances a permanent exclusion may immediately follow a fixed period of exclusion if further evidence that increases the seriousness of the behaviour comes to light.

### **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 students to remain in school would seriously harm the education or welfare of the student or others in the school.

### **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 Executive Principal will:

- Ensure appropriate investigations have been carried out during which time the student may be placed into isolation.
- 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 students 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. 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 Executive 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.

### **Exclusion Guidelines**

The table below gives guidelines as to the sanctions that the Academy might apply following breaches of the Behaviour and Attitudes Policy. This is not an exhaustive list and there may be other types of behaviour that contravene this policy where the Executive 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.

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 period 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
- Wilful 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 low-level disruptive behaviour, which may include, but is not limited to:
  - Talking in class without permission
  - Unnecessary movement
  - Poor timekeeping
  - Poor relationships with other students
  - Poor relationships with teachers
- 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 or vaping on Academy premises or during an Academy visit.
- Refusal to accept the authority of the Academy Leadership Team.
- Bringing the Academy into disrepute
- 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, high-level disruptive behaviour. These behaviour patterns may include, but are not limited to:

- Challenges to authority
- Refusal to obey rules
- Frequent verbal abuse
- 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."

It should also be noted that students who persist in committing behaviours which warrant short fixed period exclusions and which undermine our Academy will be at risk of permanent exclusion.

### **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 Executive Principal who refers to the Statutory Guidance on Exclusions and Exclusion Guidelines and proposes an appropriate sanction.
- The Executive 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. The letter, giving details of the exclusion and the date the exclusion ends, 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 posted 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 period 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/carer. Failure to do so should result in a fine.
- Exclusion is recorded on SIMS and via the Central Beds Portal 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.

Students can receive an exclusion for failing to follow the uniform policy, however every effort is made by the Academy to avoid this and the follow systems are in place.

Remedied immediately	
Piercings. One pair of stud earrings (one in each ear)	If the student has more piercings they will be asked to remove them and given retainers. Tongue piercings are not permitted.
House tie	If the student does not have a house they will be given a house tie for the day.
Socks	If the student does not have black socks they will be given a pair of brand new black socks to wear.
Shoes	If the student does not have black school shoes they will be lent a pair of shoes for the day.
Eyelashes	If the student is wearing false eyelashes they will remove the eyelashes themselves.
Tights – Black or neutral	If tights are ripped the student will be given a pair of brand new tights.
Blazer	If the student does not have their blazer, they will be lent one for the day.

If students refuse any of these immediate remedies a call will be made home. If the call home does not result in the situation being remedied then with parental agreement the student will be authorised an absence to return home to collect their own items.

Remedied the Same Day	
Nails	<p>If a student has false nails or nail varnish that is not clear they are to leave site to have the nails/nail colour removed. This will be communicated with parents/carers before students are given permission to leave site with the expectation that they return on the same day. This will be marked as an authorised absence for one day only. If the student cannot leave site due to their age or other considerations they will be placed into isolation for the remainder of the day.</p> <p>If there is a refusal to make arrangements for the nails to be removed a suspension may be applied.</p>

Remedied within Three Days	
Hair	If hair is not of one natural colour or is of an extreme style, parents will be contacted and the

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	<p>hair must be rectified within three days (this includes Saturdays).</p> <p>If there is a refusal to make an appointment for hair colour to be corrected a suspension may be applied.</p>
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## 4.1 Bullying

***Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.***

### Measures to Prevent Bullying

All of our students are precious to us and their well-being and safety is of paramount importance. Our 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](mailto:speakout@asadunstable.org) which provides a confidential and secure means of allowing students to report their concerns, even when the Academy is closed.

### Introduction

All Saints Academy will not tolerate any form of bullying. Our vision is “Living Well Together with Dignity, Faith and Hope” and this translates into our everyday practice ensuring we have a zero tolerance of bullying.

The values of respect, trust, wisdom and dignity are particularly relevant and drive the ethos of this policy.

All staff strive to develop a positive, anti-bullying ethos by:

- Promoting equality and nurturing a sense of identity and belonging for all;
- Encouraging achievement and having high expectations of all students;
- Celebrating success in its widest sense;
- Promoting positive behaviour;
- Encouraging the active participation of students in decision making and school life;
- Working in partnership with parents/carers and the wider community;

Bullying is an abuse of power. It is a repeated, deliberate act of aggression which causes embarrassment, pain or discomfort to another. It takes many forms and may include physical attacks, verbal insults, extortion and theft, threatening and obscene gestures, spreading malicious rumours and deliberately excluding people from a group or activity.

Bullying behaviour is normally characterised by:

- Deliberate aggression – where someone wilfully seeks to harm another.
- A perceived imbalance of power – where those being harmed feel powerless.
- Aggression that leads to pain and distress – pain that can be physical and/or emotional.
- Action that takes place over a period of time – a single, isolated incident of aggression would not normally be described as bullying.

