



# Behaviour & Attitudes Policy

Author:	Deputy Principal Behaviour and Attitudes
Date of last review/amendment:	March 2024
Date of next review:	September 2024

## **Contents Page**

- 1.1 [Introduction](#)
- 2.1 [Behaviour and Conduct](#)
- 3.1 [Exclusions](#) and Suspensions
- 4.1 [Bullying](#)
- 5.1 [Pupils with Particular Needs](#)
- 6.1 [Positive Attitudes to Education](#)
- 7.1 [Attendance](#)
- 8.1 [Positive and Respectful Culture](#)

## **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/carers 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 suspensions or permanent exclusions are imposed, the Academy will always have regard to the Department for Education’s Statutory Guidance on Suspension and Permanent Exclusion 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.
- 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 BehaviourWatch
- 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

### **Conduct Outside the Academy Gates**

The Academy has the power to discipline pupils for misbehaving outside of the Academy premises to such an extent as is reasonable.

For incidences that occur outside of the Academy, the Academy will apply the behaviour policy as if the incident occurred within school. This means that students can receive B1s, B2s, B3s, isolations, suspensions and permanent exclusions for behaviours that do not take place within the Academy.

The Academy may discipline students in the following circumstances:

- Taking part in an academy-organised or academy-related activity
- Travelling to or from the Academy
- Wearing school uniform
- In some way identifiable as a student of the Academy
- Misbehave at any time that could have repercussions for the orderly running of the Academy
- Misbehave at any time that could pose a threat to another student or a member of the public
- Misbehave at any time that could adversely affect the reputation of the Academy

In all cases of misbehaviour the teacher can only discipline the student on Academy premises or elsewhere when the student is under the lawful control of the staff member.

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

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 at 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 'nearpod' 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 challenge 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 BehaviourWatch.

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 LSL 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 a Head of Year or a member of SLT 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 11 behaviour points for LLD in the week, their tutor will place them on a Tutor Report 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 and do not pass their report.
9. When all options to modify behaviour have been exhausted, a formal period of isolation or a suspension may be issued.



The detention system is summarised below:

Length of detention	Day of week held	Served with	Served for	Other information
15 minutes	All	Teaching HOY	B1 behaviours	Held on same day as sanction, parents/carers not notified
30 minutes  1 hour	All	Allocated member of staff on rota	B2 behaviours  B3 behaviours, including 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	All	Head of Year or member of SLT	B3 behaviours	Parents/carers informed via text

If multiple behaviour points are gained throughout the day the NTHOY is to communicate this to parent/carer by telephone/text. The detentions will be sat in line with the table above.

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 Suspension. 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 16 weeks with reviews every 2 weeks. If an extreme event occurs, the student may move to a PSP2 before the 16 week period is over.

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

Where a Level 1 Pastoral Support Plan has not improved 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. It is generally implemented across 16 weeks with reviews every 2 weeks. If an extreme event occurs, the student may move to a Governors' Behaviour Panel before the 16 week period is over.

**Adjusted Timetable, Managed Move or Direction to an Alternative Provision**

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. Students may be directed to an alternative provision if their behaviour is not at an acceptable level in the Academy. Students that are unsuccessful at an alternative provision may face a permanent exclusion from the Academy using the behaviour report from the alternative provision. These students may not have gone through the behaviour policy of the Academy.

**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**

***Suspension and internal exclusions are used appropriately. The school will hold a reintegration meeting with suspended 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 suspensions exclusion as a sanction.

The decision to suspend a student or permanently exclude 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**

Suspension and 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). Suspension and exclusion, 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 suspension and exclusion**

Formal suspension and 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 suspension 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.*

#### **Suspension**

- Most suspensions are of short duration (usually between half a day 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 suspensions that would lead to a student being suspended for over 15 days in a term or missing a public examination

- The Governors have established arrangements to review suspensions which would lead to a student being suspended for over five days but not over 15 days in a term where a parent/carer has expressed a wish to make representations.
- The Governors have established arrangements to consider representations made for suspensions 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 student to remain in school would seriously harm the education or welfare of the student or others in the school.

The Executive Principal may cancel an exclusion that has not been reviewed by the governing board. If this occurs, parents/carers, the governing board and the Local Authority should be notified. If relevant, social workers and VSH will be notified.