Examples of bullying behaviour can include:

- Writing offensive things about someone using graffiti, notes, letters
- Verbally abusing someone by name calling, making threats, using sarcasm etc.
- Physically hurting someone by pushing, shoving, tripping-up etc.
- Damaging personal property by tearing clothes, ripping books etc.
- Excluding someone by making sure they are isolated from their friends and peers.
- Inciting others to bully.
- Using technology such as social media, text messages and email.
- Humiliating someone because they are seen to be 'different' (e.g. they wear different clothes, come from a different culture, have a different value system, follow a different religion, are lesbian, gay or transgender)

### **Aims**

At All Saints Academy, we aim to:

- Foster a caring, supportive ethos in which bullying is not tolerated and diversity is celebrated – showing compassion and respect
- Include regular anti-bullying work within the curriculum. Working on how to resolve issues and live with disagreements
- Encourage a 'telling' culture, in which staff are entrusted to aid resolution
- Treat all reports of bullying very seriously and record and report each one
- Work in partnership with parents

### **Procedures**

Students have regular opportunities to reflect on the issues surrounding bullying, both in classrooms and assemblies, and are offered opportunities to develop and practise skills for dealing with any incidents which might occur. Anti-bullying work is contained in the school programme of Head of Year assemblies.

### **Encouraging an anti-bullying culture**

We recognise how difficult it can be for students and parents/carers to take action on bullying and how bullying thrives on fear and secrecy. The key messages for students are:

- If you are being bullied, tell someone. Don't suffer in silence.
- If you see someone being bullied, tell an adult immediately.
- Don't think that it's OK to be a 'by-stander', this can give the impression that you think that bullying is acceptable when it never is.

Students are encouraged to report the incident to any adult in the school setting. They may write a note to their teacher, mention it to a member of staff or have a quiet chat with a Student Support Worker or any other member of the support staff.

## **Managing and Recording Incidents**

Reports of alleged bullying incidents can come from a number of sources including students, parents/carers, staff and members of the community.

Staff treat all reports of bullying very seriously and staff Safeguarding training ensures staff know to record all alleged/actual incidents of bullying on CPOMS.

When reviewing an incident we will try to establish:

- Which students were involved;
- The nature and the extent of the bullying and where it was taking place;
- The effects on the person(s) being bullied;
- The nature of the relationship between the perpetrator(s) of the bullying and those experiencing it;
- If there were any triggers to the behaviour
- The support and disciplinary measures required to try to resolve the difficulty.

Our priority is to restore a sense of safety and wellbeing in the person who has experienced the bullying and to encourage better behaviour from those who have perpetrated it. Some incidents are resolved quickly and reconciliation and respect can prosper. Other incidents can be very complex and demand a great deal of skill and expertise. These situations require the ability for self-control and mutual respect, even in difficult circumstances. Some incidents of bullying may require support from professionals from the Education Service e.g. GPs, clinical psychologists, social workers etc.

## **Sanctions**

When responding to a particular incident we will consider:

- The nature of the incident;
- Whether there are any behavioural/learning needs which could affect an individual's behaviour towards others;
- Whether the individuals have been involved in any previous incidents;

## **The duty of care to all students and staff.**

In the first instance, when bullying has been confirmed, the bully is counselled and a sanction is enforced, which reflects the seriousness of the particular incident, e.g. written apology, restorative work. In some circumstances, bullying may result in exclusion from the Academy.

## **Involving Parents/Carers**

We will inform parents/carers of any incidents of bullying we are investigating.

After an incident of bullying has been confirmed we will ensure that parents/carers know:

- The steps that will be taken to resolve the incident
- The progress towards a satisfactory conclusion

## 5.1 Pupils with Particular Needs

### ***There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.***

Behaviour is tracked daily and students with SEND and/or are vulnerable are monitored. If there are issues or concerns, the Head of Year will initially work with the student to try to correct the behaviour. At this point the student will follow the behaviour policy.

If the student struggles to follow the behaviour guidelines set out due to SEND or because they are vulnerable, the Head of Year and the Assistant Principal of the student will work with the SENDCo and Student Services to make reasonable adjustments.

Reasonable adjustments will be discussed and agreed with the pupil, family and the Academy before being implemented and the student must follow the rest of the behaviour policy.

Attendance is tracked weekly and students with SEND and/or are vulnerable are monitored. If there are issues or concerns, the Head of Year will initially work with the student to try to correct the attendance concerns. At this point the student will follow the attendance policy.

If the student struggles to follow the attendance guidelines set out due to SEND or because they are vulnerable, the Head of Year and the Assistant Principal of the student will work with the SENDCo and Student Services to make reasonable adjustments.

Reasonable adjustments will be discussed and agreed with the student, family and school before being implemented and the student must follow the rest of the attendance policy.

The Equality Act 2010 requires that:

The responsible body of such a school must not discriminate against a student:

- a) in the way it provides education for the student;
- b) in the way it affords the pupil access to a benefit, facility or service; (c) by not providing education for the student;
- c) by not affording the pupil access to a benefit, facility or service; (e) by excluding the pupil from the Academy;
- d) by subjecting the pupil to any other detriment

As such a school has a duty to consider reasonable adjustments for students with identified needs that may pose a barrier or difficulty when following the requirements of the school policy. For an example, it would be reasonable to suggest that a student diagnosed with ADHD may need some adjustments when following a behaviour rule around active listening.

## 6.1 Positive Attitudes to Education

*Pupils' are encouraged to develop positive attitudes to their education. We expect students to show they are committed to their learning and take pride in their achievements.*

At All Saints Academy we want all students to have a positive attitude to their learning and take pride in their work. To do this we will take the following steps:

### Attitude to Learning and Homework Average Scores

At each Assessment Point, students will receive an Attitude to Learning and Homework score for every subject which parents/carers will receive as part of the report. The scores given have the following meanings:

#### Attitude to Learning

Grade 1: Has an outstanding work ethic and always contributes in class

Grade 2: Has a good work ethic and contributes well in class

Grade 3: Can work well in class but requires improvement

Grade 4: Rarely works well in class and more focus is needed

#### Homework

Grade 1: Homework is always completed on time and is of a good standard

Grade 2: Homework is usually completed on time and is of a good standard

Grade 3: Homework is sometimes handed in on time, the standard varies

Grade 4: Homework is not handed in on time and is not of a good standard

An average score per student will be calculated by the Academy for both of these categories and the following rewards will be issued

Target	Reward
<b>Platinum</b> Average homework score at each Assessment Point is 1	15 House Points £10 stationery vouchers Subject recognition badges

<b>Gold</b> Average homework score at each Assessment Point is between 1 and 2	10 House Points Praise Postcard home by HOY
<b>Silver</b> Average homework score at each Assessment Point is between 2.0 and 2.5	5 House Points Praise phone call from Tutor

### Learning Lessons

During every lesson there are members of staff circulating the Academy to ensure students are displaying positive attitudes to their learning. If students fall short of the standard that is expected of them, the member of staff that is monitoring will remove the student and speak to them about our expectations. The aim of this conversation is for the student to be reintegrated back into the lesson as soon as possible so that learning can continue, however, in extreme situations the student may need to be removed to the Department Support room for the remainder of the lesson.

### Curriculum Exercise Book Checks

Exercise books are an opportunity for students to showcase their work. They are, therefore, expected to take pride in their work and present it neatly. Work will be marked regularly by classroom teachers and Directors of Learning and the Senior Leadership team will monitor this.

### 7.1 Attendance

***Pupils should maintain high attendance with the aim of 100%, come to school on time and are encouraged to be punctual to lessons. When this is not the case, the school will take appropriate, swift and effective action.***

It is the right of every young person to receive full-time education. Young people who fail to attend the Academy regularly cannot receive a coherent education programme, as absence disturbs the continuity of the curriculum and also damages social relationships. Absence from lessons also causes difficulties for teachers who may have to respond by providing individual programmes of work.

Our attendance policy is closely linked to our virtues, particularly those of good sense, courage, self-mastery, stillness, friendliness and civility, good humour, good speech, good temper, truthfulness, compassion, gratitude, justice and generosity. We also fulfil our caring ethos as a Church Academy by ensuring that as many students as possible can attend every day that they are able, supported by our staff who embrace our virtues and by ensuring that every student is safe on every day that the Academy is open.



Good attendance and punctuality are vital for success at All Saints Academy and to establish positive life habits necessary for future success. They also minimise the risks of students conducting anti-social behaviour or becoming victims or perpetrators of crime or abuse. Regular attendance also encourages children to build friendships and develop social groups, working together as a whole team, sharing ideas and developing life skills (staying positive, aiming high and leadership). In missing school students will also inevitably miss out on essential learning and events taking place, such as Academy educational visits.

The Academy displays a positive and pro-active ethos and places high value on attendance and punctuality as stated within the virtue of 'Friendliness and Civility'. We also believe that the importance of good attendance is closely linked to a number of our other key virtues, namely courage, self-mastery, gratitude and good sense.

This policy advocates close working relationships with all stakeholders, including the Local Authority, to provide a cohesive approach to tackling attendance.