### **General factors the Academy considers before making a decision to exclude**

Suspension and 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 suspend or exclude a student 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 posted home on the day that the student is sent home. If the suspension 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 promoted and published throughout the Academy.

Exclusion data is reported to the Governing Body.

### **Exclusion Guidelines**

The list 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 suspension or permanent 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 suspension and 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 suspension and 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.

If a student is at risk of a permanent exclusion, the student may attend an off-site provision to improve their behaviour. If this is recommended, this may be done in consultation with parents/carers and may be as a part or full time provision.

However, where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate, the Academy can direct the child to receive their education at an alternative provision, either part-time or full-time. In this case, discussions will take place with parents/carers in regards to the specifics of the placement, but as parental permission is not required under DfE guidance, the student must attend the placement as laid out by the Academy.

Managed moves can be used to transfer a student from one mainstream school to another permanently. They should be voluntary and agreed with all parties. If a student has an EHCP then the Local Authority will be contacted before any managed move is arranged.

The following is intended to provide a guideline for suspension and 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. Suspension and exclusion can occur for behaviour outside school.

**Examples of behaviours where a suspension may be considered include, but are not limited to:**

- Fighting
- Abusive language to staff or other students
- Refusal to follow staff instructions on a repeated basis; showing persistent defiance
- 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.

**One off examples of a serious breach of the Behaviour Policy 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\*
- 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."

### **Persistent Breaches of the Behaviour Policy**

It should also be noted that students who persist in committing behaviours which warrant suspensions which undermine our Academy will be at risk of permanent exclusion. These behaviours may be displayed at an alternative provision as well as at the Academy. This includes persistent defiance towards Academy staff.

### **Suspension and 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 Suspension and Permanent Exclusions 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 suspended or excluded and the reason(s) for the suspension or exclusion.
- The parent/carer is contacted immediately, where possible, to explain the incident and to arrange for the student to be sent home. Where a suspension is for 10 days or more, the parents/carers are invited in for a pre-exclusion meeting to explain the incident and to advise of the outcome. If a pupil has a social worker or is a looked after student, the social worker and the VSH will be notified without delay.
- The suspension or exclusion letter is prepared for parents/carers and work is gathered. The letter, giving details of the suspension or exclusion and the date the suspension 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 suspended or 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 parents/carers to attend where the suspension is discussed.
- During the course of a suspension 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/carers. Failure to do so could result in a fine.
- Exclusion is recorded on SIMS and via the Central Beds Portal system which notifies the Local Authority. This will be done without delay.
- Parents/carers 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.
- The Student Discipline Committee of the Governing Body must consider the reinstatement of an excluded student within 15 school days of receiving notice of the exclusion if:
  - the exclusion is permanent
  - it is a suspension which would bring the student's total number of school days of suspension to more than 15 in a term; or
  - it would result in a student missing a public examination or national curriculum test.

Parents/carers (if the pupil is under 18) or excluded pupils (if they are aged 18 years or older) can request a meeting to be held via the use of remote access but this should not be a default option. Governing boards or arranging authorities must hold the meeting via the use of remote access, if the request has been made correctly as set out in the headteacher's written notification or the governing board's written notification to the parents/carers that they can request an IRP. Holding meetings via remote access must only be done if governing boards or arranging authorities are satisfied that the meeting is capable of being held fairly and transparently.

Where a parent/carer does not request a remote meeting or does not state a wish either way, governing boards and arranging authorities must hold the meeting in person unless it is not reasonably practicable to do so in person for a reason related to extraordinary events or unforeseen circumstances such as an unforeseen school closure due to floods, fire or outbreak of infectious illness/disease.

If there are technological or internet network issues, during a meeting held via the use of remote access which compromises the ability for participants to be seen or heard or prevents the meeting from being held fairly and transparently and it is not reasonably practicable to resolve, a face to face meeting must be arranged by the governing board or arranging authority, despite the parent/carer's request. This will be done without delay.

Social workers and VSHs will be allowed to join a meeting via the use of remote access, regardless of the format chosen, as long as the governing board (for a governing board meeting) or arranging authority (for an IRP) are satisfied that they will be able to participate effectively, they can hear and be heard (and see and be seen if participating by video) throughout the meeting, and their remote participation will not prevent the meeting being fair and transparent.