**The All Saints Way strives:**

- To encourage all students to reach their true potential and eventually become independent learners who value learning with and from others; to have a positive attitude to life-long learning
- To uphold and instil the aforementioned virtues that encompass the All Saints Way.
- To encourage students to attend the Academy more regularly by the implementation of specific measures which:
  - Register students accurately and efficiently
  - Set attendance targets for individual students, the Academy and specific year groups (where applicable)
  - Contact parents/carers the same day when reasons for absence are unknown or unauthorised;
  - Monitor weekly student attendance and punctuality;
  - Report Academy attendance statistics to parents/carers, Academy trustees and sponsors and the Local Authority (Access and Inclusion Team).
  - Based on current attendance figures students will be placed in one of the following groups. Students will be informed of their Attendance Group.

**Group 1: No Concern - Green Group**

The child attends for 97% - 100% of the time.

**Group 2: Concern - Yellow Group**

The child attends for 95% - 96.9% of the time.

**Group 3: Risk of Underachievement**

**– Amber Group**

The child attends for 93% - 94.9% of the time.

**Group 4: Severe Risk of Underachievement**

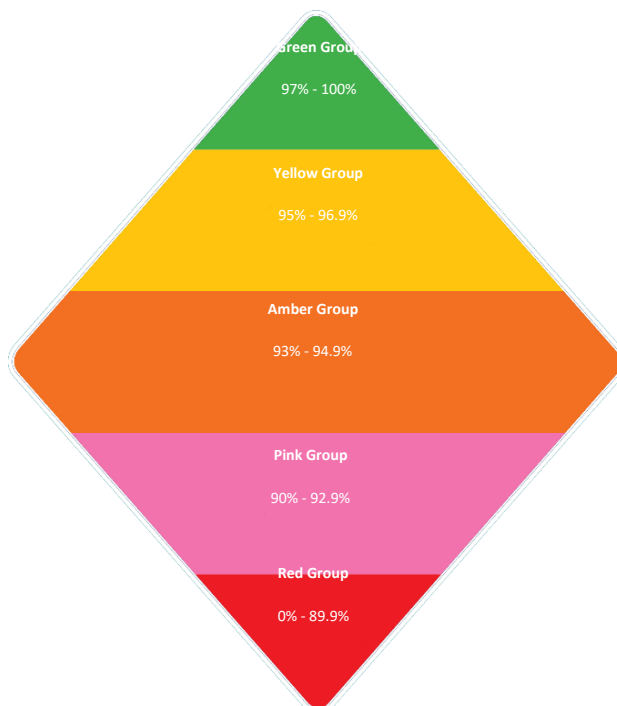
**– Pink Group**

The child attends for 90% - 92.9% of the time.

**Group 5: Extreme Risk of Underachievement**

**– Red Group**

The child attends for 0% - 89.9% of the time.



### Attendance and the Law

It is a legal obligation of all parents/carers to ensure their child attends the Academy regularly; by law all children of compulsory school age must receive a proper full time education. The 1996 Education Act states:

***"The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable to his age, ability and aptitude, and to any special educational needs he may have, either by regular attendance at Academy or otherwise"***

The legal framework for this policy is:

- Education Act 1996, section 444
- Anti-social Behaviour Act 2003
- Access to Education for Children and Young People with Medical Needs

### Responsibilities

#### Parents/carers

Parents and Carers have an important role in their child's education, and should be as informed as possible in any communications or discussions with teachers. Parents/Carers are requested, and encouraged to:

- Ensure the child attends Academy regularly and punctually
- Notify the Academy if their child cannot attend for any reason — this is for the child's safety as well as administrative reasons

- Provide written confirmation of the reason for an absence on their child's return to the Academy
- Request authorisation for all 'leave of absence,' including holidays and appointments in term time
- Work with the Academy and Key Stage Teams to resolve/alleviate any attendance problems or protracted absence
- Attend meetings as required in relation to their child's attendance.

### **Absence Letters:**

- All parents/carers are encouraged to contact the Academy (or reception) as early as possible on the first day of their child's absence.
- The Attendance team will call all parents and carers by 11am everyday if there has been no reason given.
- If students are absent on day 2 and 3. A letter will be sent regarding first day absence.
- If the student has not returned after 5 days or has not provided an authorisation note, the Attendance Officer will pursue the absence with parents/carers via letter.
- Parents/carers receive letters when attendance falls below 95% and improvement of attendance is not seen
- Parents/carers are invited to meetings to discuss concerns re attendance.
- Fixed Penalty Warning Notices will be sent after 10 sessions of unauthorised absence.
- Fines are notified by letter when a student reaches 6 unauthorised absences in a six week monitoring period.