Governing boards, arranging authorities and panel members must:

- comply with relevant equalities legislation
- enable access to support which the parent is entitled to, including the presence of a friend.

Governing boards, arranging authorities and panel members should ensure the following conditions are met for a meeting via remote access:

- confirm with all the participants that they have access to the technology which will allow them to hear and speak throughout the meeting, and to see and be seen, such as via a live video link
- ensure all the participants will be able to put across their point of view or fulfil their function
- ensure the remote meeting can be held fairly and transparently

The governing board or arranging authority must assess whether a meeting can be held fairly and transparently via remote access with reference to the facts of each case.

If a governing board or arranging authority is not satisfied that a meeting can be held fairly and transparently via remote access, they should consult with the parent/carer to discuss how a face to face meeting can be arranged that will be convenient for them.

Should Social Workers or VSHs be joining a meeting that, as a whole, is taking place in person, they must be allowed to join via the use of remote access should they wish to do so.

If there is a reason related to extraordinary events or unforeseen circumstances, such as an outbreak of infectious illness/disease, which means that it is not reasonably practicable for a governing board



meeting or IRP to be held in person; then this meeting may be held using remote access even if the parent has not asked for the meeting to be remote.

The meeting may be held via the use of remote access, provided the governing board or arranging authority are satisfied that all participants will be able to fully make representations and carry out their functions, each participant has access to the electronic means to allow them to hear and be heard and (where using a live video link) see and be seen, throughout the meeting; and the meeting is capable of being held fairly and transparently.

Students can receive a suspension 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 tie they will be loaned 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
----------------------------

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

Hair	<p>If hair is not of one natural colour or is of an extreme style, parents/carers will be contacted and the 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>
------	--

## 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 [nobullying@asadunstable.org](mailto:nobullying@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/carers

### **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, have a quiet chat with a Student Support Worker or any other member of the support staff, or place a note in the Feeling Safe Box outside the Management Suite.

### **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

### **Harmful Sexual Behaviour**

Sexual harassment, online sexual abuse and sexual violence (including sexualised language) may be happening in the community and potentially in the Academy. Child on child abuse is unacceptable and it will not be tolerated in the Academy.

The Academy will take proactive measures to reduce the risk of this initially occurring by educating students through our assembly programme and character education sessions.

If instances of harmful sexual behaviour do occur, there are procedures in place to ensure that students are able to raise concerns. Students are able to speak to any adult in the Academy regarding issues who will report these on CPOMS, and directly to the Student Services team if immediate action is needed. If students do not feel comfortable talking to an adult they can e-mail student services directly on [studentservices@asadunstable.org](mailto:studentservices@asadunstable.org) or e-mail the anti-bullying e-mail address on [nobullying@asadunstable.org](mailto:nobullying@asadunstable.org) as this is monitored by Academy staff. They can also place a note in the Feeling Safe Box outside the Management Suite.

Students that engage in harmful sexual behaviour will be sanctioned in accordance with the behaviour policy. All incidents will be fully investigated by an appropriate member of staff and sanctions will be applied appropriately. If it is found that a student has displayed harmful sexual behaviour, such as sexualised language, the student will receive a B2, but this will be increased in seriousness, if necessary. Students that are found to be undertaking sexual harassment, online sexual abuse or sexual violence may face a B3, internal isolation or a suspension depending on the severity of the harmful sexual behaviour. There is the potential for a permanent exclusion if the incident meets the threshold for a serious one-off incident.

Education after incidents have occurred is important, and incidents will be reviewed by the Student Services team who will decide on the aftercare that needs to be provided. This may involve restorative conversations and individual or group workshops. This educational intervention is to ensure that the students understand what they have done, the impact of their actions, and how to avoid further instances occurring.