### **Students**

Students are expected to attend the Academy regularly and to arrive punctually at the Academy and to the start of lessons

- If late, students must sign in at Main Reception
- If students are required to leave the premises during the Academy day they must sign in and out at Main Reception. (This is for their safety as well as administrative purposes)
- Students should inform staff if there is a problem that may lead to their absence e.g. bullying, racism etc.
- Students have a responsibility to pass on absence notes from parents/carers to their Form Tutor and to pass correspondence to their parents/carers
- If requested, students must attend a return to Academy meeting with the appropriate staff member
- Students should understand that only 'real' illnesses can be a reason for absence
- If a student's attendance falls consecutively for 3 weeks they are at risk of becoming persistent absentees and will have a target setting meeting with their Tutor and Head of Year
- If a student has an attendance of between 93% - 94.9% they may have to register daily within the 2% tutor group.

- If a student has an attendance that is between 90% - 92.9%, they may have to register daily within the 5% tutor group until the figure reaches 93% or above, at which time they will move up to the 2% AM tutor group.
- If a student has an attendance figure that means that they will end the year below 90% (they have missed 19 days of school or more) they may have to register with a Student Support Worker. This is a supportive measure to help those students to improve their attendance.

#### **The Academy will:**

- Provide an exciting place to learn so that students do not want to be absent
- Implement strategies to support students and their families who have difficulties in attending the Academy regularly and do not reach the attendance targets set
- Maintain two registers: *An Admissions register (known as the Academy roll) and an Attendance register for all students, including those that are not of compulsory age*
- Contact parents/carers if a call is not received by 9:30 am on the first day of absence. This will be in the form of a telephone call or a text message
- Monitor attendance and punctuality at least on a fortnightly basis
- Submit the details of the level of absence within the Academy through the termly Academy Census
- Report attendance data to parents/carers and all other appropriate bodies such as the Governors, the Leadership Team and Heads of Year.
- Ensure all staff are aware of, and know how to implement care, guidance and support policies, in order to recognise where there may be issues affecting student attendance and to be pro-active in dealing with issues in the appropriate way
- Teachers must ensure that missed content and subsequent gaps in knowledge are addressed when students return from absence, even short term absences. Students should be sufficiently supported and provided with the necessary guidance and resources to catch up on missed work.
- Ensure Form Tutors are aware of their Tutor Group's attendance percentage and are pro-active in addressing issues
- Ensure Heads of Year are aware of their Year Group's attendance percentage and are pro-active in addressing issues
- Reward good attendance
- Ensure class and subject teachers contribute to the reduction of absences by delivering interesting and engaging lessons and insist on good attendance and punctuality for themselves, colleagues and students
- Follow the procedures regarding attendance and absence, as outlined in this policy

#### **Taking the register**

Registers are treated as legal documents and they may be used as evidence in court cases.

For this reason they are retained for a minimum of three years. The Legal register is held on SIMS (our MIS system). The register will be taken twice a day: once at the start of the morning session (08:30 – 08:50) and again at the end of the school day (14:50 – 15:00).

The period 5 lesson (13:50 – 14:50) will also be used as an afternoon register if for any agreed reason a student is not present during PM registration, for example, has left site for a medical appointment.

For each student, the register must be marked either as present or absent:

- / - is entered to show the student is present in the morning session
- \ - is entered to show the student is present in the afternoon session
- N - is entered to show the students is absent until the reason is known

Once the Academy has been officially notified of the reason for the absence the appropriate registration code will be inserted by the class teacher or the Academy office. The register must clearly differentiate between whether the absence is authorised or unauthorised by the Academy. It is the policy of the Academy that no absences are unaccounted for.

### **Understanding Types of Absence**

**Authorised Absence** is absence with permission from the Executive Principal or other authorised representative of the Academy. This includes absences for which a satisfactory explanation has been provided, e.g. ill health. Even when students are engaged in an Approved Educational Activity off-site, they must not be marked as present, as good Health and Safety practice requires that the Academy needs to know who is on the premises in the case of a fire drill or real emergency. The Academy **may** authorise absence in the following circumstances:

- Personal illness (excessive or extended absences will require medical evidence)
- Medical Appointment (copy of appointment to be seen and copied)
- Family bereavement
- Conditions rendering attendance impossible or hazardous to a child's health and safety
- Religious observance (limitations apply)
- A travelling child's absence
- Involvement in a public performance
- Approved sporting activity
- Entrance exams

For periods of extended absence because of illness, the Academy will seek the advice of the Academy's Student Services Team, Counsellors and relevant external agencies. These professionals will only authorise the number of days that have been advised by the Health Authority for the illness.

**Unauthorised Absence** is absence without permission from the Executive Principal or authorised representative of the Academy. This includes all unexplained or unjustified absences. The Academy is unlikely to authorise absence in the following circumstances:

- No explanation is offered by the parent/carer
- The Academy views the explanation offered as unsatisfactory (e.g. shopping, minding the house, refusing to attend etc.)
- Written confirmation of the reason for the absence is not forthcoming
- If a student's attendance percentage is below 96% and no medical evidence has been supplied
- Leave of absence which is taken without the Academy's prior consent or knowledge and/or is in excess of the time agreed by the Academy
- Special occasions such as birthdays
- Minding siblings
- Parent/carer or sibling illness
- Treatment of head lice
- Family holidays in term time

Unauthorised absence from the Academy is considered truancy. This can take the form of absence from the Academy for complete days, lateness and absenteeism from individual lessons. Each of these is as serious as the other, but the strategies for effecting change may need to be different. When parents/carers are unaware of such absences there may be a significant danger to the young person's safety as it is likely that their whereabouts is unknown by a responsible adult. Unfortunately, there may be occasions when truancy is condoned by parents/carers. If such collusion occurs, it is the duty of the Academy to work with the student and family to change their attitudes towards the Academy, thus encouraging full attendance. When a student has had 10 sessions of unauthorised absences during a 12-week period, (equivalent to five days), the parents/carers can be issued with a Fixed Penalty notice by the Local Authority.

### **Persistent Absenteeism (PA)**

Persistent Absentees are students whose attendance falls below **90% and have missed 19 days a year or 6.5 days a term**. While discretion may be deployed (e.g. in cases of long term illness), All Saints Academy will refer any individual child whose attendance is 90% or below to the Local Authority. At this point, legal proceedings could follow. No absence below 90% will be authorised unless in extenuating circumstances such as long term illness and all PAs are tracked and reported to the Executive Principal and Governors.

### **Punctuality and Lateness**

The Academy actively discourages late arrival by staff setting a good example and by challenging it whenever it occurs. A child will be registered as late in the morning if they arrive at the Academy gate from 08:30. Children who arrive late to Academy will have a behaviour point logged (Lacking Civility) and a subsequent same day detention with their respective form tutor to be sat at 15:00 - 15:10. The morning 'Late' will be recorded on our electronic management system and on the register as an 'L' code on the register.

Arrival 40 minutes after the register closes (after 9.30am), unless for an authorised medical reason, is automatically coded as 'U'. Lateness can be an indication of more serious problems, as well as poor time management. Students who travel to the Academy independent of an adult may not be coming here directly. We have a duty to ensure every child's safety and

therefore will send a formal late letter home once a student has been late 3 times. There is a 1 hour Friday detention for students that receive 2 or more late marks in a week.

### **Temporary Academy Closures**

Where the Academy has to close due to severe weather conditions, problems with amenities such as water or heating, fire, structural damage or in-service training, no attendance registers are needed. This will be coded appropriately. This will always be notified through our website and by text message to parents/carers.

### **Reporting Absence - First Day Response**

It is the policy of the Academy that no absence should be unaccounted for. For safe-guarding purposes, on the first day of absence parents/carers are expected to contact the Academy, preferably by telephone before 8.50am. The parent/carer reporting the absence should give the reason for the absence and the expected date of return. If the date of the return is unknown, regular contact on a daily basis should be kept with the Academy. The Academy first day response procedure is as follows:

- If a student is absent, Form Tutors will telephone/text the parent/carers before 9am.
- If contact cannot be made, the Academy has a duty of care to ensure the child is safe and therefore the Academy reserves the right to make a home visit.
- If this still fails, the police may be alerted that the child is missing

When the child returns to the Academy, even if the absence has been reported verbally, the parent/carer is expected to confirm the reason for the absence in writing, within five school days.

The written confirmation will be placed on file. If written confirmation is not received within the expected time frame, a standard letter and form will be sent out for completion.

Reporting an absence, verbally or in writing, does not guarantee authorisation.

### **Leave of Absence**

#### **External Appointments within Academy hours**

The Academy recognises that there are occasions when students need to leave the Academy for an appointment (e.g. doctor, dentist, optician etc.). If at all possible, all appointments should be made outside of the Academy day or during the lunch break.

If an appointment is during the Academy day, a request for the absence to be authorised should be made at least **24 hours before** the appointment to allow for authorisation to be considered.

If the appointment is in the middle of the day please bring the child to reception on their return to ensure attendance at the afternoon session is recorded

- Evidence for the appointment should be provided with the request (e.g. appointment card/ hospital letter)
- The request can be made verbally or in writing through the Academy office. This request will be directed to the appropriate Key Stage Team (Assistant Principal, Head of Year or Key Stage Assistant) who will then respond accordingly
- Where this is not possible before the appointment it should be made available on the child's return to Academy

- Without this evidence, the absence **will not be authorised**

The Academy acknowledges that there are occasions when requests cannot always be made in advance, as appointments at doctors and dentists etc. can sometimes only be made on the actual day. Where this is the case, evidence must still be provided when the child returns to Academy or the absence will not be authorised. Safeguarding issues require that we must be certain where a child has been, even if they are with their parent/carer. If the student returns during the Academy day they are also required to sign back in at reception. We require all students leaving for an appointment to be collected by a parent/carer in person, with the exception of Key Stage 5 students who must sign out at reception and then leave the Academy site independently. We will not allow a child to leave alone. (Being told that a parent/carer is going to wait in the car park etc. is not sufficient for our safeguarding procedures.)