## 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 student, 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, such as 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) (c)by not providing education for the student;
- d) by not affording the pupil access to a benefit, facility or service;
- e) (e)by excluding the pupil from the Academy;
- f) 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

#### **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**

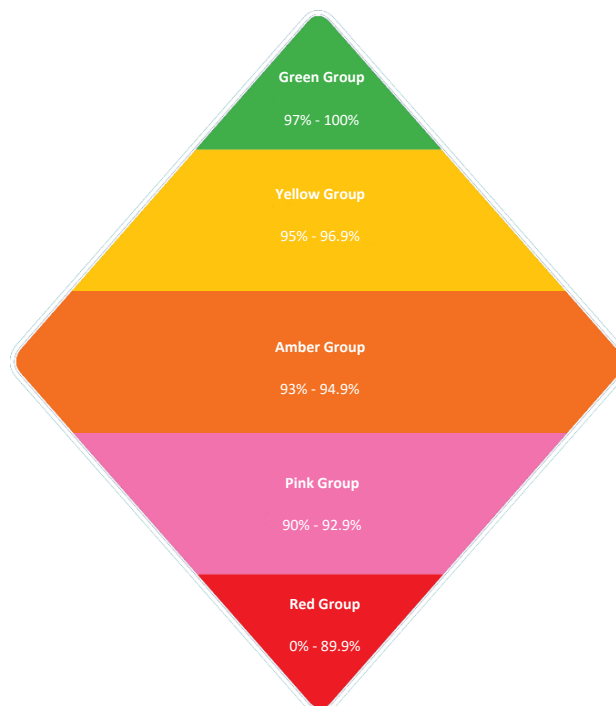
**– Pink Group**

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 the Academy on every day that they are able 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 as early as possible on the first day of their child's absence.
- The Attendance team will contact 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 on every day that they are able 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

#### **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 11.00am 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 proactive 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 Attendance Officer. 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.

Students that have an attendance figure of 85% to 90% will be a particular focus and will be called daily by the non-teaching Head of Year. If they are off a second day there will be a door knock to check their well-being.

### **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 between 08:30 and 08:50 will have a behaviour point logged (B1 – Late to School) and a subsequent same day detention with their respective form tutor to be sat at 15:00 - 15:15. The morning 'Late' will be recorded on our electronic management system and on the register as an 'L' code. Children who arrive after 08:50 will receive a B3 sanction and a subsequent same day 1 hour detention to be sat at 15:00 – 16:00.

Arrival 40 minutes after the register closes (after 9.30am), unless for an authorised medical reason, is automatically coded as 'U'. A 'U' code is an unauthorised absence and impacts on the student's attendance percentage and is taken into account when considering a Fixed Penalty Notice. 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. There is a 30 minute 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 8.30am. 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 parent/carers before 8.50am.
- All students classified as vulnerable and those with attendance of 85% to 90% will be called by 9.10 by the Attendance Officer or the Non-teaching Head of Year to encourage attendance.
- If the absence persists to a second day, a door knock will be made.
- 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, screenshot of text notification)
- 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) 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. While we prefer that students are collected for appointments, we will allow students to make their own way to appointments as long as we have permission from parents/carers. Students are expected to attend school before and after shorter appointments; a whole days' absence will not be authorised.

### Holidays Within Term Time

The latest amendments to education law (September 2013) make it clear that there is a legal requirement that Headteachers 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 the 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 the 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

### **Mental Health and Attendance**

At the Academy we recognise that mental health has suffered since the pandemic and that a number of students are suffering with their mental health. This is an issue that we want to address so that students receive the best education possible, as well as supporting students and their families during difficult times. The information here applies to any student that is displaying any social, emotional or mental health issues, not just those that have a diagnosed mental disorder, or a disability or special educational need.

If a student is absent for mental health issues, the Academy will only request medical evidence of a mental health-related absence where there is a genuine and reasonable doubt about the authenticity of the illness, whether the illness should constitute an absence or to inform any agreed actions to support attendance.



The Academy will set and maintain high expectations for attendance of students with mental health concerns and work with students and parents/carers to maximise their attendance. This will involve a meeting at the Academy within 10 school days to set targets to reintegrate the student back into the Academy as soon as possible.

The Academy will work with students to facilitate support for those that are experiencing mental health problems as well as for those experiencing normal but difficult emotions through sensitive conversations with students and parents/carers.

At the Academy, we will consider additional pastoral care inputs, making referrals where appropriate. This may be to Student Support, the school counsellor or a range of external agencies to support students with their mental health issue.

At the Academy, if a student has been absent from school for five consecutive days with mental health issues, a member of the Academy staff will visit the home of the student to check on the well-being of the student. Engagement with parents/carers and the student will take place at an early stage in the absence and discussions will take place with parents/carers to ensure robust support is in place for the student.

The Academy will support parents/carers if they feel the student needs to visit a specialist in relation to a mental health concern. The Academy will encourage parents/carers to make appointments out of school hours where possible.

### **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
- 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.

### 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

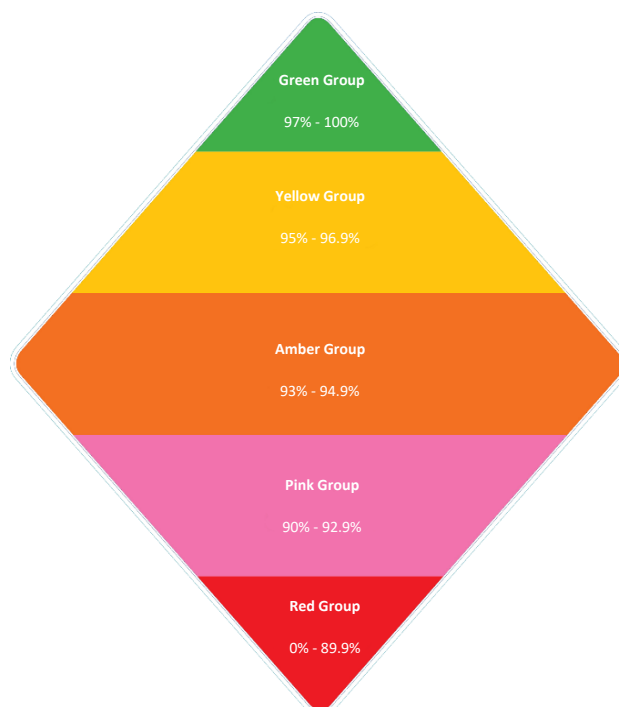
#### – Pink Group

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.



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/text by 11am.

If a student's attendance falls below our Academy target of 90%, this will trigger support from their Form Tutor, Head of Year or Assistant Principal. Please see Responsibilities – Parents/Carers 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.

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 following 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
#	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 Academy 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 Parliament 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 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, even if they do not have their mobile phone with them.

## 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 Academy 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.

## Student Screening

As students enter the Academy a screening process will take place using hand held scanners to ensure no prohibited items, including mobile phones are brought into school. Students can keep their mobile phone on their person, as long as it is placed in a Yondr pouch for the entirety of the day (see previous section – Mobile Phone Free School-Yondr).

Screening will be conducted by members of the Academy Senior Leadership Team. Screening will be conducted in accordance with DFE guidance: [Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies - January 2018, amended July 2022](#)

## **Student Searches**

Under common law, school staff have the power to search a student for any item if the student agrees. School staff have the power to search , without the consent of the student, for any prohibited items as detailed below.

All student searches will be conducted In accordance with DFE guidance: [Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies - January 2018, amended July 2022](#)

Student searches will be conducted where there are reasonable grounds for suspecting that a student is in possession of a prohibited item.

Except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon a second member of staff of the same gender, the authorised member of staff carrying out the search will be of the same gender as the student, and there will be another member of staff present as a witness to the search.

## **Prohibited Items**

Prohibited items include, but are not limited to:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the student)
- cigarettes, tobacco and cigarette papers
- E-Cigarettes
- fireworks
- pornographic images.
- any item which may be harmful or detrimental to school discipline.

## **What can be searched?**

A member of staff may search a student's outer clothing, pockets, possessions, or locker. The person conducting the search must not require the student to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear.

Student's possessions will only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The member of staff may use a metal detector to assist with the search.

Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence

Act 1984 (PACE) Code C. All attempts will be made to notify parents/cares before this happens to allow for an appropriate adult to support the student during the search.

### **Confiscation**

Items found as a result of a search can be confiscated by the member of staff conducting the search if they have reasonable grounds for suspecting it poses a risk to staff or students, is prohibited, banned by the school or is evidence in relation to an offence.

### **Record Keeping and informing parent/carers**

Schools are not required to inform parents/carers before a search takes place nor are they required to seek parental consent to search their child. However, parents/carers will always be informed that a search has taken place, what, if anything, has been found and how this has been dealt with, including any sanctions that have been imposed.

A record of all searches will be made and recorded on the school's safeguarding monitoring system (CPOMS).

Complaints about searches should be directed to Simon Miller - Deputy Principal Behaviour and Attitudes via email at [smiller2@asadunstable.org](mailto:smiller2@asadunstable.org).

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