### **Holidays Within Term Time**

The latest amendments to education law (September 2013) make it clear that there is a legal requirement that Head Teachers may not grant any leave of absence during term time, unless there are **exceptional** circumstances. The purpose of this change in the regulations is doubtless to highlight the crucial link between student's attendance and their success within the Academy and to ensure Headteachers take a firmer approach towards parents/carers who remove their children from Academy during term time in order to go on holiday.

The Academy will therefore consider every absence application individually, although our policy will be NOT to grant leave of absence, other than in the most exceptional circumstances. Holidays in term time can only be agreed by the Executive Principal. The Executive Principal will use discretion to grant authorised absence in an Academy year **if both the following apply:**

- The parent/carer the child normally lives with applies to the Academy in writing, with appropriate evidence, at least 4 weeks in advance of the intended holiday;
- There are '**exceptional circumstances**' for the holiday.

Special reasons or exceptional circumstances that may be agreed to are:

- A dying relative in a different country
- A family funeral in another country/ part of the country
- Holidays for fostering or adoption purposes
- Religious observance
- When a family needs to spend time together to support each other during or after a crisis

The Academy is therefore unable to authorise absence because of:

- Availability of cheap holidays
- Availability of desired accommodation
- Poor weather experienced in school holiday periods
- Overlap with the beginning or end of term
- Another sibling in another school where the holidays do not coincide
- A special treat for the child

Authorisation will not be considered during assessment times. This may also include during the preparation period leading up to the exams. When deciding on the authorisation the following will also be taken into account:

- If the child's attendance is above the Academy's target of 96%



- If there have been any other holiday requests during the same Academy year. (There must be only one request for the academic year).

Should the application not be authorised and the holiday is taken, **the Central Bedfordshire Attendance Service**, in consultation with the Academy, **may** issue a **Penalty Notice**.

### **Procedure in Academy**

On receipt of a written absence request, the following will occur:

- The request will be considered according to the above criteria
- If insufficient information is received, further details will be requested from the parent/carer
- If appropriate, the parent/carer may be requested to attend a meeting to discuss the circumstances
- If special circumstances are identified, authorisation of the holiday may be granted by the Academy
- Parents/carers will be notified of the outcome in writing

### **Education of Students with Medical Needs**

In response to the guidance, Access to Education for Children & Young People with Medical Needs, DfES 0732/2001, All Saints Academy Trust recognises its responsibilities 'for all students unable to attend Academy for medical reasons. Young persons should be able to access education without stigma or exclusion.'

The Academy's aim is to ensure students have access to as much education as their medical condition allows. Students covered by this may be recovering from an illness or injury, keeping the student away from Academy during recovery or may have a long term or recurring illness. Students may also have an illness or clinically defined mental health disorder which causes them to be absent for a period in excess of 15 days, where medical opinion states they are still unable to access mainstream education.

The relevant Head of Year, in partnership with the relevant Assistant Principal, will be responsible for:

- Ensuring that Medical Needs Referral Forms (Request for Involvement and Request for Medical Information forms) are completed and passed to the relevant agencies as quickly as possible
- Ensuring that the student is transferred to SEN Support of the Inclusion Register, and that, working with the relevant Year Leader and Class teacher, a Personal Education Plan is drawn up
- Ensuring that Individual Education Plans are written, in conjunction with the Site Manager
- Arranging for the relevant member of staff to meet with the Medical Needs Team to plan appropriate work and a programme of action and review
- Ensuring details of whole Academy events and parents' evenings are communicated to parents/carers

- Ensuring that all students covered by this policy have access to guidance on appropriate coursework

The Academy will also be responsible for requesting special arrangements where necessary.

### **Parents/Carers**

Parents/carers are expected to be fully collaborative partners in the process of ensuring all students maximise their attendance. Where difficulties arise, parents/carers must be able to access information, advice and support during a student's illness. Opportunities to allow the student to be involved in decision making and choices will also be arranged.

### **Monitoring and Protocols for Dealing with Absences**

The relevant Assistant Principal will monitor absences via electronic registers weekly. Students will be assigned a group listed below dependant on their attendance percentage.

All student absences will be investigated by a member of the Academy. When AM registers are taken and a student is absent, this will be followed up by a phone call by 9am.

If a student's attendance falls below our Academy target of 96%, this will trigger support from their Form Tutor, Head of Year or Assistant Principal. Please see Responsibilities – Parents section above.

If the attendance rate continues to deteriorate, the Academy will begin to follow the protocol for subsequent trigger points. All actions will be recorded electronically by the appropriate person, depending on the level of trigger point. Students will be placed in the 2%, 5% or SSW tutor groups, please see Responsibilities – Students section above.

At the start of the academic year, any student whose attendance was below 90% in the previous academic year will be expected to attend an attendance meeting with their parents/carers and the Key Stage team. At this meeting, an Attendance Contract will be completed. At the start of the academic year, any student who had been referred to the local authority (SAO) in the previous academic year will be expected to attend an attendance meeting with their parents/ carers and a relevant key stage representative (including form tutors) from the Academy. If attendance subsequently becomes an issue they will be contacted further by the LA and monitored.

### **Attendance Rewards**

House Points and rewards are awarded for good attendance to school. The follow points are applied:

Target	Reward
Green Group	£15 Voucher
Yellow Group	£10 Voucher
Amber Group	£5 Voucher

## Register Codes

The table below shows the codes that may appear on a student's attendance record. Codes include, but are not limited to:

Code	Description	Meaning
/ or \	Present for session	Present
C	Other authorised absence	Authorised absence
E	Exclusion	Authorised absence
G	Unauthorised holiday	Unauthorised absence
I	Illness	Authorised absence
L	Late before 9.30am	Present
M	Medical appointment	Authorised absence
O	Other unauthorised absence	Unauthorised absence
U	Late after 9.30am	Unauthorised absence
V	School trip	Present
W	Work experience	Present
X	COVID related absence, eg isolating or awaiting results of PCR test	Not included in attendance
#	School holiday or INSET	Not included in attendance

### 8.1 Positive and Respectful Culture

***Pupils and staff within the Academy develop a positive and respectful culture where pupils feel that they are safe.***

At All Saints Academy we want to ensure that there is a positive and respectful culture between staff and students. To ensure that this is happening we have put several measures in place to develop this culture.

#### Student Parliament

Within the school we have a democratically nominated Student Parliament. This consists of students from each year group, led by the Sixth Form Head Boy and Girl. Students are nominated, and then voted for by their peers, with the aim of representing the needs of the students. Student Council members often represent the school at key school events, for example they will speak at our Remembrance Day Service.

#### Year Boards

Within every year group area there is a display board outlining what the Student Parliament is doing for the year group. This is updated through the year with a focus on the actions that are being put in place for students.

#### Student Feedback

At every assessment point a survey will be taken with students to quantify their views on the relationships between themselves and staff.

## **The Rights Respecting Schools Award puts children's rights at the heart of schools in the UK.**

UNICEF works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. Our Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.

The Award recognises a school's achievement in putting the United Nations Convention on the Rights of the Child into practice within the school and beyond.

All Saints Academy Dunstable, via its Student Leadership Team, is working towards achieving the Gold Award which is the first stage of accreditation towards becoming a 'Rights Respecting School'. This requires input and commitment from the whole school community. The Academy has been received the Bronze Award and is now working towards the Silver Award. The Academy will be able to work towards achieving the Gold Award in subsequent years.

### **Mobile Phone Free School – Yondr**

Mobile phones are not to be used during school hours. At the beginning of the school year, every student will be assigned a personal Yondr Pouch with an ID Number, similar to being assigned a textbook. While the Yondr Pouch is considered school property, it is each student's responsibility to bring their pouch with them to school every day.

#### **Process**

**Academy Site:** As students enter the academy site, they will:

- 1) Turn their phone off.
- 2) Unlock their empty Yondr Pouch using an Unlocking Base at the building entrance(s).
- 3) Place their phone inside the pouch, securely close it and store safely on their person.

Each student will maintain possession of their mobile phone inside their Yondr Pouch for the duration of the school day. Students arriving late will go through this process at reception.

**Building Exit:** As students exit the building at the end of the school day, they will:

- 1) Unlock their pouch using an Unlocking Base at a building exit(s).
- 2) Remove their phone from their pouch.
- 3) Securely close their empty pouch and keep hold of it for the next day.

(Exception: excused absence for a doctor's appointment, for eg, in which case the student will unlock their pouch at reception)

## **Violations**

Below are a list of potential student violations. Each of these violations will result in the student's phone and/or pouch being confiscated by school administration.

- 1) Physical damage to the pouch in an attempt to circumvent its intended purpose. (Ex: Discoloration, pen marks, bent pin or stripped lock inside the pouch)
- 2) Forgetting or losing the pouch.
- 3) Using a phone during school hours.

## **Disciplinary Action**

- 1) Phone and Pouch will be confiscated and parent/carer will be notified immediately.
- 2) Student's parent/carer must come to the school to pick up their child's phone and a replacement pouch may be assigned.

The student will only be allowed to bring a phone back to school if they or their parent/carer pay a £10 fee to replace the damaged school property.